

POL385
International Political Economy

Prof. Layna Mosley
School of Public and International Affairs and
Department of Politics
Princeton University
Fall 2023

Course Information:

Lecture meetings: Mondays and Wednesdays, 9:00-9:50am

Location: Louis A. Simpson A71

Required Precept:

M2:30-3:20pm (RP01); M3:30-4:20pm (P02); T9:00-9:50am (P03); T10:00-10:50am (P04)

All precepts meet in Robertson 008

Contact Information

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Office Hours

Tuesdays, 11am to noon and 1:30-3:00pm

[Book time with Layna Mosley](#)

Other times available by appointment

This syllabus is long! It contains detailed information about course policies and content, and you are responsible for the information in it. If you have a question, you may well find the answer in the syllabus, so read through it carefully (and please get in touch if you can't find the answer).

I. Course Overview

Objectives. This course examines the interactions between international politics and international economics, as well as between domestic political systems and the global economy. We explore the ways in which governments attempt to govern international trade and finance; as well as the ways in which the international economy affects domestic politics. The course considers both historical and contemporary economic patterns; we examine the World Trade Organization, regional trade cooperation (such as the European Union and the US-Mexico-Canada Agreement), trade and domestic politics, multinational corporations, global supply chains, exchange rate regimes, financial and debt crises and the International Monetary Fund.

We will draw heavily on recent research by scholars in political science and, to a lesser extent, in economics. Students will develop a familiarity with social scientific research methods, including how scholars evaluate causal hypotheses related to the international political economy. Previous coursework in international economics is not necessary; the course will introduce the basic concepts required.

Instructor. Layna Mosley is Professor in School of Public and International Affairs, as well as in the Department of Politics. Mosley's research addresses international and comparative political economy. She directs the Princeton Sovereign Finance Lab, part of the Niehaus Center for Globalization and Governance. Mosley's first book, *Global Capital and National Governments* (2003), examines the politics of sovereign debt; her second book, *Labor Rights and Multinational Production* (2011) explores the consequences of economic

globalization for workers' rights in developing countries. Mosley's current research concerns the politics of sovereign finance; the effects of multinational production and global supply chains on worker rights; and the governance of international financial markets.

Mosley was a first-generation college student at Rollins College; she earned her Ph.D. from Duke University. Mosley joined the faculty at Princeton University in 2020, after spending sixteen years on the faculty at the University of North Carolina at Chapel Hill and five years on the faculty at the University of Notre Dame.

Preceptors. Each student must register for and attend a weekly precept meeting; registration opens on September 5, and each precept has an enrollment limit. There are specific readings assigned for precept meetings; these readings often expand upon and apply the material presented in the Monday and Wednesday lecture meetings. The precept meeting material is considered equally as important as the assigned readings for and material presented in lecture meetings. We will take attendance and precept meetings; please contact your preceptor if you are unable to attend.

Sections P01 (Mondays, 2:30-3:20pm) and P02 (Mondays, 3:30pm-4:20pm) are led by Grace Zeng, a sixth-year PhD candidate in the Department of Politics. She studies international political economy, trade, and regulations. Her research focuses on labor and environmental provisions in international trade agreements. [Email Grace](#).

Section P03 (Tuesdays, 9:00-9:50am) is led by Gavin Medina-Hall, a third-year PhD candidate in the Department of Politics. His interests are at the intersection of domestic and international politics. Specifically, he studies international political economy and race and ethnic politics. His research focuses on how the general public forms preferences on issue areas within the international political economy. [Email Gavin](#). Section P04 is led by Professor Mosley; it meets Tuesdays 10:00-10:50am.

Methods of Evaluation. General information on grading standards in the Department of Politics is [here](#). Course grades are based upon in-class examinations (a mid-term and a final), class and precept attendance and participation, and a research paper or two policy-oriented papers. The following ten-point grading scale is used for this course:

94 and above: A	91-93: A-	88-90: B+	84-87: B
81-83: B-	78-80: C+	74-77: C	71-73: C-
68-70: D+	64-67: D	61-63: D-	60 and below: F

Examinations (45%): There will be one mid-term examination as well as a final examination. The mid-term, given on **October 11**, will cover all reading and class material through October 9; it accounts for 20% of the final grade. The in-person **final exam** (schedule to be announced by the Registrar's office; final exam period is December 16-22; you are required to take the exam in person) accounts for 25% of the final grade. The final is comprehensive in scope, although questions will be weighted more heavily toward material covered during the second half of the semester. Both the midterm and the final exam include a combination of types of questions (short answer, multiple choice, and essay).

Class/Precept Attendance and Participation (20%): Participation and active learning are central parts of this course. **Attendance at all lecture and precept meetings is required, and your preceptor will take**

attendance at each precept meeting. The precept meeting is an important part of this class. The weekly meeting allows an opportunity to review material presented in the lecture meetings, and to engage with new (and related) material. Attendance at as well as participation in these meetings are an important component of your final course grade. Preparation prior to class meetings (reading, keeping up with current global economic events) and involvement in class discussions are essential. If you must miss a meeting because of illness or another extenuating circumstance, please contact your preceptor via email. Excessive absences will result in a lower class participation grade.

Our classroom meeting environments should be professional and inclusive. This means that, while we may disagree on questions of policy or have different interpretations of events and arguments, we treat each other respectfully. To the extent that we take issue with someone's argument, we focus our criticism on specific claims and logic, rather than on an individual. We also are mindful that good discussion involves both listening and speaking; we are careful not to interrupt or talk over one another, as well as to be sure that all have an opportunity to participate.

Should we find ourselves meeting virtually, rather than in person, I expect all students to (a) mute their audio on arrival, and to keep audio off unless speaking (this cuts down on background noise); (b) keep video on throughout the session; (c) if using a virtual background, ensure that the background is professional in nature and not distracting to others.

If you do not understand something during a class meeting, please ask questions. Others in the class likely will thank you for doing this! We will not be able to cover every reading or idea in class; if a concept from the reading is unclear, please ask questions during lecture, in your precept or during office hours. For advice on active reading and note-taking strategies, consult the workshops or schedule a one-on-one meeting at [the McGraw Center](#).

To help students assess how well they are participating, preceptors will provide **mid-semester participation grades**. Students who miss class sessions, as well as those who attend regularly but do not participate actively, will have their grade lowered proportionately. Significant [empirical evidence](#) suggests that taking notes by hand improves learning outcomes; so, while you may want your computer nearby to access readings in digital form, you might consider taking notes by hand. Also, be mindful of the distractions offered by messaging, emails, and social media.

After each lecture meeting, I will make any Powerpoint slides from class available on Canvas. The precept meetings offer an opportunity to discuss further some of the material presented in lecture meetings, and to apply some of the more theoretically-oriented concepts from lecture meetings to real-world events and policy debates. In some precept meetings, we will discuss an academic article or unpublished manuscript which presents research on a topic we've covered in lecture. In other precept meetings, we will focus on applying theoretical concepts to current events, or to discussing the policy implications of what we've learned.

For **each week's** precept meeting, each student is required to post **two questions** to Canvas, on the "precept discussion" tab for that day's meeting. **These questions must be posted by 5pm on the day before the precept meeting** (either Sunday or Monday, depending on your precept schedule). These questions should relate to the key substantive points and analytical tools covered in lecture and/or in the assigned precepts reading that week. We will use these questions as the basis for our precept discussion; and

they will help you build a study guide as you prepare for the class exams. They also will provide the preceptors with a sense of which concepts or examples deserve additional discussion and clarification.

Required Text and Articles. Students are expected to read all assigned materials, and to do so *before* that day's lecture or precept meeting. Some of what you will learn will be presented and discussed in class; other important concepts and facts will come mainly from the reading assignments. For the exams, you are responsible for material that is covered in class sessions and in the assigned readings, regardless of whether it is covered in both.

The Oatley book is available for purchase via Labyrinth, and it is required for the course. If you purchase the book elsewhere, please be sure to purchase the correct (most recent) edition:

Thomas Oatley. 2023. *International Political Economy*. New York: Routledge, 7th edition. ISBN 978-1-032-23266-9. *Referred to below as "Oatley."*

Additional required readings are available as class reserves; they are indicated with [C] on the syllabus. These readings in the Canvas module for that meeting date and listed by author's last name. These readings are equally important as those from the Oatley text, and – because they are written with an audience of social scientists or policymakers in mind, rather than as a textbook – they may require that you spend more time engaging with the main arguments and empirical evidence. Please email me if you can't find a reading on Canvas.

You also are strongly encouraged to inform yourself of current events in the global political economy. Good sources for such information are the Wall Street Journal (www.wsj.com), the Financial Times (www.ft.com), the Economist magazine (www.economist.com), and the New York Times (www.nytimes.com). The BBC (<http://news.bbc.co.uk>) and the Washington Post (www.washingtonpost.com) also are very useful sources of global news. If you're interested in the reliability of a story or claim, <https://www.factcheck.org/> is a good starting point; On the Media's Breaking News (<https://www.wnyc.org/series/breaking-news-consumers-handbook>) also can be very helpful. You also might enjoy the [Trade Talks podcast](#), which addresses a broad range of issues related to the politics and economics of global trade and investment. [The series](#) now has 190+ episodes.

Writing Assignments (35% of final grade). There are two options for completing writing assignments for this class. You must notify Professor Mosley of which option you intend to pursue no later than **Monday, October 2**. Professor Mosley will provide additional guidance for each option (research paper and policy memos) in separate documents, provided after October 2. The summary below is intended to give you sufficient information to choose between options.

Option 1: Research Paper Track

Relevant dates: **October 30-November 10** [schedule and attend required one on one meeting with Prof. Mosley or your preceptor to discuss possible research questions]

November 13 [deadline to submit one page statement of your research question, hypotheses and intended method]

November 20-December 2 [optional second one on one meeting with Prof. Mosley or your preceptor to discuss research progress]

December 15 [Dean's date; paper due. 3500-4500 words]

Students choosing the research paper track are required to design, research and write an original paper, due on **December 15 at 5pm**. This assignment provides each student with the opportunity to conduct independent research on a specific topic related to the politics of the global economy. Papers should be theoretically-informed, should present one or more testable hypotheses, and should employ empirical (qualitative and/or quantitative) evidence to test their hypotheses. This paper must be between 3,500 and 4,500 words (approximately 12 to 15 pages) in length, excluding references.

A one-page statement of the research question, hypotheses and methods to be used is due, via the class Canvas page, on **November 13 at 5pm**. This statement is a required part of the research paper assignment. You will receive feedback on this statement by **November 20**. Final papers will **not** be accepted unless you have turned in this statement and fulfilled the research meeting requirement outlined below. The instructor's approval is **required** for any changes in topic made after November 13.

To help in the construction and execution of your paper project, the professor and preceptors will meet individually with students to discuss the research projects. A first meeting, scheduled between October 30 and November 10, is mandatory; this allows you to discuss your ideas for a potential research question. A second, optional meeting may be scheduled between November 20 and December 2. This meeting is intended to provide advice regarding formulating and testing hypotheses (including data collection and analysis). Further guidance regarding research papers will be provided in class and posted on Canvas. A penalty will be applied to research papers that do not fall within the word count range, that do not report a word count, or that do not follow the other guidelines presented in class.

Princeton's [library](#) includes a dedicated staff member for Politics; if you choose the research track option, they can help you make a research plan, find sources and guide your research project. Consult them sooner rather than later! In working on your paper, you also may find it helpful to seek advice from [Princeton's Writing Center](#). And the [Princeton Undergraduate Research Calendar](#) summarizes events that can help you navigate the many resources available to you to support research.

Option 2: Policy Memo Track

Relevant Dates: **October 6:** Prof. Mosley provides two policy memo choices (case plus prompt), related to the domestic and international politics of trade; industrial and investment policy; and/or economic development. The cases are typically 20 to 30 single spaced pages in length.

October 25, 5pm: First policy memo (based on one of the above cases), due [1750 to 2250 words]; 15% of final grade.

November 20: Prof. Mosley provides two policy memo choices (case plus prompt), related to multinational corporations and foreign direct investment; the political economy of international financial and monetary relations; or financial crises.

December 15, 5pm: Second policy memo due [1750 to 2250 words]; 20% of final grade.

For students who are more interested in policy-focused (versus research-focused) writing, a second option is to write two policy memos, each 1750 to 2250 words, focused on the strategic interaction between government(s) and businesses and identifying the ways in which political institutions and events serve to affect, and are affected by, the actions of economic agents (firms, industries, and the like). You will be asked to address your memo to a specific actor or set of actors (depending on the case, this might be one or more national government officials; staff of an intergovernmental organization; or a firm or industry association).

Policy memos provide decision-makers with the information necessary to determine what action to take on a policy matter. These memos, also called decision memos, typically include general **background information** to orient the reader; **policy options** available to decision-makers; **analysis** of the issue and policy considerations (which sometimes includes political considerations); and specific **recommendations** on how to proceed.

The target audience for a memo is generally well-informed and capable of sophisticated analysis, but also deals daily with a range of issues. This means that they most appreciate memos which make clear recommendations and specific arguments, and which then provide background for these recommendations. This also means that you do not need to summarize the details of the case in the memo; rather, focus on addressing the memo assignment prompt, providing background information where relevant, but in concise fashion.

A memo should be succinct and fair, while expressing a point of view. On the one hand, you want to advance a decisive analysis that supports a recommendation to undertake a specific course of action. On the other hand, you do not want to omit essential information, policy options, or perspectives that may come as unpleasant surprises to decision-makers in follow-up discussions or as they formulate and implement future policy.

Good memos convey information and analysis clearly and persuasively. One simple goal is to craft the memo so it can be read in different ways. First, decision-makers should be able to scan its essential content in less than a minute. Second, decision-makers should be able to locate and read specific sections of interest. Third, decision-makers should be able to read the full memo to get a balanced understanding of the issue.

Policy memos should be based on the facts available **at the time** the case occurs. If, for instance, you're discussing whether Malaysia should ratify CP-TPP in 2019, you should not consider what happened to global and Asian trade in 2020. Rather, write as if you are in the moment of the case and decision, using the facts available to a policymaker or manager at that point in time.

Professor Mosley will provide materials for two possible cases (typically, a case study provided by Harvard Business School or a similar entity, usually 20-30 single spaced pages in length) and a prompt for each possible case. You may choose to write your policy memo about **one (and only one)** of these cases. You are not required to do additional research; but you certainly may reference additional information, either in terms of providing supporting details or in terms of academic research to support your arguments. Please be sure to cite any additional sources you consult.

For all writing assignments: Late papers will be penalized with five-point deduction for each 24 hours. For example, a “90” paper handed in 12 hours after the deadline will receive a grade of 85.

Academic Integrity and Collaboration. Intellectual honesty is the foundation of the academic community, and the submission of original work is the basis for the evaluation of your academic work. For these reasons, all students are expected to abide by the Honor Code and to complete their own work in accordance with the University’s academic regulations.

Please note that the papers you submit are assumed to be your, and only your (not your parents’, peers’, or ChatGPT’s), work. I am committed to treating violations of academic integrity seriously. Related, please be aware that borrowing someone’s ideas or arguments without attribution is – just like borrowing text passages directly without crediting them – plagiarism. If you quote directly from a specific source, please provide a citation with a page number (e.g. Simmons 2019, p. 3). If you use an idea advanced by a particular author, provide a reference in the text (e.g. Milner 2015). On-line sources also should be cited, providing the title, the URL, and the date accessed. If you are uncertain whether you should cite something, err on the side of caution and provide a citation. For each source cited, please provide a parenthetical citation in the text, and include the bibliographic information at the end of your paper. If you have questions about permissible collaboration or about appropriate citation and attribution practices, please ask me.

Students must obtain permission from me before using AI composition software (such as ChatGPT) for any assignments in this course; using these tools without my permission puts your academic integrity at risk. More guidance can be found in [Rights, Rules, and Responsibilities](#) as well as in the handbook [Academic Integrity at Princeton](#). Please be aware that I will refer any suspected infractions of the honor code to the Faculty-Student Committee on Discipline or the Honor Committee, in accordance with University policy.

Of course, much of the learning that happens in our course is based on conversations about class material, and those conversations occur not only during, but also before and after our scheduled course meetings. I encourage you to talk with your classmates about the concepts and ideas we discuss, as well as the broader issues we raise. You are welcome to study together for the midterm and final exams. That said, the material contained in your papers and policy memos should be your, and only your, summary and analysis. With respect to your research paper, you may ask classmates (or other students) to read a draft of your paper, to identify flawed or unpersuasive arguments, and to note grammatical errors or awkwardly written sentences. You may NOT, however, have the classmates (or other individuals) revise or edit the paper for you. Nor may you allow them to dictate new or better arguments that you did not come up with yourself. In other words, you are responsible for generating both the content of the paper and its style or presentation, and you cannot allow anyone else to take these responsibilities from you. Once you have submitted the assignments, feel free to discuss them with your peers, and/or to share versions of them with one another.

Mental Health Resources. Undergraduate students may experience a range of emotional and psychological challenges that can interfere with their learning and well-being. Strained relationships, increased anxiety, substance or alcohol abuse, depression, difficulty concentrating and/or lack of motivation are frequently responses to significant stress. Mental health concerns caused by stressful circumstances that influence your life out of class might affect the quality your academic work and otherwise impede your happiness on campus. Princeton makes available numerous services to help support you through difficult moments. You can learn more about confidential mental health services available on campus at

<https://uhs.princeton.edu/counseling-psychological-services>. Support is available 24-hours-a-day from Counseling and Psychological Services; if your concern is urgent, this link will take you to appropriate care: <https://uhs.princeton.edu/counseling-psychological-services/urgent-mental-health-concerns> or you can call the Department of Public Safety at 609-258-3333.

Disability Services and Academic Accommodations. Students must register with the Office of Disability Services (ods@princeton.edu; 258-8840) for disability verification and determination of eligibility for reasonable academic accommodations. Requests for academic accommodations for this course should be made at the beginning of the semester, or as soon as possible for newly-approved students. I encourage students with approved accommodations to contact me at the beginning of the semester, and again before major course assessments. Please note that no accommodations for a disability will be made without authorization from ODS, or without advance notice.

II. Course Schedule and Reading Assignments

Readings marked with a [C] are available on the course Canvas page, listed under the Module corresponding to that day's date.

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
September 6 (W)	-Course Overview and Introduction	-Course Syllabus -Oatley, Chapter 1 (pp. 1-22). -[C] International Monetary Fund. 2023. <u>World Economic Outlook, Update</u> (July). (10 pages).
September 11 (M)	-Global Transactions: the Current Account and the Capital Account -The Economic Rationale for Trade	-Oatley, Chapter 3 (pp. 47-71) -[C] Optional. Robert Feenstra and Alan Taylor, <i>International Economics</i> , 2008, Chapter 4. "Trade and Resources: The Heckscher-Ohlin Model." <i>Read this piece if you'd like a better sense of the logic and predictions of the Heckscher-Ohlin model.</i>
September 11 and 12 precept	-Contemporary Challenges in the Global Economy -Contemporary US trade politics	-[C] Alan Wm. Wolff, Robert Z. Lawrence and Gary Clyde Hufbauer. 2022. " Have trade agreements been bad for America? " Peterson Institute for International Economics <i>Policy Brief</i> 22-17 (17 pp). -[C] Ok to skim: Timeline on the US-China trade war.
September 13 (W)	-The Economic Rationale for Trade	-Oatley, Chapter 4 (pp. 72-96).

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
	(continued) -The Heckscher-Ohlin and Ricardo-Viner models	-[C] Optional. Robert Feenstra and Alan Taylor, <i>International Economics</i> , 2008, Chapter 3, “Gains and Losses from Trade in the Specific-Factors Model.” (26 pages) <i>Read this piece if you’d like a better sense of the logic and predictions of the Ricardo-Viner model.</i>
September 18 (M)	-Review the economic rationale for trade -Domestic Economic Interests and International Trade -The China Shock; Compensation	-[C] David Autor, David Dorn and Gordon Hanson, 2016. “The China Shock: Learning from Labor-Market Adjustment to Large Changes in Trade.” <i>Annual Review of Economics</i> 8: 205-240. -[C] Sung Eun Kim and Krzysztof J. Pelc. 2021. “ Trade Competition and Worker Compensation: Why Do Some Receive More than Others? ” <i>International Studies Quarterly</i> 65(1): pp. 109-121.
September 18 and 19 precept	-Domestic Economic Interests and International Trade -Global Trade Institutions	-[C] Judith Goldstein and Robert Gulotty. “ America and the Trade Regime: What Went Wrong? ” <i>International Organization</i> 75(2): 524-557. -[C] Ngozi Okonjo-Iweala. 2023. “ Why the World Still Needs Trade: The Case for Reimagining—Not Abandoning—Globalization. ” <i>Foreign Affairs</i> , July/August 2023 (11 pages).
September 20 (W)	-Governing Trade Internationally I	-Oatley, Chapter 2 (pp. 23-46) -[C] Alan Wm. Wolf. 2023. “ Can the World Trade Organization Be Saved? Should It? ” (19 pages). Policy Brief, Petersen Institute for International Economics.
September 25 (M)	-Governing Trade Internationally II -Preferential and Regional Trade Agreements	-[C] Allison Carnegie, 2014. “States Held Hostage: Political Hold-Up Problems and the Effects of International Institutions.” <i>American Political Science Review</i> 108(1), pp. 54-70.

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Date	Topic(s)	Assigned Readings (read prior to the class date listed)
		<p>-[C] Iain Osgood. 2018. “Globalizing the Supply Chain: Firm and Industrial Support for US Trade Agreements.” <i>International Organization</i> 72(2): 455-484.</p>
<p>September 25 and 26 precept</p>	<p>-Trade and the Environment</p>	<p>-[C] Gary Clyde Hufbauer, Jeffrey J. Schott, Megan Hogan and Jisun Kim. 2022. “EU Carbon Border Adjustment Mechanism Faces Many Challenges.” PIIE Policy Brief 22-14 (22 pp).</p> <p>-[C] Gordon H. Hanson and Matthew J. Slaughter. 2023. “How Commerce Can Save the Climate: The Case for a Green Free Trade Agreement.” <i>Foreign Affairs</i> March/April 2023 (12 pages).</p> <p>-[C] Optional: listen to this Trade Talks podcast, “Tackling Climate Change with a Carbon Border Adjustment Mechanism” (43 minutes).</p>
<p>September 27 (W)</p>	<p>-Industrial policy and strategic rivalries in international trade</p> <p>-Weaponized interdependence</p>	<p>-Oatley, Chapter 5, pp. 97-118.</p> <p>-[C] Henry Farrell and Abraham L. Newman. 2019. “Weaponized Interdependence: How Global Economic Networks Shape State Coercion.” <i>International Security</i> 44(1): 42-79.</p> <p>-[C] Optional: Barry Eichengreen. 2022. “What Money Can’t Buy: The Limits of Economic Power.” <i>Foreign Affairs</i>, July/August (10 pages).</p>
<p>October 2 (M)</p>	<p>-Industrial policy and investment screening</p> <p>[continues next page]</p>	<p>-[C] Sarah Bauerle Danzmann and Sophie Meunier. 2023. “Mapping the Characteristics of Foreign Investment Screening Mechanisms: The New PRISM Dataset.” <i>International Studies Quarterly</i> 67(2) (11 pp).</p> <p>-[C] President Joseph Biden, September 15, 2022. “Executive Order on Ensuring Robust Consideration of Evolving National Security Risks by the CFIUS.” (8 pp.)</p>

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
		<p>-[C] Ok to skim: Congressional Research Service. 2020. “The Committee on Foreign Investment in the United States (CFIUS).” (41 pp).</p>
October 2 and 3 precept	-Development and the Global Economy	<p>-[C] World Inequality Database. <i>World Inequality Report 2022</i>, executive summary (15 pp). If you’re interested, also browse the World Inequality Database.</p> <p>-[C] Atlas of Economic Complexity. Choose a country in the Global South. Use the website to explore how its imports and exports have changed over time. Be prepared to talk about your chosen country.</p>
October 4 (W)	-Trade, Development and Growth I	<p>-Oatley, Chapter 6, pp. 119-141.</p> <p>-[C] Branko Milanovic. 2023. “The Great Convergence: Global Equality and Its Discontents.” <i>Foreign Affairs</i>, July/August 2023 (15 pp).</p>
October 9 (M)	-Trade, Development and Growth II	-Oatley, Chapter 7, pp. 142-164.
October 9 and 10 precepts	<p>-Trade, Development and Growth</p> <p>-Mid-term review</p>	
October 11 (W)	Mid-term examination	
October 16-20	Fall break, no class meetings	
October 23 (M)	-Multinational production I	<p>-Oatley, Chapter 8, pp. 165-186.</p> <p>-Oatley, Chapter 9, pp. 187-210.</p>
October 23 and 24 precept	-Investor-state dispute settlement and state sovereignty	<p>-[C] Carolina Moehlecke. 2020. “The Chilling Effect of International Investment Disputes: Limited Challenges to State Sovereignty.” <i>International Studies Quarterly</i> 64(1): 1-12.</p>

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
October 25 (W)	<p>-Multinational production II</p> <p>Policy memo track: first policy memo due via Canvas, 5pm.</p>	<p>-[C] Carolina Moehlecke and Rachel L. Wellhausen. 2022. “Political Risk and International Investment Law.” <i>Annual Review of Political Science</i> 25(1): 485-507.</p> <p>-[C] Kimberly Clausing. 2023. “The international tax agreement of 2021: Why it’s needed, what it does, and what comes next?” PIIIE Policy Brief 23-4 (11 pp).</p>
October 30 (M)	<p>-Global supply chains and labor conditions</p> <p>Research paper track: required meeting with preceptor between October 30 and November 10. Scheduling information to be provided.</p>	<p>-[C] Edmund Malesky and Layna Mosley. 2018. “Chains of Love? Global Production and the Firm-Level Diffusion of Labor Standards.” <i>American Journal of Political Science</i> 62: 712-728.</p>
October 30 and 31 precept	<p>-Governing global supply chains: a role for the private sector?</p>	<p>-[C] Jennifer Bair, Mark Anner and Jeremy Blasi. 2020. “The Political Economy of Private and Public Regulation in Post-Rana Plaza Bangladesh.” <i>ILR Review</i> 73(4): 969-994.</p>
November 1 (W)	<p>-History of the International Monetary System</p> <p>-International Monetary Cooperation</p>	<p>-Oatley, Chapter 10, pp. 212-234 (international monetary system)</p> <p>-Oatley, Chapter 11, pp. 235-259 (conflict and cooperation in international monetary system).</p> <p>-[C] <i>The Economist</i>, The Big Mac Index</p>
November 6 (M)	<p>-The Domestic Politics of Exchange Rates.</p>	<p>-Oatley, Chapter 12, pp. 260-283.</p>
November 6 and 7 precept	<p>-The Domestic Politics of Exchange Rates, continued.</p>	<p>-Oatley, Chapter 13, pp. 284-309.</p>
November 8 (W)	<p>-Research design and hypothesis testing</p> <p>[continues next page]</p>	<p>-[C] Cameron Ballard-Rosa, Layna Mosley and Rachel Wellhausen. 2020. “Contingent Advantage? Sovereign Borrowing, Democratic Institutions</p>

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
	-Sovereign Finance and Borrowing	<p>and Global Capital Cycles.” <i>British Journal of Political Science</i> 51(1): 353-373</p> <p>-[C] UN Global Crisis Response Group. 2023. “A World of Debt: A Growing Burden to Global Prosperity.” (16 pages).</p>
November 13 (M)	<p>-The Latin American Debt Crisis</p> <p>-New Creditors in Sovereign Finance</p> <p>Research paper track: Research paper topic statement due, via Canvas, 5pm.</p>	<p>-Oatley, Chapter 14, pp. 310-334.</p> <p>-[C] Council on Foreign Relations, 2020. Backgrounder on One Belt One Road. (4 pp).</p>
November 13 and 14 precept	-China’s Overseas Lending	<p>-[C] Sebastian Horn, Carmen Reinhart, and Christoph Trebesch. 2020. “China’s Overseas Lending and the Looming Developing Country Debt Crisis.” VoxEU/CEPR. (4 pp).</p> <p>-[C] Deborah Brautigam. 2022. “China and Zambia: creating a sovereign debt crisis.” <i>International Affairs</i> 98(4): 1347-1365.</p>
November 15 (W)	-Debt and Financial Crises	<p>-Oatley, Chapter 15, pp. 335-355.</p> <p>-[C] K. Amber Curtis, Joseph Jupille and David Leblang. 2014. “Iceland on the Rocks: The Mass Political Economy of Sovereign Debt Resettlement.” <i>International Organization</i> 68(3): 721-740.</p>
November 20 (M)	-The International Monetary Fund	<p>-[C] Mark Copelovitch. 2010. “Master or Servant? Common Agency and the Political Economy of IMF Lending.” <i>International Studies Quarterly</i> 54: 49-77.</p> <p>-[C] Barry Eichengreen and Ngaire Woods. 2016. “The IMF’s Unmet Challenges.” <i>Journal of Economic Perspectives</i> 30(1): 29-52.</p>
November 20 and 21 precepts	<p>-Global imbalances and financial crises</p> <p>[continues next page]</p>	-[C] Sarah Bauerle Danzman, W. Kindred Wincoff and Thomas Oatley, 2017. “All Crises are Global: Capital

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
		<p>Cycles in an Imbalanced International Political Economy.” <i>International Studies Quarterly</i>, pp. 907-923.</p> <p>-Optional: watch this Vice episode, on the 2008 US financial crisis. Or financial crisis with sock puppets, in Boom Bust Boom.</p>
November 27 (M)	-Official Credit and Development Lending	-[C] Ryan Briggs. 2017. “Does Foreign Aid Target the Poorest?” <i>International Organization</i> , pp. 187-206.
November 27 and 28 precepts	-Foreign Aid and Migration	-[C] Jonas Gamsø, Farhod Yuldashev. 2018. “ Targeted Foreign Aid and International Migration: Is Development-Promotion an Effective Immigration Policy? ” <i>International Studies Quarterly</i> , 62(4): 809-820.
November 29 (W)	-The Political Economy of Immigration	-[C] David Leblang and Margaret E. Peters. 2022. Immigration and Globalization (and Deglobalization) . <i>Annual Review of Political Science</i> 25(1): 377-399.
December 4 (M)	-The Political Economy of Climate Change	<p>-[C] Jeff Colgan, Jessica Green and Thomas Hale. 2021. “Asset Revaluation and the Existential Politics of Climate Change.” <i>International Organization</i> 75(2): 586-610.</p> <p>-[C] Amanda Kennard. 2020. “The Enemy of my Enemy: When Firms Support Climate Change Regulation.” <i>International Organization</i> 74(2): 187-221.</p>
December 4 and 5 precept	-The future of economic globalization	-[C] Kathleen R. McNamara and Abraham Newman, 2020. “ The Big Reveal: COVID-19 and Globalization’s Great Transformations .” <i>International Organization</i> 74(S1): pp. E59-E77.
December 6 (W)	-Class wrap-up and review.	-Oatley, Chapter 16, pp. 356-373.