

POL385
International Political Economy

Prof. Layna Mosley
School of Public and International Affairs and
Department of Politics
Princeton University
Spring 2021

Course Information:

Lecture meetings: Mondays and Wednesdays, 11:00-11:50

Precept: Fridays, 11:00-11:50

All class meetings via Zoom

Contact Information

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Office Hours

Virtually, Thursdays 10am-noon

Schedule using wase.princeton.edu

Zoom meeting ID 891 583 6304

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 North American Free Trade Agreement), trade and domestic politics, multinational corporations, exchange rate regimes, financial crises and their causes, 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. Her 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 debt and borrowing; 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 16 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.

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 attendance, short writing assignments based on assigned readings, and a research paper. 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 **March 10**, will cover all reading and class material through March 8, and it will account for 20% of the final grade. The final exam (taken in a three hour window between May 6 and May 14, chosen by each student, and as suggested by [the Registrar's office](#)), will account for 25% of the final grade. The final will be 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 will include a combination of types of questions (short answer, multiple choice, and essay).

Class/Precept Attendance and Participation: Participation and active learning are central parts of this course. Some lectures will take place, as a means of explaining key facts regarding trade and finance. But there also will be ample opportunities for participation, debate and question and answers. For this reason, attendance, preparation prior to class (reading, keeping up with current global economic events) and involvement in class discussions are essential. If you do not understand something during a class meeting, please ask questions (you may raise your virtual or actual hand, or send a message via the Zoom chat function). Others in the class likely will thank you for doing this! We will not be able 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](#).

Please keep in mind that our classroom meeting environment – whether that environment is in-person or virtual – should be one that is 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. In the realm of virtual meetings, all participants are expected to (a) mute their audio on arrival to the call, and to keep audio off unless speaking (this cuts down on background noise); (b) keep video on throughout the call; (c) if using a virtual background, ensure that the background is professional in nature and not distracting to others (as most video backgrounds are, for instance).

To help students assess how well they are participating, I 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'll be attending class via your computer, you might consider taking notes by hand. You also may want to be mindful of the distraction offered by messaging, emails, and an open internet browser, and quit or minimize other programs prior to joining our virtual class sessions.

After each class meeting, I will make the Powerpoint slides from class available on Canvas. Our class meetings also will be recording; the posted recordings will allow you to go back and review as appropriate.

In some class meetings, I will give **short reading quizzes** on the assigned materials. These quizzes will ask open-ended or multiple choice questions related to the main concepts and/or arguments from that day's reading assignments. These provide you with a chance to assess your recall of the key information, and they provide me with information about students' comprehension of the material. Please note that these are **low-stakes** assessments: I will note whether you submit answers, and I will read your answers, but I will not grade your quizzes. Think of these exercises as a way of focusing on class material as we begin our class meetings.

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. For other meetings, we will discuss an academic article or unpublished manuscript which presents research on a topic we've covered in lecture. The syllabus usually lists separate readings for the precept meeting; please be sure to read those prior to the precept. In a couple cases, the current listing is "TBA," indicating that I plan to assign a piece focused on real-world current events (which may not have happened yet).

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 Thursday prior to the precept meeting. 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 me with a sense of which concepts or examples deserve additional discussion and clarification.

Reading Responses (5%): Each student will be responsible for writing two short responses to an assigned reading. One will be written prior to March 10, and the second will be submitted sometime after March 15. You will be responsible for writing about a specific assigned reading; you will sign up for these assignments (details to be provided) no later than **February 8**. I will post the schedule on the Canvas site.

The aim of these summaries is to further develop your capacity to read, evaluate and react to social scientific research, and to identify issues for class discussion. Summaries should be between 400 and 500 words in length, with the following sections, and with your name, date and the word count at the top of the first page:

- Summary of the main argument: what is the overall aim of the article or chapter? (Think about whether the author is making a causal claim; providing a descriptive overview; synthesizing a body of research. Most of what we read will make one or more causal claims).

- Discussion of empirical content: What evidence does the author present to test or support his or her claim? Is this article based on one or more qualitative case studies? On statistical analysis? Which countries, regions or years are covered?
- Reaction to the article: What's your assessment of the argument and evidence? What questions does it raise for you? What would make for a stronger argument? How does it challenge or contradict other things you've so far read/learned for this class?

Be sure that you do each of these three things; do not spend the bulk of the paper providing a summary. You **do not** need to provide citation or bibliographic information for the reading. If you cite additional resources, please provide bibliographic information for those. Summaries are to be submitted via the assignments section on Canvas **no later than 8am on the day of the class meeting for which the reading is assigned**. Late submissions are not accepted.

Research Paper (30%): Each student is required to design, research and write a research paper, due on **Wednesday, May 5 (Dean's Date) by 5pm**. This paper must be between 3,500 and 4,500 words (approximately 12 to 15 pages) in length, excluding references. 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.

To encourage you to think about this project early in the semester, a one page statement of the research question, hypotheses and methods to be used is due, via the class Canvas page, on **March 29 at 5pm**. This statement is a required part of the research paper assignment. You will receive feedback on this statement by March 24. Final papers will **not** be accepted unless you have turned in this statement and fulfilled the research meeting requirements outlined below. The instructor's approval is **required** for any changes in topic made after March 17.

To help in the construction and execution of your paper project, I will meet individually with students to discuss the research projects. These **required** meetings will be held in lieu of our regularly-scheduled weekly precept meeting (although not all meeting slots will take place during the precept time, given the number of students). The **first meeting** will occur between March 15 and March 26; we can discuss your ideas for a potential research question. The **second meeting** takes place between April 16 and April 26. This meeting is intended to provide advice regarding formulating and testing hypotheses (including data collection and analysis).

Princeton's [library](#) includes a dedicated staff member for Politics; 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](#) can help you navigate the many resources available to you to support research.

Further guidance regarding research papers will be provided in class and posted on Canvas. In general, always be sure to spellcheck **and** proofread your writing; automated spell and grammar check are a start, but they don't pick up all errors. Avoid using long quotations from other sources; it generally is far better to put ideas and concepts into your own words. 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.

Please note that the papers you submit are assumed to be your, and only your (not your parents', peers', etc.), 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 2004, p. 3). If you use an idea advanced by a particular author, provide a reference in the text (e.g. Milner 2005). 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.

Late Paper Policy: 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. 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 short papers (article summaries) 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.

Required Text and Articles. 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. Sometimes, there will be substantial overlap between the readings and the class session; other days, you will be expected to be familiar with the assigned reading, and class will present different material. Students are expected to read all assigned materials, and to do so *before* that day's class. 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. 2018 *International Political Economy*. New York: Routledge, 6th edition. ISBN 978-113-8490741. ***Referred to below as “Oatley.”***

Additional required readings are available as class reserves; they are indicated with [C] on the syllabus; they 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 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.

Mental Health Resources. Undergraduate students may experience a range of emotional and psychological challenges that can interfere with their learning. 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)
February 1	-Course Overview and Introduction	-Course Syllabus -Oatley, Chapter 1 (pp. 1-21). -[C] The Economist. Special Report on Globalization , October 8, 2020.
February 3	-Historical Foundations and Contemporary Challenges in the Global Economy -Global Transactions: the Current Account and the Capital Account	-[C] Kevin H. O'Rourke and Jeffrey G. Williamson, "When Did Globalization Begin?" <i>European Review of Economic History</i> 6(1): 23-50. -[C] The Economist. Special Report on Global Supply Chains , July 11, 2019. (9 pp.).
February 5 precept	-Contemporary US trade politics	-[C] Chad Bown and Melina Kolb, "Trump's Trade War with China: An Up-to-Date Guide." Peterson Institute for International Economics, December 2020.
February 8	-The Economic Rationale for Trade	-Oatley, Chapter 3 (pp. 46-69) -[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>
February 10	-Domestic Economic Interests and International Trade -The Heckscher-Ohlin and Ricardo-Viner models	-Oatley, Chapter 4 (pp. 70-92). -[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 Heckscher-Ohlin model.</i>
February 12 precept	-Domestic politics of trade: the China Shock	-[C] David Autor, David Dorn and Gordon Hanson, 2016. "The China Shock: Learning from Labor-Market

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
		Adjustment to Large Changes in Trade.” <i>Annual Review of Economics</i> 8: 205-240.
February 15	-Governing Trade Internationally I	-Oatley, Chapter 2 (pp. 22-45) -[C] Allison Carnegie, “States Held Hostage: Political Hold-Up Problems and the Effects of International Institutions.” <i>American Political Science Review</i> 108(1), pp. 54-70.
February 17	-Governing Trade Internationally II -Preferential and Regional Trade Agreements	-[C] Iain Osgood. 2018. “Globalizing the Supply Chain: Firm and Industrial Support for US Trade Agreements.” <i>International Organization</i> 72(2): 455-484. -Optional: listen to Episode 9 of the Trade Talks podcast , which details the history and origins of GATT. <i>This podcast series now has 160+ episodes, so you may find others that interest you as well.</i>
February 19 precept	-Challenges to the governance of trade	-[C] Marianne Schneider-Petsinger. 2020. “Reforming the World Trade Organization: Prospects for Transatlantic Cooperation and the Global Trade System.” Chatham House. <i>Please read pp. 1-22. The remaining pages are optional.</i> -[C] WTO, “The WTO in Brief.” (12 pp.) Optional: more detailed information from the WTO’s website.
February 22	--Industrial policy and strategic rivalries in international trade -Weaponized interdependence	-Oatley, Chapter 5, pp. 93-114. -[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.
February 24	-Industrial policy and investment screening. -Trade and interstate rivalries	-[C] Congressional Research Service. 2020. “The Committee on Foreign Investment in the United States (CFIUS).” Updated February 14. (41 pp).

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
		-[C] David Carter and Paul Poast. 2020. "Barriers to Trade: How Border Walls Affect Trade Relations." <i>International Organization</i> 74(1): 165-185.
February 26 precept	-The US trade and investment review process.	-[C] Watch (1 hour) . Council on Foreign Relations, "Tik Tok on the Clock: Data, Deals and National Security." Additional readings TBA.
March 1	-Trade, Development and Growth I	-Oatley, Chapter 6, pp. 115-137. -[C] <i>World Inequality Report</i> 2018, executive summary (16 pages).
March 3	-Trade, Development and Growth II	-Oatley, Chapter 7, pp. 138-160.
March 5 precept	-Revisiting the anti-globalization backlash	-[C] Sung Eun Kim and Krzysztof J Pelc, forthcoming. "Trade Competition and Worker Compensation: Why Do Some Receive More than Others?" , <i>International Studies Quarterly</i> . -[C] Stefanie Walter, 2021. "The Backlash against Globalization." <i>Annual Review of Political Science</i> , forthcoming.
March 8	-Multinational Production I	-Oatley, Chapter 8, pp. 161-182.
March 10	Mid-term examination	
March 12 precept	-This precept meeting cancelled; schedule a time to meet with Prof. Mosley regarding your research question.	
March 15	Spring recess, no class meeting	
	-Multinational Production II -Investor-state dispute settlement	-Oatley, Chapter 9, pp. 183-206. -[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.

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
March 17	-Investor-state dispute settlement -Multinational production and worker rights	-[C] Florence Dafe and Zoe Williams. 2020. “Banking on Courts: Financialization and the Rise of Third-Party Funding in Investment Arbitration.” <i>Review of International Political Economy</i> , pp. 1-23.
March 19 precept	-Global supply chains and labor conditions <i>NOTE: read one of these two articles closely; skim the other.</i>	-[C] Mark Anner. 2020. “Squeezing Workers’ Rights in Global Supply Chains: Purchasing Practices in the Bangladesh Garment Export Sector in Comparative Perspective.” <i>Review of International Political Economy</i> 27(2): 320-347. -[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.
March 22	-History of the International Monetary System -International Monetary Cooperation	-Oatley, Chapter 11, pp. 230-254.
March 24	-The Domestic Politics of Exchange Rates I	-Oatley, Chapter 12, pp. 255-278. -[C] <i>Economist</i> , The Big Mac Index
March 26 precept	-More on the domestic politics of exchange rates	-Oatley, Chapter 13, pp. 279-303.
March 29	-Sovereign Borrowing -Latin American Debt Crisis	-Oatley, Chapter 14, pp. 304-327. -[C] Cameron Ballard-Rosa, Layna Mosley and Rachel Wellhausen. 2020. “Contingent Advantage? Sovereign Borrowing, Democratic Institutions and Global Capital Cycles.” <i>British Journal of Political Science</i> (21 pp).
March 31	-Sovereign Debt and Debt Crises	-Oatley, Chapter 15, pp. 328-348.

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
	-The International Monetary Fund	-[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.
April 2 precept	-Research design and hypothesis testing.	-Tentative: session on research resources, led by Jeremy Darrington.
April 5	-Financial Crises (I) -The International Monetary Fund and other IFIs Research paper topic statement due, via Canvas, 5pm.	-[C] Mark Copelovitch. 2010. “Master or Servant? Common Agency and the Political Economy of IMF Lending.” <i>International Studies Quarterly</i> 54: 49-77.
April 7	-Financial Crises (II) -Global imbalances and financial crises	-[C] Sarah Bauerle Danzman, W. Kindred Winecoff and Thomas Oatley, 2017. “All Crises are Global: Capital Cycles in an Imbalanced International Political Economy.” <i>International Studies Quarterly</i> , pp. 907-923. -[C] Mark S. Manger and Thomas Sattler. 2020. “The Origins of Persistent Current Account Imbalances in the Post-Bretton Woods Era” . <i>Comparative Political Studies</i> . 53(3-4): 631-664.
April 9 precept	-Preventing and Resolving Financial Crises	-[C] Barry Eichengreen and Ngaire Woods. 2016. “The IMF's Unmet Challenges.” <i>Journal of Economic Perspectives</i> 30(1): 29-52. -Optional: watch this Vice episode , on the 2008 US financial crisis. Or financial crisis with sock puppets, in Boom Bust Boom .
April 12	-Official Credit and Development Lending -Development Lending	-[C] Ryan Briggs. 2017. “Does Foreign Aid Target the Poorest?” <i>International Organization</i> , pp. 187-206. -[C] Sebastian Horn, Carmen Reinhart,

Date	Topic(s)	Assigned Readings (read prior to the class date listed)
		and Christoph Trebesch. 2020. “China’s Overseas Lending and the Looming Developing Country Debt Crisis.” VoxEU/CEPR.
April 14	-China’s Overseas Lending	<p>-[C] Jonas Bunte. 2018. “Sovereign Lending after Debt Relief.” <i>Review of International Political Economy</i> 25(3): 317-339.</p> <p>-[C] Council on Foreign Relations, 2020. Backgrounder on One Belt One Road.</p>
April 16 precept	-Foreign Aid and Migration	-[C] Jonas Gamso, 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.
April 19	-The COVID-19 pandemic and globalization	<p>-[C] Alberto F. Cavallo and Christian Godwin. 2020. “The Coronavirus (COVID-19) Pandemic and the Global Economy (A).” Harvard Business School Case 720031-PDF-ENG (33 pages).</p> <p>-[C] Homi Kharas and Meagn Dooley. 2020. “COVID-19’s Legacy of Debt and Debt Service in Developing Countries.” Brookings Institute Global Working Paper 148, December, pp. 1-23.</p>
April 21	-The political economy of climate change	<p>-[C] Jeff Colgan. 2020. “The Climate Case against Decoupling.” <i>Foreign Affairs</i>.</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>
April 23 precept	-This precept meeting cancelled; schedule a time to meet with Prof. Mosley regarding progress on your research paper.	
April 26	-Class wrap-up and review.	-Oatley, Chapter 16, pp. 349-358.

III. Some suggestions for further reading. We do not cover every issue in the contemporary global economy in this course, and we do not go into great depth on some topics. Should you want to read more about a specific topic or event, either as part of the background reading for your research project, or just to learn more, please ask Professor Mosley for suggestions. In the meantime, here are some recent, mostly academic, articles that may be of interest.

Foreign Direct Investment and Political Risk

Quentin H. Beazer and Daniel J. Blake. 2018. [“The Conditional Nature of Political Risk: How Institutions Influence the Location of Foreign Direct Investment.”](#) *American Journal of Political Science* 62(2): 470-485.

Samuel Brazys, Andreas Kotsadam, Sunshine or Curse? 2020.. “Foreign Direct Investment, the OECD Anti-Bribery Convention, and Individual Corruption Experiences in Africa.” *International Studies Quarterly* 64(4): 956–967.

Benjamin A. T. Graham discusses his recent book (and related research) on foreign direct investment by members of diaspora groups in [this five minute video](#).

Migration and Labor in the Global Economy

Margaret Peters, “Open Trade, Closed Borders.” *World Politics* 67(1): 114-154.

Adrian Shin. 2019. “Primary Resources, Secondary Labor: Natural Resources and Immigration Policy.” *International Studies Quarterly* 63(4): 805-818.

Foreign Aid and Its Effectiveness

Laura Seelkopf and Ida Bastiaens. 2020. “Achieving Sustainable Development Goal 17? An Empirical Investigation of the Effectiveness of Aid Given to Boost Developing Countries’ Tax Revenue and Capacity.” *International Studies Quarterly* 64(4): 991-1004.

Cryptocurrencies

Pavel Ciaian, Miroslava Rajcaniova and d’Artis Kancs. 2015. “The Economics of BitCoin Price Formation.” *Journal of Applied Economics*, pp. 1799-1815.

Timothy B. Lee, [“Want to Understand how BitCoin Works? Here’s a Gentle Primer.”](#) December 2017.

Emily Stewart, [“Bitcoin’s ‘Ultimate Experiment in Capitalism,’ Explained.”](#) January 3, 2018. [And here’s yet [another short piece](#), if you’re really interested in this topic!]

Globalization, Trade and Public Opinion (includes the anti-globalization backlash)

J. Lawrence Broz, Jeffry Frieden and Stephen Weymouth. 2020. [“Populism in Place: The Economic Geography of the Globalization Backlash.”](#) *International Organization* (forthcoming).

Italo Colatone and Piero Stanig. 2018. ["The Trade Origins of Economic Nationalism: Import Competition and Voting Behavior in Western Europe."](#) *American Journal of Political Science* 62: 936-953.

Diana Mutz and Eunji Kim. 2017. "The Impact of In-group Favoritism on Trade Preferences." *International Organization*, pp. 827-850.

Erica Owen and Noel Johnston. 2017. "Occupation and the Political Economy of Trade: Job Routineness, Offshorability and Protectionist Sentiment." *International Organization*, pp. 665-699.

Dani Rodrik. 2020. ["Why Does Globalization Fuel Populism? Economics, Culture and the Rise of Right-Wing Populism."](#) Working Paper, June 2020. (47 pp).

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