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Spring 2021

## DIPL 6105 AA International Political Economy

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*Seton Hall University*

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### Recommended Citation

Alam, Nabeela N. PhD, "DIPL 6105 AA International Political Economy" (2021). *Diplomacy Syllabi*. 413.  
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# DIPL 6105 AA

## International Political Economy

### Spring 2021 (Remote)

School of Diplomacy and International Relations  
Seton Hall University

**Instructor:** Dr. Nabeela N. Alam

**Email:** [nabeela.alam@shu.edu](mailto:nabeela.alam@shu.edu) **Note:** Please put **DIPL 6105** in the subject line

**Class meeting times via Zoom:** W 2-4:10 pm

**Student (office) hours via Zoom:** T 2-3:30pm, W 4:15-5:45pm, or by appointment

**Coronavirus Safety:** DIPL 6105 is online this semester. Nonetheless, I know some of you are taking classes in Hyflex mode and I wanted to note here that mitigation measures for containing the spread of the Covid-19 is extremely important. In accordance with the Seton Hall pledge, students must wear a mask in class, maintain required social distancing, and not come to class if you are ill. No mask, no class. The pledge can be found here:

<https://www.shu.edu/health-intervention-communication/seton-hall-pledge.cfm>

## COURSE DESCRIPTION

Globalization – economic, political, social, and cultural integration between countries – was growing at a rapid pace until the 2007-2009 global financial crisis. Since then, events such as the Brexit referendum, election cycles in Western democracies, US unilateralism under the Trump Administration, and finally the current coronavirus pandemic have demonstrated the retreat to insular policies. The pandemic has also showed us feats of global cooperation, especially in the race to identify the virus and develop a vaccine. What forces drive globalization, and what forces slow it down? What are the social and economic impacts? Who is for globalization, and who is against it? DIPL 6105 is a graduate course in international political economy (IPE) addressing these questions, with a focus on the challenges that global markets, organizations, and citizens pose for individual governments. The overarching theme is **globalization and governance**.

Deeper international economic integration has led to more frequent economic exchanges across the globe on a daily basis, involving nation-states, multinational entities, individuals and non-governmental organisations. IPE scholars study the interplay of **political** and **economic interests** between various state and non-state **actors** pertaining to these cross-border flows. The economic, political and social relations between individuals, states and firms have evolved in response to changes in tastes, technology, ideology, and political or economic power. The distribution of political power itself changes in response to the distribution of economic power. In this course, we will explore how domestic interests drive policy preferences at the state level, and how similarities or differences in interests in various **issues** across countries lead to cooperation or conflict in global governance and international relations. We will further see how the lack of a global government with enforceable laws has shaped **institutions** of global governance such as the WTO, and the tension between national sovereignty and these supranational rule- or norm-setting mechanisms.

The course will expose you to both **methodologies** and their **applications** to current issues with the goal of deriving evidence-based and rational policymaking. We will bridge the gap between theory and practice by using academic articles, the case method, policy pieces, and podcasts where experts in academia and policy speak. Issue areas in the course include international trade and investment, regional economic integration, environmental and labor standards, climate change, global public health, migration, development, and foreign aid.

## COURSE STRUCTURE

The course will run as a **lecture-seminar hybrid**. I will deliver material as needed (lecture component) in video form to advance understanding and discussions. Students will access these before class on that topic. As in a seminar, students are expected to synthesize assigned readings with the lecture component to propagate classroom discussions. This requires you to complete the assigned readings ahead of time, and to critically engage with the material for discussions. The **20% grading weight on student participation** reflects the seminar component of the class.

## COURSE OBJECTIVES

The objectives of this course are to:

1. Give students the necessary analytical tools to critically read, analyze and discuss the political and economic drivers of international economic relations, and understand the drivers of international economic cooperation and conflict.
2. Use case studies and current events to illustrate how theory informs our understanding of real world events.
3. Produce an evidence-based research paper or white paper on a current issue in international political economy using the actors, interests, and institutions paradigm. The paper can be from a business, government, civil society, or international governance perspective.

## REQUIRED COURSE MATERIAL

There are no required textbooks for the course. Instead, you are required to purchase a set of case studies and notes from the Harvard Business School (HBS) and Harvard Kennedy School (HKS). These are listed below can be purchased at the Harvard Business School Publishing website and [this one](#) (HKS). You will have to create an account to access the coursepack, and your name will be registered in the course roster once you complete the purchase.

The links to the course pack will be on Blackboard.

1. **HBS Note #9-796-183:** The Economic Gains from Trade: Comparative Advantage.
2. **HBS Note #9-711-043:** Stalemate the at WTO: TRIPS, Agricultural Subsidies, and the Doha Round. (*optional*)
3. **HBS Case #9-703-034:** Worker Rights and Global Trade: The U.S.-Cambodia Bilateral Textile Trade Agreement
4. **HBS Note #9-716-024:** Evolving Trends in Global Trade
5. **HBR Article #91212:** Robert Reich, "Who Is Us? Who Is Them?" (*optional*)
6. **HBS Case #9-716-026:** The TTIP: Bridging the Transatlantic Economy
7. **HBS Note #9-703-018:** Foreign Direct Investment
8. **HBS Case #9-706-007:** Foreign Direct Investment and Ireland's Tiger Economy (A)
9. **HBS Note #9-706-044:** Protecting Foreign Investors
10. **HKS Case #C14-06-1825.0:** Pakistani Textile Exports, Fast Track, and the U.S. War on Terror: A Collision of Foreign and Trade Policy Goals

Other required reading and audio material are listed in the Course Schedule section, along with links to access the material. Additional material will be posted on Blackboard, emailed, or sent during class.

Recommended books on international trade and globalization:

- Douglas Irwin. *Free Trade Under Fire, 4<sup>th</sup> Edition*. Princeton University Press, 2015.
- Dani Rodrik, *The Globalization Paradox*, 2012, W.W. Norton & Co.

While this isn't an economics course, we will (not surprisingly) encounter concepts and frameworks in international economics. I will introduce you to the concepts, but you may find it helpful to refer to more detailed coverage.

Recommended textbooks for reference reading in international economics are:

- Krugman, Paul, Maurice Obstfeld and Marc Melitz. *International Economics - Theory and Policy*, 10<sup>th</sup> Edition, Pearson, 2014.
- Robert Feenstra & Alan Taylor, *International Economics*, 3<sup>rd</sup> Edition, Worth MacMillan Publishers, 2014.

## COURSE COMMUNICATION AND INFORMATION DISSEMINATION

All course material will be handed out in class, emailed or posted on the course site on Blackboard, located at <http://myweb.shu.edu/>. I will send emails and course announcement from the course website on Blackboard, so you should regularly (once every 36 hours) check the email address you listed in the SHU directory.

To confirm that you are receiving emails through Blackboard, log into the course site and send an email to yourself. The [Technology Service Desk](mailto:servicedesk@shu.edu) (servicedesk@shu.edu, (973) 275-2222 or x2222) can assist you with any questions.

When emailing me, type **DIPL 6105** in the subject, and follow this with a subject relevant to your email. For instance, you may write “DIPL 6105 – Paper” as the subject of your email. An email with the appropriate subject automatically gets forwarded to my **DIPL 6105** folder and minimizes the probability of getting overlooked in a busy inbox. I will do my best to respond to your email within 24 hours during weekdays and within 48 hours during weekends.

## STUDENT OFFICE HOURS AND MEETINGS

I highly encourage you use the student hours to discuss any questions or thoughts you have regarding the course material or about career interests. This helps you to engage with the course material more deeply. To this end I have built in some meetings in the course schedule. These meetings are even more important in remote teaching during the pandemic when we can't have our normal face to face encounters in the classroom.

While the student hours are “walk-in”, I urge you to sign up for a 15-minute slot via the Google Sheets document on Blackboard. If you cannot make it to the designated times, please email me to set up a time that works for both of us.

## GRADING DISTRIBUTION AND POLICIES

The grade for this course has three main components:

Quizzes	10%
Class participation and preparation	20%
Group work: Two case analyses (2 * 12.5% each)	25%
White paper	45%
a. Proposal (10%)	
c. Presentation (15%)	
d. Final paper (20%)	

The grade distribution for the class is:

A	94-100	B+	87-90	C+	77-80	D	60-70
A-	90-94	B	83-87	C	73-77	F	<60
		B-	80-83	C-	70-73		

## COURSE REQUIREMENTS AND EVALUATION CRITERIA

### Quizzes

There will be five short quizzes to ensure you understand the key concepts and ideas presented in the video lectures and readings. Each quiz is worth 10 points and I will drop the lowest scoring quiz from counting towards your grade. The quizzes will be available on Blackboard from Sunday through Wednesday before class, but once you start the quiz you will have 30 minutes to complete it.

## Class participation and preparation

*Attendance is required, and not a component of participation.* Attendance alone will not earn you participation points.

*Class participation* includes but is not limited to asking relevant questions or building on others' comments to further discussion, answering questions *meaningfully*, demonstrating thoughtful responses to assigned readings, and referring *meaningfully* to *relevant* evidence and real world examples. You should be articulate (concise, clear) and logically consistent, connect to the course material, and stay on point. I will reward original and creative comments, arguments, or observations.

*Preparation* involves **completing and processing the assigned videos, podcasts, and readings** *before* coming to class or office hours. The readings are designed to provide you with multiple perspectives and an array of evidence. To do well in this course, you must engage in *active* reading during which you take good notes, reflect on the evidence presented, and draw out the key arguments made by the authors. I will treat assigned readings as background, and build on them in class to give a more in-depth treatment of the topics at hand. Thus, you will demonstrate preparation for class by using material from all assigned material in your classroom contributions.

## Group work: Cases analyses

Students will form groups of 2 or 3 to work together on the case analyses and to prepare the case for discussion in class. As a group, you will write two case analyses choosing from the HBS or HKS cases we cover to date. Each case analysis write-up will be three double-spaced pages summarizing the key points of the case using the evidence provided in the cases and applying the tools we cover in class. You will also provide a decision where appropriate.

Case Analysis 1	due <b>Saturday, March 6</b> at <b>8pm</b>
Case Analysis 2	due <b>Saturday, March 27</b> at <b>6pm</b>

## White paper or research paper: Current issue in IPE analysis

You will write a white paper on an ongoing and unresolved issue touching on international economic relations where you demonstrate an understanding of the tension between domestic politics and global cooperation and governance. The purpose of a white paper is to inform decision-makers on a specific issue and provide a policy recommendation. This entails detailing the background or origin of the problem and the parties involved or impacted, the ramifications and impacts, provide evidence backing your claims and arguments, and finally threading these pieces to advocate for a policy consistent with your background research.

The HBS and HKS cases are good examples of the kind of issues that are suitable subjects for the project. Cases and empirical papers in class will also demonstrate the kinds of variables you want to measure in your research papers.

The white paper project has three deliverables with due dates and (at least) two meetings as follows:

Paper outline	<i>due</i> <b>Mon, March 15</b> at <b>8pm</b>
Meeting to discuss outline	<b>Tue, Mar 16 2-3:30pm, Wed Mar 17 2-5:45pm</b> or by appointment
Presentation	<i>due</i> <b>Mon, April 26</b> at <b>8pm</b>
Meeting to discuss outline	<b>Tue, Apr 27 2-3:30pm, Wed Apr 28 2-5:45pm</b> or by appointment
Final paper	<i>due</i> <b>Mon, May 17</b> at <b>8pm</b>

Detailed prompt for assignments will be posted. Written assignments are due via Blackboard. Should you want to write a research paper instead, please get in touch with me.

Papers should utilize one of the Chicago Manual of Style **citation formats**: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page. The citation format is different from the MLA or APA format you may have learnt in other courses outside of the School of Diplomacy.

## COURSE POLICIES

**Attendance** in all class sessions is required and I will take attendance. Attendance is expected, and will not be rewarded with a score towards your final grade. Do not confuse the attendance requirement with class participation requirements. I understand, however, that unforeseen circumstances beyond your control may arise, but you should communicate this with me. Note that absences can negatively impact your overall grade. Repeated instances of lateness can be treated as absences at the discretion of the instructor. Repeated instances of absences may result in a failing grade.

**Grade appeals** will be considered only in the event you discover a mistake in grading. Nonetheless, you must wait 48 hours before appealing. Note that re-grades will not be limited to the disputed part of the exam or assignment.

**Incomplete** grade designation for the course will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

**Covid-19 ground rules.** As I mentioned in my welcome email to the class, we are going through a pandemic and I understand there are many sources of worry and uncertainty. So, if you tell me **in advance** you need more time to for an assignment, need extra help, or you have to miss class, I will work with you. You don’t have to tell me why you need an extension, and I am not going to ask for personal information. I will also conduct a check-in survey every two weeks to make sure you are keeping up with work and are not struggling. But don’t wait for the next check-in if you need help sooner. I can also point you to different resources on campus if you need help outside of academics.

## SETON HALL POLICIES AND RESOURCES

**Accommodations.** It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

**Counseling.** As part of our commitment to the health and well-being of all students, Seton Hall University’s Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychologicalservices/index.cfm>

**Academic Honesty.** Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct at the following links:

- <http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>
- <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

**COURSE SCHEDULE** (subject to change)

The course schedule is tentative, and subject to change. I may also change out some readings as the current situation evolves and any assigned readings become less relevant.

Note that there is no Spring Break this semester and I understand that it will feel like a long semester during a draining pandemic. For this reason I've built in two days with no class and assigned readings, one halfway through the semester (Week 8) and one towards the end (Week 14). We will however use these days to hold one-on-one meetings where I provide feedback on the project for your white paper. I will be unable to meet everyone during the class period, so we will make use of office hours and extra meetings where necessary.

Week #	Day	Topic	Assignments
1	W Jan 27	Introduction. What is IPE?	
2	W Feb 3	Globalization	
3	W Feb 10	Political Economy of Domestic Trade Policy and Preferences	Quiz 1
4	W Feb 17	Political Economy of International Trade Cooperation <b>Case (audio):</b> US-Brazil cotton dispute in WTO	Quiz 2 Meetings to discuss paper topic
5	W Feb 24	Foreign Direct Investment <b>HBS 9-706-007:</b> FDI and Ireland's Tiger Economy	Quiz 3 Meetings to discuss paper topic
6	W Mar 3	Preferential/Regional Trade Agreements <b>HBS Case 9-716-026:</b> TTIP	Case Analysis 1 <b>due Mar 6 (S)</b>
7	W Mar 10	US-EU-China: Challenges and Cooperation	Paper outline due <b>Mar 15 (M)</b>
8	W Mar 17	MEETINGS TO DISCUSS PAPER OUTLINE	
9	W Mar 24	Globalization and Labour Standards <b>HBS Case 9-703-034:</b> Worker Rights & Trade: US-Cambodia	Case Analysis 2 <b>due Mar 27(S)</b>
10	W Mar 31	Globalization & the Environment	Quiz 4
11	W Apr 7	TRIPS and Public Health Crises	Quiz 5
12	W Apr 14	Migration & Development	
13	W Apr 21	Political Economy of Foreign Aid <b>HKS Case C14-06-1825.0:</b> US-Pakistan Foreign vs Trade Policy	Presentation due <b>Apr 26 (M)</b>
14	W Apr 28	MEETINGS TO DISCUSS PAPER PROGRESS	
15	W May 5	Concluding thoughts – <b>Last day of class</b>	
	<b>M May 17</b>	<b>Final exam period – no class</b>	<b>Paper due May 17 (M)</b>



**READINGS** (subject to change)**Wed, Jan 27. Session 1 – Introduction: What is IPE and Why Should We Study It?**Required reading:

- Veseth, Michael. “What is International Political Economy?” ([url](#)) (not required: longer 2007 [version](#))
- Haas, Richard. 2017. “World Order 2.0.” *Foreign Affairs* 96(1): 2-9. ([url](#))

Reading guide:

- What is IPE? Why is it important in the study of international relations?
- What are the four (more conventional) alternative views of IPE and how are they distinct?
- What is the contemporary approach we will use in class? What are the main elements? Does this approach ignore or negate the traditional approaches? Is there any one right approach in tackling IPE questions?

**Wed, Feb 3. Session 2 – What is Globalization? Then and Now**Required reading:

- Bernanke, Ben. 2006. “Global Economic Integration: What’s New and What’s Not?” Lecture at the Federal Reserve Bank of Kansas City’s Thirtieth Annual Economic Symposium, Jackson Hole, WY. ([url1](#)) ([url2](#))
- Birdsall, Nancy, Christian Meyer, and Alexis Sowa. 2013. “Global Markets, Global Citizens, and Global Governance in the 21<sup>st</sup> Century,” *Center for Global Development Working Paper No. 329*. ([url](#)) **Read Sections 1, 2 and 4 on pp. 1-8, 13-31.** (Recommend entire paper.)
- Frankel, Jeffrey A. 2000. “Globalization and the Economy.” *NBER working paper 7858*. ([url](#)). **Read pp. 2-22, 29-37.**
- Deardorff, A.V. and Stern, R.M., 2002. What you should know about globalization and the World Trade Organization. *Review of International Economics*, 10(3), pp.404-423. ([url](#)). **Read pp. 404-413.**

Recommended reading:

- Birdsall, Nancy, Christian Meyer, and Alexis Sowa. 2013. “Global Markets, Global Citizens, and Global Governance in the 21<sup>st</sup> Century,” *Center for Global Development Working Paper No. 329*. ([url](#))
- Rodrik, Chapters 1 and 2.
- **HBS Note 9-716-024:** Evolving Trends in Global Trade.
- Our World in Data. 2018. “Trade and Globalization.” ([url](#))

**Wed, Feb 10. Session 3 – Political Economy of Domestic Trade Preferences and Policy****Quiz 1 on Blackboard**Required reading:

- Frankel, Jeffrey A. 2000. “Globalization and the Economy.” *NBER working paper 7858*. ([url](#)) **Read pp. 22-29.**
- FLB, Chapter 5: pp. 81-91. Schonhardt-Bailey, Cheryl. “Free Trade: The Repeal of the Corn Laws.” ([Blackboard](#))
- Irwin, Douglas and Maksym Chepeliev. 2020. “The economic consequences of Sir Robert Peel: A quantitative assessment of the repeal of the corn laws.” *VoxEU*, December 9. ([url](#))
- Conconi, Paola, Giovanni Fachhini, and Maurizio Zanardi. 2014. “Policymaker’s Horizons and Trade Reforms: The Protectionist Effect of Elections.” *Journal of International Economics* 94(1): 102-118. ([SHU Library](#))
- **HBS Note 9-796-183:** The Economic Gains from Trade: Comparative Advantage.
- Marginal Revolution University. Tariffs and Protectionism. ([15 mins](#))

Recommended reading:

- The Economist. 2016. “Tariff and wages: An inconvenient iota of truth.” *Economics Brief*, August 6. ([url](#))



**Wed, Feb 17. Session 4 – Political Economy of International Trade Cooperation****Quiz 2 on Blackboard**Required reading:

- Deardorff, A.V. and Stern, R.M., 2002. What you should know about globalization and the World Trade Organization. *Review of International Economics*, 10(3), pp.404-423. ([url](#)). **Read pp. 413-422.**
- Baldwin, Richard. 2016. “The World Trade Organization and the Future of Multilateralism.” *Journal of Economic Perspectives* 30(1): 95-116. ([url](#))
- Bown, Chad P. 2009. "US-China Trade Conflicts and the Future of the WTO." *Fletcher Forum of World Affairs* 33 (1): 27-48. ([url](#)) **Read pp. 34-37 on “Retaliation Lessons from Banana and Steel Safeguards”.**
- **Case:** Joffe-Walt, Channa. 2010. “The Friday Podcast: The Cotton Wars.” *NPR Planet Money*, Oct 29. ([podcast](#))
- **HBS Note # 9-711-043.** Stalemate the at WTO: TRIPS, Agricultural Subsidies, and the Doha Round.

Recommended reading:

- Rodrik, Chapters 3 and 4.
- Bagwell, Kyle, Chad P. Bown and Robert W. Staiger. 2016. “Is the WTO Passé?” *Journal of Economic Literature* 54(4): 1125-1231. ([url](#))
- TU, Xinquan and Guijun Lin. “The revival of industrial policy: How should the WTO address it?” Paper presented at the Trade and Development Symposium: Perspectives on the Multilateral Trading System.

**Wed, Feb 24. Session 5 – FDI****Quiz 3 on Blackboard**Required reading:

- FLB Chapter 9, pp. 144-155: Caves, Richard. “The Multinational Enterprise as an Economic Organization.”
- **HBS Note 9-703-018:** Foreign Direct Investment
- **HBS Case 9-706-007:** Foreign Direct Investment and Ireland’s Tiger Economy

**Wed, Mar 3. Session 6 – Regional/Preferential Trade Agreements****Case Analysis 1 due on Sat, Mar 6 at 8pm**Required reading:

- Bown, Chad. 2017. “Mega-Regional Trade Agreements and the Future of the WTO.” *Global Policy* 8(1): 107-112. ([url](#))
- Conconi, Paola, Manuel Garcia Santana, Laura Puccio, and Roberto Venturini. 2016. “The perverse effect of preferential rules of origin.” *VoxEU.org*, March 16. ([url](#))
- **HBS Case 9-716-026:** The TTIP: Bridging the Transatlantic Economy
- **HBS Note 9-706-044:** Protecting Foreign Investors

Recommended reading:

- Calmes, Jackie. 2016. “What Is Lost by Burying the Trans-Pacific Partnership?” *The New York Times*, Nov 11. ([url](#))
- Krueger, Anne O. 1999. “Trade creation and trade diversion under NAFTA.” *NBER Working Paper* 7429. ([url](#))
- McNamara, Kathleen R. 2016. “Brexit’s False Democracy: What the voters really wanted.” *Snapshot*, June 28. ([url](#))
- Spolaore, Enrico. 2013. “What is European integration really about? A political guide for economists.” *Journal of Economic Perspectives* 27(3): 125-144.
- Bown, Chad and Soumya Keynes. 2021. “What’s in the new EU-UK trade deal? Brexperts explain.” *Trade Talks Podcast*, January 3. ([32 mins](#))

**Wed, Mar 10. Session 7 – US-EU-China Relations and Global Macroeconomic Policy Coordination****Paper Proposal due Mon, Mar 15 @8pm**Required reading:**EU-US-China Relations**

- Bown, Chad P. 2009. "US-China Trade Conflicts and the Future of the WTO." *Fletcher Forum of World Affairs* 33 (1): 27-48. ([url](#))
- Autor, David H. 2018. "Trade and labor markets: Lessons from China's rise." IZA World of Labor, February. ([url](#))
- Hass, Ryan and Abraham Denmark. 2020. "More pain than gain: How the US-China trade war hurt America." Brookings Institution Order from Chaos Blog, August 7. ([url](#))
- Guerrieri, Paolo. 2011. "Macroeconomic Policy Coordination and the Generation of World Effective Demand" in *Think Tank 20: Macroeconomic Policy Interdependence and the G-20*. Brookings: Washington DC, pp. 48-51. ([url](#))

**Podcasts to divide and conquer**

- Bown, Chad and Soumya Keynes. 2021. "The EU's new trade policy, with Sabine Weyand of DG Trade." *Trade Talks Podcast*, January 17. ([42 mins](#)) ([Podcast transcript](#))
- Lehr, Amy. 2020. "Addressing Forced Labor in the Xinjiang Uyghur Autonomous Region." *CSIS Briefs*, July. ([url](#)) **OR** ([Trade Talks podcast](#))
- Bown, Chad and Soumya Keynes. 2020. "Imbalances, Inequality, and Trade." *Trade Talks Podcast*, August 31. ([33 mins](#))

Recommended reading:

- Bown, Chad and Soumya Keynes. 2020. "US-China Trade War: The Negotiators." *Trade Talks Podcast*, June 21. ([28 mins](#))
- Feigenbaum, Evan A. 2017. "China and the World: Dealing with a Reluctant Power." *Foreign Affairs* 96(1): 33-40. ([url](#))
- Congressional Research Service. 2020. "International Economic Policy Coordination at the G-7 and G-20." CRS Report No. R40977. ([url](#))
- Frankel, Jeffrey. 2015. "International Macroeconomic Policy Coordination." *VoxEU*, December 9. ([url](#))

**Wed, Mar 17. Session 8 – Meetings (No class)****Wed, Mar 24. Session 9 – Globalization and Labour****Case Analysis 2 due Sat, Mar 27 @8pm**Required reading:

- Mosley, Layna and David Singer. 2015. "Migration, Labor and the International Political Economy." *Annual Review of Political Science* 18: 283-301. **Read pp. 283-293.** ([Blackboard](#))
- Bardhan, Pranab. 2006. "Does globalization help or hurt the world's poor? Overview – Globalization and poverty." *Scientific American*, March 26. ([url](#))
- WTO. *Labor standards: consensus, coherence and controversy*. Accessed Jan 25, 2021. ([url](#))
- **HBS Case 9-703-034:** Worker Rights and Global Trade: The U.S.-Cambodia Bilateral Textile Trade Agreement

Recommended reading:

- Pandya, Sonal, 2010. "Labor Markets and Demand for Foreign Direct Investment." *International Organizations IO 2010*

**Wed, Mar 31. Session 10 – Globalization and the Environment****Quiz 4 on Blackboard**Required reading:

- Harris, Jonathon M. 2004. “Trade and the Environment.” Global Development and Environment Institute, Tufts University.
- WTO. *An introduction to trade and environment in the WTO*. Accessed Jan 25, 2021. ([url](#))
- WTO. *Environmental disputes in the GATT/WTO*. Accessed Jan 25, 2021. ([url](#))
  - United States — Import Prohibition of Certain Shrimp and Shrimp Products ([url](#))
  - United States — Standards for Reformulated and Conventional Gasoline ([url](#))
  - United States — Restrictions on Imports of Tuna ([url](#))
- Keohane, Robert O. and David G. Victor. 2016. “Cooperation and Discord in Global Climate Policy.” *Forthcoming in Nature Climate Change*. ([url](#))
- The Economist. 2013. “Air Trade.” *Free Exchange Blog*, February 23. (*Blackboard*)

Recommended reading:

- Cosbey, Aaron. 2016. “The Trade Implications of the Paris COP21 Agreement.” International Trade Working Paper 2016/17. Commonwealth Secretariat, London. ([url](#))
- Frankel, Jeffrey A. 2003. “Globalization and the Environment.” NBER Working Paper 10090. ([url](#))

**Wed, Apr 7. Session 11 – WTO, TRIPS, and Global Public Health****Quiz 5 on Blackboard**Required reading:

- Bown, Chad and Soumya Keynes. 2020. “Vaccine economics, and why we need trade to end the pandemic.” *Trade Talks Podcast*, August 13. ([24 mins](#))
- Athey, Susan, Michael Kremer, Christopher Snyder, and Alex Tabarrok. 2020. “In the Race for a Coronavirus Vaccine, WE Must Go Really, Really Big.” *New York Times Opinion*, May 4. (*Blackboard*)
- WTO. *The TRIPS Agreement*. Accessed January 25, 2021. ([url](#)) **Pay attention to the section on patents.**
- Wise, Jacqi. 2006. “Access to AIDS medicine” *Bulletin of the World Health Organization* 84(5): 337-424. ([url](#))
- UNAIDS. 2012. *Getting to zero on AIDS-related deaths: TRIPS and the potential impact of free trade agreements*. June 1. ([url](#))
- ‘t Hoen, Ellen F.M. 2009. *The Global Politics of Pharmaceutical Monopoly Power: Drug patents, access, innovation and the application of the Doha Declaration on TRIP and Public Health*. AMB: Diemen. ([url](#)) (Assigned pages to be determined).

Recommended reading:

- WTO. 2020. “Developing and Delivering Covid-19 Vaccines Around the World: An information note about issues with trade impact.” December 22. ([url](#))
- Nicole, Dianne and Olasupo Owoeye. 2013. “Using TRIPS flexibilities to facilitate access to medicines.” *Bulletin of the World Health Organization* 91(7): 465-544.

**Wed, Apr 14. Session 12 – Migration and Development**Required reading:

- Clemens, Michael. 2020. “Emigration rises along with economic development. Aid agencies should face this, but not fear it.” Center for Global Development, August 18. ([url](#))
- Milanovic, Branko. 2013. “Global Income Inequality in Numbers: History and Now.” *Global Policy* 4(2): 198-208. ([url](#))
- Mayda, Anna Maria. 2006. “Who is against immigration? A cross-country investigation of individual attitudes towards immigrants.” *Review of Economics and Statistics* 88(3): 510-530. ([url](#))
- Rodrik, Dani. 2013. “The Past, Present and Future of Growth.” Global Citizen Foundation Working Paper 1. ([url](#))
- Birdsall, Nancy, Christian Meyer, and Alexis Sowa. 2013. “Global Markets, Global Citizens, and Global Governance in the 21<sup>st</sup> Century,” *Center for Global Development Working Paper No. 329*. ([url](#)) **Read Sections 3 on pp. 8-13.**

Recommended reading:

- Mosley, Layna and David Singer. 2015. “Migration, Labor and the International Political Economy.” *Annual Review of Political Science* 18: 283-301. Read pp. 293-298.
- Rodrik: “Future of Growth in Developing Countries” Durham Lecture ([youtube](#))
- Rodrik, Chapters 7 and 8.
- Moran, Theodore H. 2015. “The Role of Industrial Policy as a Development Tool: New Evidence from the Globalization of Trade and Investment.” Center for Global Development Policy Paper 071. ([url](#))

**Wed, Apr 21. Session 13 – Political Economy of Foreign Aid**Required reading:

- Werker, Eric D. 2012. “The Political Economy of Bilateral Foreign Aid.” Harvard Business School BGIE Unit Working Paper No. 13-026. ([url](#))
- Qian, Nancy. 2014. “Making Progress Towards Foreign Aid” *Annual Review of Economics* 7(1): 277-308. (must access through SHU [ILL](#))
- **HKS Case C14-06-1825.0:** Pakistani Textile Exports, Fast Track, and the U.S. War on Terror: A Collision of Foreign and Trade Policy Goals

**Wed, Apr 28. Session 14 – Meetings****Wed, May 5. Session 15 – Concluding Remarks**Required reading:

- Birdsall, Nancy, Christian Meyer, and Alexis Sowa. 2013. “Global Markets, Global Citizens, and Global Governance in the 21<sup>st</sup> Century,” *Center for Global Development Working Paper No. 329*. ([url](#)) **Read Sections 5 and 6 on pp. 31-48.**

Recommended reading:

- Rodrik, Chapters 9, 10, 11 and 12.
- Hanson, Gordon. 2012. “The Rise of the Middle Kingdoms: Emerging Economies in Global Trade.” *Journal of Economic Perspectives* 26(2): 41-64. ([url](#))
- **HBR Article 91212:** Robert Reich, “Who Is Us? Who Is Them?”

**Final draft due Monday, May 17 @8pm**