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School of Diplomacy and International
Relations

Spring 2022

International Political Economy

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DIPL 6105 AA

International Political Economy

Spring 2022

School of Diplomacy and International Relations
Seton Hall University

Instructor: Dr. Nabeela N. Alam

Email: nabeela.alam@shu.edu **Note:** Please put **DIPL 6105** in the subject line

Class meeting times (in person or via Zoom): W 2-4:10 pm

Student (office) hours via Zoom: T 1-3pm, Th 2-3pm, or by appointment

Coronavirus Safety: Our mask mandate remains mandatory for indoors (unless you're alone or eating) and in effect until further notice. The language was clear last year: **No mask, no class.** Updates can be found here: <https://www.shu.edu/health-intervention-communication/>

COURSE DESCRIPTION

This graduate course examines the **political economy of globalization and its governance**. Globalization, defined as the economic, political, social, and cultural integration between countries, was growing at a rapid pace until the 2007-2009 global financial crisis. Since then, additional events such as the Brexit referendum, US unilateralism under the Trump Administration, and the current coronavirus pandemic have demonstrated the retreat to insular policies. 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? How do these forces drive cooperation or conflict in international economic relations? For instance, during the pandemic we've witnessed feats of global cooperation in the race to identify the virus and develop a vaccine, as well as conflict such as vaccine nationalism. DIPL 6105 addresses these questions, with a focus on the challenges that global markets, organizations, institutions, and citizens pose for individual governments.

Deeper international economic integration means 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 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 such as for free trade or migration at the state level, and how cross-country variations in interests in an **issue** 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 class will introduce you to relevant theories and you will apply them 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, migration, and investment, regional economic integration, US-Europe-China relations, foreign aid, environmental and labor standards, climate change, global public health and the ongoing Covid-19 pandemic, and foreign aid.

COURSE STRUCTURE

The course will run as a **lecture-seminar hybrid**. Along with assigned material, the lecture component (delivered in person or as videos) will form the basis of discussions. As in a seminar, students are expected to synthesize assigned material with the lecture component to propagate classroom discussions. This requires you to complete the assigned readings, videos, and podcasts 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

1. Use the modern IPE framework of actors, interests, and institutions to critically analyze 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 relevant theory informs our understanding of real-world events.
3. Understand challenges to the institutions of global governance and in the provision of global public goods
4. Analyze an international economic issue in terms of the actors, interests, and institutions paradigm to communicate the politics that will impact a policy in different formats: memo, video briefing, and white paper.

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 (HBSP) website. You will have to create an account with HBSP to access the [DIPLOMA 6105 coursepack](#), and your name will be registered in the course roster once you complete the purchase. The HKS cases need to be bought separately [here](#) and [here](#). The links to the course pack will also be on Blackboard.

1. **HBS Note #9-716-024** Evolving Trends in Global Trade
2. **HBS Note #9-796-183** The Economic Gains from Trade: Comparative Advantage.
3. **HBS Note #9-711-043** Stalemate at the WTO: TRIPS, Agricultural Subsidies, and the Doha Round.
4. **HBS Note #9-703-018** Foreign Direct Investment
5. **HBS Case #9-706-007** Foreign Direct Investment and Ireland's Tiger Economy (A)
6. **HBS Note #9-706-044** Protecting Foreign Investors
7. **HBS Case #9-716-026** The TTIP: Bridging the Transatlantic Economy
8. **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 ([link](#)) (*not in course pack need to buy separately*)
9. **HBS Case #9-703-034** Worker Rights and Global Trade: The U.S.-Cambodia Bilateral Textile Trade Agreement
10. **HKS Note NR15-02-1661.3** International Trade Meets Intellectual Property: The Making of the TRIPS Agreement (Abridged) ([link](#)) (*not in course pack need to buy separately*)

Optional

1. **HBR Article #91212**: Robert Reich, "Who Is Us? Who Is Them?" (*optional*)

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, 4th Edition*. Princeton University Press, 2015. ([Amazon](#))
- Dani Rodrik, *The Globalization Paradox: Democracy and the Future of the World Economy*, 2012, W.W. Norton & Co. ([Amazon](#))

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*, 10th Edition, Pearson, 2014.
- Robert Feenstra & Alan Taylor, *International Economics*, 3rd 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.

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 | 15% |
| Class participation and preparation | 20% |
| Group work: Two case analyses (2 * 10% each) | 20% |
| 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 (15%)

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 15 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 (20%)

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. I will also ask you to complete in-class polls or exercises, or ask you to bring in newspaper articles on current events relevant to class.

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 (2 x 10% = 20%)

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 Memo 1 | due Friday, February 25 at 10pm |
| Case Memo 2 | due Friday, April 1 at 10pm |

White paper or research paper: Current issue in IPE analysis (45%)

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

| | |
|----------------------------|---|
| Paper outline | <i>due</i> Fri, March 4 at 10pm |
| Meeting to discuss outline | Wed Mar 16 from 2-6pm, or T-Th student hours or by appointment |
| Presentation | <i>due</i> Fri, April 22 at 10pm |
| Final paper | <i>due</i> Mon, May 16 at 10pm |

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.

Citation Style

Papers should utilize one of the Chicago Manual of Style **citation formats**: Author-Date or Notes and Bibliography. The Quick Guide 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 "I" (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 can also point you to different campus resources (in person and virtual), including for writing or for mental health. Please use any and all resources available to you, including my student hours. I intend to work with you and cut you some slack provided you communicate your constraints in advance.

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.

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:

- https://www.shu.edu/student-life/upload/Student_Code_of_Conduct.pdf
- <https://www.shu.edu/diplomacy/academic-conduct.cfm>.

RESEARCH RESOURCES

Throughout the course you will be analysing current, recent, and past events in international economics and I will ask you to bring in relevant news stories. The newspapers and magazines listed below are good sources to stay current and dig deeper into the issues we discuss. However, to meaningfully make sense of the events from using **rigorous** analytical frameworks you will combine theories we learn in class with expert analyses of events, which you will get from the online outlets and think tanks listed below. Your main sources should be official academic and policy papers, not news sources.

Reading Sources for International Economics (Lists NOT exhaustive!)

Newspapers and Magazines

- The Economist
- The Financial Times
- Wall Street Journal
- Foreign Affairs

Online Outlets for Expert Analyses

- Quartz
- Project Syndicate
- The Conversation

Think Tanks

- Brookings Institutions
- Center for Global Development
- RAND (International Econ and Security)
- Nikasen Center
- CEPR
- VoxEU

SHU Library Resources

The term paper for the course requires you to use economic and social indicators from relevant databases for analysing an issue with the appropriate evidence. You should make an appointment with our Diplomacy liaison at the library, **Lisa DeLuca** (Lisa.DeLuca@shu.edu), to help you with accessing data. *Note that Lisa will be transitioning from her post at the library and there may be someone else taking her place during the semester.*

Data Sources

Here is a non-exhaustive list of data sources to get you started on your paper:

- World Bank's World Development Indicators ([User Guide](#)) ([Choose country, series, year](#)) ([Map tools](#))
- World Bank's Database of Political Institutions ([2020 Report](#)) ([Access data](#))
- OECD Statistics Portal ([Access data](#))
- IMF [Direction of Trade Statistics](#) and [World Economic Outlook](#) ([Databases](#))
- Freedom House ([Access Data](#))

SHU ACADEMIC AND WRITING RESOURCES

I strongly advise you to make use of campus writing resources (see below) to strengthen your writing skills.

Academic Resource Center: (973) 761-9108 | arc@shu.edu | Arts & Sciences Hall Room. 242

Online Writing Lab: owl@shu.edu

Writing Center: (973) 761-9000 (x7501) | Walsh Library, Rooms 304, 310, and 316

Sign up for an appointment by logging into your PirateNet account and clicking on the "Compass" icon. Then,

1. On the right-hand side of the screen, click on the blue "Writing Center Tutoring" button.
2. Under "Choose a Student Service", select "Writing Tutoring" from the drop-down menu.
3. Under "Location", select "Writing Center" from the drop-down menu.
4. A list of tutors will appear on the left-hand side. Use the arrows or calendar icon to find an available date and time.
5. When you create an appointment, click "send me an email" to have a reminder sent to your Seton Hall email.
6. Check "Submit."

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 some meetings are remote, including the first two classes of the semester. Individual meetings the week after Spring Break are also remote. This is by design to minimize the risk of Covid-19 spread by congregating right after students are back from travelling over the break as the risk of exposure is higher then. The remote meetings will take place via Zoom and the access details will be on Blackboard.

*** You should also keep in mind that depending on the Covid-19 situation, more meetings may be changed to the remote modality, even if Seron Hall remains in person. This could be due to my son’s class closing due to Covid-19 quarantine and isolation requirements, or because as an immunocompromised and at-risk person I require stronger measures than an otherwise healthy person who is double vaccinated and boosted. ***

| Week # | Day | Topic | Assignments |
|--------|-----------------|--|--|
| 1 | W Jan 19 | (Remote) Introduction. What is IPE? | |
| 2 | W Jan 26 | (Remote) Globalization | |
| 3 | W Feb 2 | Political Economy of Domestic Trade Policy and Preferences | Quiz 1 |
| 4 | W Feb 9 | Political Economy of International Trade Cooperation Case (audio): US-Brazil cotton dispute in WTO | Quiz 2 *Meetings to discuss paper topic |
| 5 | W Feb 16 | Foreign Direct Investment and Corporate Taxes HBS Case 9-706-007: FDI and Ireland’s Tiger Economy | Quiz 3 *Meetings to discuss paper topic |
| 6 | W Feb 23 | Preferential/Regional Trade Agreements HBS Case 9-716-026: TTIP | Case Memo 1 due Feb 25 (F) |
| 7 | W Mar 2 | US-EU-China: Conflict, Challenges and Cooperation | Paper outline due Mar 4 (F) |
| | Mar 7-13 | Spring Break – NO CLASSES | |
| 8 | W Mar 16 | (Remote) MEETINGS TO DISCUSS PAPER OUTLINE | |
| 9 | W Mar 23 | Political Economy of Foreign Aid HKS Case C14-06-1825.0: US-Pakistan Foreign vs Trade Policy | Quiz 4 |
| 10 | W Mar 30 | Globalization and Labour Standards HBS Case 9-703-034: Worker Rights & Trade: US-Cambodia | Case Memo 2 due Apr 1 (F) |
| 11 | W Apr 6 | Migration & Development | |
| 12 | W Apr 13 | Globalization, the Environment, and Climate Change | Quiz 5 |
| 13 | W Apr 20 | TRIPS and Public Health Crises | Presentation due Apr 22 (F) |
| 14 | W Apr 27 | Globalization and Gender | *Meetings to discuss paper |
| 15 | W May 4 | Concluding thoughts – Last day of class | *Meetings to discuss paper |
| | M May 16 | Final exam period – no class | Paper due May 16 (M) |

READINGS (subject to change)

I've listed the readings for each week below. There are two sets of readings: required and recommended. You must complete the required reading, listening, viewing before class. I will BUILD on these readings and ask you to connect the dots and apply frameworks and concepts that we cover. If you don't complete the readings, the class discussion will not be engaging or informative.

To guide your readings, I will provide a set of reading questions on Blackboard. I will do my best to indicate how to scaffold the reading, but you will also have to think critically to determine how the readings come together.

The recommended readings are exactly that, recommended if you are interested more in a topic or need more help understanding it. They are also a good place to start if you choose to write your paper on the topic of that week.

To access the journal articles through the links provided, you must be logged into your SHU Pirate Net. You can then download the articles through the library.

In your readings, you should try to distill the following information:

- What is the main question or set of questions the author is asking? OR What is their main argument?
- Why is this question important? In other words, what are the consequences of this issue?
- What explains the issue? What are the factors causing this issue, and which actors and institutions are involved?
- What is the evidence provided for explaining the causal channels and the impacts? Is this credible? Is the research design well suited to answer the question and well executed?
- What are the policy conclusions that stem from these findings or arguments?
- Is there consensus among different authors on this issue? Are there contrasting explanations?

Looking for the above elements should help you read more quickly, and help you compare and contrast the readings. A good way to start is to read the introduction and the conclusion/discussion to get an idea on what the paper is about. Then look at the methods, results, evidence and arguments sections.

Wed, Jan 19. Session 1 – Introduction: What is IPE and Why Should We Study It?Required reading/listening:

- Veserth, Michael. "What is International Political Economy?" (*Blackboard*)
- Haas, Richard. 2017. "World Order 2.0." *Foreign Affairs* 96(1): 2-9. (Log into SHU account to access [link](#))
- Bown, Chad and Soumya Keynes. 2020. "Vaccine economics, and why we need trade to end the pandemic." *Trade Talks Podcast*, August 13. ([21 mins](#))

Recommended reading/listening:

- Gilpin, Robert. 2001. *Global Political Economy*. Princeton University Press, *Chapter 1: The New Global Economic Order*

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?
- Why will trade be important to end the pandemic?
- What are the various institutions mentioned in the podcast? Who are the different actors? Are their interests aligned?

Wed, Jan 26. Session 2 – What is Globalization? Then and NowRequired reading/listening:

- 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. ([link1](#)) ([link2](#))
- Birdsall, Nancy, Christian Meyer, and Alexis Sowa. 2013. “Global Markets, Global Citizens, and Global Governance in the 21st Century,” *Center for Global Development Working Paper No. 329*. ([link](#)) **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*. ([link](#)). **Read pp. 2-22, 29-37.**
- Dearnorff, 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. ([link](#)). **Read pp. 404-413.**
- **HBS Note 9-716-024:** Evolving Trends in Global Trade. **Read quickly**
- Bown, Chad and Thomas J. Bollyky. 2021. “How Covid-19 vaccine supply chains emerged in the midst of a pandemic.” *The World Economy*. ([link](#)) **Read quickly sections 1-3 and look at relevant charts in the appendix**

Recommended reading/listening:

- Birdsall, Nancy, Christian Meyer, and Alexis Sowa. 2013. “Global Markets, Global Citizens, and Global Governance in the 21st Century,” *Center for Global Development Working Paper No. 329*. ([link](#))
- Rodrik, Chapters 1 and 2.
- Our World in Data. 2018. “Trade and Globalization.” ([link](#))

Wed, Feb 2. Session 3 – Political Economy of Domestic Trade Preferences and Policy**Quiz 1 on Blackboard****Sign up for individual meetings to discuss proposed paper topics**Required reading/listening:

- Frankel, Jeffrey A. 2000. “Globalization and the Economy.” *NBER working paper 7858*. ([link](#)) **Read pp. 22-29.**
- I.L.B, 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. ([link](#))
- Conconi, Paola, Giovanni Fachini, and Maurizio Zanardi. 2014. “Policymaker’s Horizons and Trade Reforms: The Protectionist Effect of Elections.” *Journal of International Economics* 94(1): 102-118. (Log into SHU to access [link](#))
- **HBS Note 9-796-183:** The Economic Gains from Trade: Comparative Advantage.
- Marginal Revolution University. Tariffs and Protectionism. ([15mins](#))

Recommended reading/listening:

- Bordeaux, Dan. 2015. *Comparative Advantage*. Marginal Revolution University, Principles of Economics: Microeconomics. ([video 7:14](#))
- Tyler Cowen. 2015. *The Big Ideas of Trade*. Marginal Revolution University, Principles of Economics: Microeconomics. ([video 8:01](#))
- The Economist. 2016. “Tariff and wages: An inconvenient iota of truth.” *Economics Brief*, August 6. ([link](#))

Wed, Feb 9. Session 4 – Political Economy of International Trade Cooperation**Quiz 2 on Blackboard****Individual meetings to discuss proposed paper topics**Required reading/listening:

- 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. ([link](#)). **Read pp. 413-422.**
- Baldwin, Richard. 2016. “The World Trade Organization and the Future of Multilateralism.” *Journal of Economic Perspectives* 30(1): 95-116. ([link](#))
- Bown, Chad P. 2009. "US-China Trade Conflicts and the Future of the WTO." *Fletcher Forum of World Affairs* 33 (1): 27-48. ([link](#)) **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 Podcast*, Oct 29. ([24 mins](#))
- **HBS Note # 9-711-043.** Stalemate at the WTO: TRIPS, Agricultural Subsidies, and the Doha Round.

Recommended reading/listening:

- 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. ([link](#))
- 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 16. Session 5 – Foreign Direct Investment**Quiz 3 on Blackboard**Required reading/listening:

- 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
- OECD. 2008. “Tax Effects on Foreign Direct Investment.” *OECD Observer Policy Brief*, February. ([link](#))

Recommended reading/listening:

- Keen, Michael, Victoria Perry, R. D. Mooij, Alexander Klemm, Christophe Waerzeggers, Cory Hillier, Kiyoshi Nakayama et al. 2019. “Corporate Taxation in the Global Economy.” *International Monetary Fund Policy Paper*, January ([link](#)).
- Waldock, Kate and Luigi Zingales. 2020. “The Controversial Tax Policies of Emmanuel Saez.” *Chicago Booth Review’s Capitalism’s Podcast*, February 19. ([10 mins](#))
- Clausing, Kimberly, Emmanuel Saez, and Gabriel Zucman. 2020. “Ending corporate tax avoidance and tax competition.” *University of Berkeley Working Paper*. ([link](#))

Wed, Feb 23. Session 6 – Regional/Preferential Trade Agreements

Case Memo 1 due Fri, Feb 25 @10pm (ONE memo per group)Required reading/listening:

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

Recommended reading/listening:

- Calmes, Jackie. 2016. "What Is Lost by Burying the Trans-Pacific Partnership?" *The New York Times*, Nov 11. ([link](#))
- Krueger, Anne O. 1999. "Trade creation and trade diversion under NAFTA." NBER Working Paper 7429. ([link](#))
- 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? Brexperfs explain." Trade Talks Podcast, January 3. ([32 mins](#))

Wed, Mar 2. Session 7 – US-EU-China Relations and Global Macroeconomic Policy Coordination**Paper Outline due Fri, Mar 4 @10pm**

Given the heavier reading/listening load this week the assigned material will be divided between group members.

Required reading/listening:**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. ([link](#))
- Autor, David H. 2018. "Trade and labor markets: Lessons from China's rise." IZA World of Labor, February. ([link](#))
- Hass, Ryan and Abraham Denmark. 2020. "More pain than gain: How the US-China trade war hurt America." *Brookings Institution's Order from Chaos Blog*, August 7. ([link](#))
- 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. ([link](#))
- Bown, Chad and Soumya Keynes. 2021. "The EU's new trade policy, with Sabine Weyand of DG Trade." *Trade Talks Podcast*, January 17. ([12 mins](#)) ([Podcast transcript](#))
- Lehr, Amy. 2020. "Addressing Forced Labor in the Xinjiang Uyghur Autonomous Region." *CSIS Briefs*, July. ([link](#)) **OR** ([Trade Talks podcast](#))

Global Macroeconomic Policy Coordination

- Bown, Chad and Soumya Keynes. 2020. "Imbalances, Inequality, and Trade." *Trade Talks Podcast*, August 31. ([33 mins](#))

Recommended reading/listening:

- Bown, Chad and Soumya Keynes. 2020. "US-China Trade War: The Negotiators." *Trade Talks Podcast*, Jun 21. ([28mins](#))
- Congressional Research Service. 2020. "International Economic Policy Coordination at the G-7 and G-20." CRS Report No. R40977. ([link](#))
- Frankel, Jeffrey. 2015. "International Macroeconomic Policy Coordination." *VoxEU*, December 9. ([link](#))

Mon, Mar 7 – Sun, Mar 13 – SPRING BREAK (No class)

Wed, Mar 16. Session 8 – Individual Meetings (No class)

Individual meetings via Zoom to discuss feedback for paper outline and suggestions for next steps

Wed, Mar 23. Session 9 – Political Economy of Foreign Aid**Quiz 4 on Blackboard**Required reading/listening:

- Werker, Eric D. 2012. "The Political Economy of Bilateral Foreign Aid." Harvard Business School BGIE Unit Working Paper No. 13-026. ([link](#))
- Qian, Nancy. 2014. "Making Progress Towards Foreign Aid" *Annual Review of Economics* 7(1): 277-308. (must access through SHU [IIJ](#))
- **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. ([link](#)) (*not in course pack need to buy separately*)

Recommended reading/listening:

- Dreher, Axel, Andreas Fuchs, Roland Hodler, Bradley C. Parks, Paul A. Raschky, and Michael J. Tierney. "African leaders and the geography of China's foreign assistance." *Journal of Development Economics*, 140 (2019): 44-71. ([link](#))
- Faye, Michael, and Paul Niehaus. 2012. "Political Aid Cycles." *American Economic Review* 102(7): 3516–30. ([link](#))
- Kuziemko, Ilyana and Eric Werker. 2006. "How much is a seat at the Security Council worth?" *Journal of Political Economy*, 114(5): 905-930. (preprint [link](#))
- Molenaers, Nadia, Sebastian Dellepiane, and Jorg Faust. 2015. "Political conditionality and foreign aid." *World Development*, 75: 2-12. ([Log into SHU account to access link](#))
- Morgenstern, Emily M. and Nick M. Brown. 2022. *Foreign Assistance: An Introduction to U.S. Programs and Policy*. Congressional Research Service Report, updated January. ([link](#))

Wed, Mar 30. Session 10 – Globalization and Labour Standards**Case Memo 2 due Fri, Apr 1 @10pm (ONE memo per group)**Required reading/listening:

- 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. ([link](#))
- WTO. *Labor standards: consensus, coherence and controversy*. Accessed Jan 25, 2021. ([link](#))
- **HBS Case 9-703-034:** Worker Rights and Global Trade: The U.S.-Cambodia Bilateral Textile Trade Agreement

Recommended reading/listening:

- Franssen, Luc, and Brian Burgoon. 2017. "Introduction to the special issue: Public and private labor standards policy

- in the global economy.” *Global Policy* 8(S3): 5-14. ([link](#))
- ILO. 2022. *Labor Standards*. ILO Website accessed 18 January, 2022. ([link](#))
- Pandya, Sonal, 2010. “Labor Markets and Demand for Foreign Direct Investment.” *International Organizations* 64(3): 389-409. ([link](#))

Wed, Apr 6. Session 11 – Migration and Development

Required reading/listening:

- Clemens, Michael. 2020. “Emigration rises along with economic development. Aid agencies should face this, but not fear it.” Center for Global Development, August 18. ([link](#))
- Milanovic, Branko. 2013. “Global Income Inequality in Numbers: History and Now.” *Global Policy* 4(2): 198-208. ([link](#))
- 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. ([link](#))
- Birdsall, Nancy, Christian Meyer, and Alexis Sowa. 2013. “Global Markets, Global Citizens, and Global Governance in the 21st Century,” *Center for Global Development Working Paper No. 329*. ([link](#)) **Read Sections 3 on pp. 8-13.**

Recommended reading/listening:

- 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. ([link](#))

Wed, Apr 13. Session 12 – Globalization and the Environment

Quiz 5 on Blackboard

Required reading/listening:

- 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. ([link](#))
- WTO. *Environmental disputes in the GATT/WTO*. Accessed Jan 25, 2021. ([link](#))
 - United States — Import Prohibition of Certain Shrimp and Shrimp Products ([link](#))
 - United States — Standards for Reformulated and Conventional Gasoline ([link](#))
 - United States — Restrictions on Imports of Tuna ([link](#))
- Keohane, Robert O. and David G. Victor. 2016. “Cooperation and Discord in Global Climate Policy.” *Forthcoming in Nature Climate Change*. ([link](#))
- Keynes, Soumya and Chad Bown. 2021. “Tackling climate change with a carbon border adjustment tax.” *Trade Talks Podcast*, July 25. (44 mins)

Recommended reading/listening:

- Cosbey, Aaron. 2016. “The Trade Implications of the Paris COP21 Agreement.” International Trade Working Paper

- 2016/17. Commonwealth Secretariat, London. ([link](#))
- The Economist. 2013. "Air Trade." *Five Exchange Blog*, February 23. (*Blackboard*)
- Frankel, Jeffrey A. 2003. "Globalization and the Environment." NBER Working Paper 10090. ([link](#))
- Subramanian, Arvind. 2022. "Is climate finance the next bubble?" *Project Syndicate*, January 4. ([link](#))

Wed, Apr 20. Session 13 – WTO, TRIPS, and Global Public Health

Video presentation due Fri, Apr 22 @10pm

NOTE:

- *These readings will most likely be updated as the Covid-19 pandemic evolves*
- *Given the heavier reading/listening load this week the assigned material will be divided between group members.*

Required reading/listening:

- **HKS Note NR15-02-1661.3** International Trade Meets Intellectual Property: The Making of the TRIPS Agreement (Abridged) ([link](#)) (*not in course pack need to buy separately*)
- 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*)
- Kominers, Scott Duke and Alex Tabarrok. 2020. "Vaccines use bizarre stuff. We need a supply chain now." *Bloomberg Business Opinion*. August 18. ([link](#))
- WTO. *The TRIPS Agreement*. Accessed January 25, 2021. ([link](#)) **Pay attention to the section on patents.**
- Wise, Jacqi. 2006. "Access to AIDS medicine" *Bulletin of the World Health Organization* 84(5): 337-424. ([link](#))
- UNAIDS. 2012. *Getting to zero on AIDS-related deaths: TRIPS and the potential impact of free trade agreements*. June 1. ([link](#))
- '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. ([link](#)) **Read the Executive Summary, Chapters 1, 2, 4, and 6 carefully. Skim though Chapters 3 and 5.**
- De Bolle, Monica. 2021. "A billion Covid-19 vaccine doses are only the first step." Blogpost in *Economic Policy for a Pandemic Age: How the World Must Prepare* series, Peterson Institute for International Economics, June 14. ([link](#))
- Agarwal, Ruchir and Gita Gopinath. 2021. "Pandemic Economics." *IMF Finance and Development*, December. ([link](#))
- Piper, Kelsey. 2021. "Biden agreed to waive vaccine patents. But will that help get doses out faster?" *Vox*, May 27. ([link](#))

Recommended reading/listening:

- WTO. 2020. "Developing and Delivering Covid-19 Vaccines Around the World: An information note about issues with trade impact." December 22. ([link](#))
- Nicole, Dianne and Olasupo Owoeye. 2013. "Using TRIPS flexibilities to facilitate access to medicines." *Bulletin of the World Health Organization* 91(7): 465-544.
- IMF 2021 Annual Meetings Event: [A Roadmap to End the Covid-19 Pandemic](#) (Conversation with Ruchir Agarwal and Gita Gopinath with slides)
- Law and Political Economy Project's How to Vaccinate the World series:
 - [Part 1](#) (April 30, 2021) and [Part 2](#) (May 4, 2021)
 - [Panel](#) (Oct 13, 2021)

Wed, Apr 27. Session 14 – Globalization and Gender OutcomesRequired reading/listening:

- Menon, Nidhiya, and Yana van der Meulen Rodgers. 2021. "International trade and women workers in the global south." In *The Routledge Handbook of Feminist Economics*, 207-215. Routledge. ([link1](#), [link2](#))
- Siddiqui, Dina. 2022. "Scandalising the supply chain." *Rethinking Bangladesh* series, Himal South Asian, Jan 22. ([link](#))
- Erten, Bilge, and Pinar Keskin. "Trade-offs? The Impact of WTO Accession on Intimate Partner Violence in Cambodia." Forthcoming in *The Review of Economics and Statistics*: 1-40. ([link1](#), [link2](#))
- Rao, Smriti, and Christina Presenti. "Understanding human trafficking origin: A cross-country empirical analysis." *Feminist economics* 18, no. 2 (2012): 231-263. (Log into SHU account to access [link](#))
- Gender and Covid-19 Pandemic: *To be assigned closer to class date as studies are continually emerging*

Recommended reading/listening:

- Bardhan, Pranab. 2006. "Does globalization help or hurt the world's poor? Overview – Globalization and poverty." *Scientific American*, March 26. ([link](#)) (*same reading from Week 10*)
- Keller, Wolfgang, and Håle Utar. 2018/ "Globalization, gender, and the family." *National Bureau of Economic Research Working Paper w25247*. ([link](#))
- Majlesi, Kavch. 2016. "Labor market opportunities and women's decision making power within households." *Journal of Development Economics* 119: 34-47. (Log into SHU account to access [link](#))

Wed, May 4. Session 15 – Concluding RemarksRequired reading/listening:

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

Recommended reading/listening:

- 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. ([link](#))
- **HBR Article 91212:** Robert Reich, "Who Is Us? Who Is Them?"

Final draft due Monday, May 16 @10pm

Globalization and Gender

Factories - manufacturing

India

Mexico

Feminist IR https://twitter.com/Victor_Asal/status/1481265328655159305?s=20Technological change and automation → women's work the first to go
Bangladesh

Impact of Covid-19 / Ebola / Zika

Informal work

Parents <https://twitter.com/leightjessica/status/1481234296136478725?s=20>

Norms

Fertility declines

Reading guide:

- What is globalization? What are the major drivers of globalization?
- How does globalization recreate economic and social relations between state and non-state actors?
- Is globalization new? What's new and what's not? How is globalization today different?
- What are two possible benchmarks for economic integration? What are some measures? Can you think of others?
- What are the impacts of trade on economic and social goals?
- Who gains and who loses from globalization?
- What are the trends in global trade over the decades?

Part I – Trade and Investment (Flows of Goods, Services and Capital)

- Büthe, Tim & Helen V. Milner. 2008. "The Politics of Foreign Direct Investment into Developing Countries: Increasing FDI through International Trade Agreements?" *American Journal of Political Science* 52(4): 741-762.
- Ehrlich, Sean. 2010. "The Fair Trade Challenge to Embedded Liberalism." *International Studies Quarterly* 54: 1013-1033. ([link](#))
- Keohane, Robert O. and David G. Victor. 2016. "Cooperation and Discord in Global Climate Policy." *Nature Climate Change* 6: 570-575. (must access through SHU ILL)
- Hicks et al. Trade Policy, Economic Interests, and Party Politics in a Developing Country: PE of CAFTA-DR.
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Part II – Flows of Labor

- Fachhini, Anna Maria Mayda and Prachi Mishra. 2011. “Do interest groups affect U.S. migration policy?” *Journal of International Economics* 85: 114-128. ([link](#))
- Milanovic. 2013. “Global Income Inequality in Numbers: History and Now.” *Global Policy* 4(2): 198-208. ([link](#))
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Part III – Money and Finance (Flows of Money)

- FLB Chapter, pp. 567-581: Johnson, Simon. “A Quiet Coup.” Necessary?
- Aizenman, Joshua. 2011. “The Impossibility Trinity – from the Policy Trilemma to the Policy Quadrilemma.” Working Paper. ([pdf](#))
- Frieden, Jeffrey. 2014. “The Political Economy of Adjustment and Rebalancing.” Essay based on address to the JIMF-USC Conference on Financial Adjustment in the Aftermath of the Global Crisis, Los Angeles, April 18-19. ([pdf](#))

Part IV – Regional Economic (Dis)Integration

- FLB Chapter 17, pp. 297-313: Gabel, Matthew. “Divided Opinion, Common Currency: The Political Economy of Public Support for EMU.”

Part V – Development, Institutions and Growth

- Rodrik, Dani. 2014. “The Past, Present and Future of Growth.” *Challenge* 57(3): 5-39. ([link](#))