

# **POLS 366: International Political Economy**

Department of Politics  
Sewanee: The University of the South

## **Prof. Aaron Gold**

Office Hours: MW 3:30 – 4:30 pm  
Office Location: Carnegie 302  
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**Fall (Advent) 2023**

Location: Walsh-Ellett 206  
Date and Time: MW 7:30-8:45 pm

## **Course Description and Purpose**

This course provides an overview of the primary theoretical perspectives and empirical findings in international political economy. Students will examine the primary IPE subfields, specifically how and why actors engage in policies regarding international trade, monetary policy, financial relations, development, and conflict.

## **Course Objectives**

By the end of the course, students will gain basic knowledge and understanding of international political economy, its major disciplines, and questions. They will learn how to think critically, analyze and then evaluate how varied theoretical models explain how actors approach questions related to the economy. Students will learn how to assess the scholarly community's findings on major IPE issues.

## **General Education Objectives**

Students will learn how to describe theoretical paradigms, apply theoretical concepts to empirical phenomena, think critically, and analyze competing theories and empirical evidence.

## **Required Textbook**

No textbook required

## **Classroom Policies and Expectations**

No tobacco products, food, beverages (except water in a closed container), or gum are allowed. Profanity or any prejudicial slurs will not be tolerated. Use of cell phones or smart phones or other electronic devices for non-course-related communication during class is prohibited. Students are expected to attend every class period and be on time. Students are expected to read the assigned readings before class and be prepared to discuss them. **Four unexcused absences will result in a zero for your participation grade and an email to the Dean of Students to recommend you for an "F" in the course.**

## **Communication**

My primary mode of communication is email. I will not answer emails with casual or informal, improper, or unprofessional language. Your email must have a salutation, body, and a manual signature. Automated signatures in the footer do not count. **If you do not follow these guidelines I will not read or respond to your email. I do not answer emails after final grades are posted.**

## COVID-19

I used to require masks during class. I have a “pre-existing” condition that makes me high risk for contracting COVID. Masks are optional for our class. However, I may change this policy and ask you all to wear one. I will probably ask you to wear a mask during office hours. COVID-19 is a serious threat to public health. **If you believe you have COVID or you were in the vicinity of someone who tested positive, please do not come to class. I promise you that I will do everything I can to help you make-up what you missed. Please only come to class once you have completed a negative test. Please take this seriously.**

## Statement of Accommodations

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University.

Any student with a documented disability needing academic adjustments is requested to speak with Student Accessibility Services (SAS) as early in the semester as possible. If approved for accommodations, the student has the responsibility to present their instructors with a copy of the official letter of academic accommodations. Please note: Accommodation letters should be dated for the current term; accommodations will not be provided without a current accommodation letter; and accommodations cannot be applied retroactively.

SAS is located in the Office of the Dean of Students (931.598.1229). Additional information about accommodations can be found at <https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>. Students who have questions about physical *accessibility* should inform their instructors so that we can ensure an accessible, safe, and effective environment.

## Title IX and Sex Discrimination Policy

Sex Discrimination is a violation of federal Title IX law and University policy. Disclosure of sex discrimination to University faculty, staff, or student leaders (i.e. proctors, Orientation Leaders, FYP mentors) is not confidential and these individuals are required to make reports, including names and circumstances, to the University’s Title IX Coordinator. To report incidents of sex discrimination, including sexual violence, stalking, and/or sexual harassment, please file a report at [ReportSexualMisconduct.sewanee.edu](https://new.sewanee.edu/report-sexual-misconduct/) or contact the Title IX Coordinator (Dr. Sylvia Gray, [titleix@sewanee.edu](mailto:titleix@sewanee.edu), Woods Lab 138, 931-598-1420). For more information on Title IX, the [Title Policy and Procedure](#), [related policies such as mandatory reporting](#), or [resources for support and confidential disclosure](#), please refer to the Title IX website: [new.sewanee.edu/titleix](https://new.sewanee.edu/titleix)

## Wellness Center resources

As a student, you may experience a range of challenges that can interfere with learning, such as stress, strained relationships, increased anxiety, substance misuse, mood changes, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities.

Free counseling, psychological, and psychiatric services are available at the University Wellness Center, and treatment does work. You can learn more about confidential mental health services available on campus at <https://new.sewanee.edu/campus-life/flourishing/wellness-commons/university-wellness-center/>.

### **Honor Code**

You agreed to follow the Honor Code when you matriculated. All forms of academic dishonesty, including plagiarism, are violations of the Honor Code and will be treated as such. If you ever have a question about an assignment or need additional help, please ask for assistance rather than jeopardize your academic career.

### **Student Wellness Center**

As a student, you may experience a range of challenges that can interfere with learning, such as stress, strained relationships, increased anxiety, substance misuse, mood changes, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Free counseling, psychological, and psychiatric services are available at the University Wellness Center, and treatment does work. You can learn more about confidential mental health services available on campus at <http://www.sewanee.edu/student-life/university-wellness-center/counseling-and-psychological-service-caps/>.

### **The Writing Center**

The Writing Center, located on the main floor of duPont Library, provides objective peer support to Sewanee students who seek assistance with their writing projects. The student tutors can help at any stage in the writing process, including topic development, rough drafts, final drafts, and revisions. Students should bring a copy of the professor's written instructions to the meeting. The Writing Center will not accept papers that are dropped off.

### **The Center for Speaking and Listening**

The Center for Speaking and Listening, located on the main floor of duPont Library, provides peer support to Sewanee students who seek assistance with their presentations.

### **Research Help Center**

The Research Help Center in duPont Library is available for all of your research paper, project, and presentation needs. Our librarians can help with each stage of the research process, including topic selection and narrowing, outlining, finding resources, interpreting academic resources, avoiding plagiarism, and integrating research into your paper or presentation. Walk-ins are welcome, but appointments with a research expert are strongly encouraged. You can find more details and sign up for appointments at [library.sewanee.edu/researchhelplibrarians](http://library.sewanee.edu/researchhelplibrarians).

### **Extra Credit (+2 points maximum on your final grade)**

#### **Extra credit can be turned in anytime, but is due on 12/8, the last day of classes.**

Extra credit opportunities include writing a position paper on one of the following prompts below. The proper format is 900 words (roughly three pages double-spaced), Times New Roman 12-point font, 1-inch margins, and proper in-text citations with a bibliography. Please use at least four sources not including material on the syllabus. They will be graded as completed or not

completed. Limit the number of direct quotes. Cite appropriately always with the author's last name, publication year, and page number for direct quotes and when citing something specific to that page. You must cite appropriately for your extra credit to be accepted. If you do not turn in your extra credit in the right format, I will email you to resubmit. I will only give you one chance to resubmit an assignment.

1) The United States should primarily pursue liberalization or protectionist trade policies. Answer with reference to general trade or specific sectoral policies. Answer with reference to at least one recent trade deal; for example, the Trans-Pacific Partnership (TPP) or the United States-Mexico-Canada Agreement (USMCA).

2) The United States should primarily use fiscal or monetary policy in order to lower unemployment and grow the economy. Answer with reference to at least one specific policy; for example, the American Recovery and Reinvestment Act of 2009 (Obama stimulus), Tax Cuts and Jobs Act of 2017 (Trump tax cuts), and the American Recovery Act of 2021 (Biden stimulus).

3) In the anarchic international system and in an era of globalization, participating or not participating in international institutions such as the IMF, World Bank, and WTO is more beneficial for American economic prosperity. Answer with reference to at least one international institution (email me your pick before writing). Answer with reference to specific role and policies of your institution.

### **Notice on School-Sponsored, Medical, Weather-Related, Family Emergency, or Other Excused Absences**

My personal philosophy, one that I believe very strongly in, is that you should be treated like adults. If something happens and you are not able to make it to class, I will be more than happy to work with you; however, you need to communicate with me and keep me informed of your situation. Life happens: you get sick, someone you love passes away, a family member is in need, you have an interview. I consider myself to be very understanding so if you are not able to bring me a note right away, it is okay; just please keep me informed the best you can through email and then later when you are able to, please bring or send me an excused note. If it is a medical note, **please cross out your personal information**. If you bring me an excused note you will be allowed to make up the work that you missed. For long-term situations, I am more than happy to work with you. **Four unexcused absences will result in a zero for your participation grade and an email to the Dean of Students to recommend you for an "F" in the course.**

### **Right to Alter the Syllabus**

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified by email and/or Blackboard of any such revisions, alterations, and/or amendments.

## **Grading**

The requirements for this course include a participation grade (10%), trade deal (30%), a midterm (30%), and final exam (30%).

### **Midterm (30%) and Final (30%)**

Both exams will be short answer and essay. Both the midterm and the final exam will be take-home.

**The midterm will be given out on 10/4 and is due on 10/11 at 11:59 pm CT via Brightspace.**

**The final will be given out on 11/29 and is due on 12/12 at 11:59 pm CT via Brightspace.**

### **Trade Deal: 30%**

Students will design a bilateral or multilateral trade deal with the United States. The purpose of this assignment is to, 1) gain an understanding of the overall complex real-world economic situation of the United States in its interactions with other countries as well as a specific sectoral proficiency; 2) apply the larger concepts about liberalization and protectionism with respect to the various trade theories to the real world as you advocate for various sectors or factors of production.

#### **9/18: First part (5%)**

- Preamble
- National treatment and market access explanation

#### **10/4: Second part (15%)**

- Factoral or sectoral explanation of goods and services to be traded (main part)

#### **10/30: Third part (5%)**

- Labor, environmental, investment or other provisions (pick one)

#### **12/6: Final part (5%)**

- Conflict-resolution mechanisms

### **Participation: 10%**

Students are expected to attend every class period on time, having read the material and ready to make reasonable contributions to the day's topic. This is not a lecture class. Students are expected to analyze, critique, and discuss the author's work in class with the goal of assessing whether it contributes to our understanding of interstate war. Throughout the course we will work in small groups in order to apply the theoretical arguments and empirical findings on interstate war to specific cases. It is important for students not to miss class because these activities will be a part of the midterm and final exams. **Missing four unexcused absences will result in a zero for your participation grade and an email to the Dean of Students to recommend you for an "F" in the course.**

**List of all dates – everything due at 11:59 pm CT via Brightspace**

8/23: First day of class

9/18: First part of the trade deal due

10/4: Second part of the trade deal due

10/4: Midterm given out

10/11: Midterm due

10/14: Fall break begins

10/17: Fall break ends

10/30: Third part of the trade deal due

11/22: Thanksgiving Day break begins

11/27: Thanksgiving Day break ends

12/6: Last day of class

12/6: Extra credit due

12/6: Final part of the trade deal due

11/29: Final given out

12/16: Final exam due

## Course Schedule and Reading Assignments

### **Week 1: Introduction**

8/23: Introduction

- Introduction and review of the syllabus

8/28: Perspectives on IPE

- Oatley, Chapter 1.
- Chang, Ha-Joon (2011). *23 Things They Don't Tell You About Capitalism*. Bloomsbury Press, Thing 1: There Is No Such Thing as a Free Market.

### **Week 2: National Identity, Pop Internationalism, and Competition**

8/30: Debating American Competitiveness

- Reich, Robert (1990). "Who Is Us?" *Harvard Business Review* 68(1): 53-64.
- Kapstein, Ethan (1991). "We Are US: The Myth of the Multinational." *National Interest* 26 (Winter).

9/4: Domestic, not Foreign Competition

- Chang, Thing 8: Capital has a nationality.
- Krugman, Paul (1994). "Competitiveness: A Dangerous Obsession." *Foreign Affairs* (March/April).

### **Weeks 3: International Trade**

9/6: Introduction to International Trade

- Oatley, Chapter 4.

9/11: Domestic Preferences: The Sociotropic, Isolationist, and Ethnocentrism Models

- Mansfield, Edward D., and Diana C. Mutz (2009). "Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-Group Anxiety." *International Organization* 63(3): 425- 457.

9/13: Domestic Preferences: Imports, Migration, and Inequality

- Flaherty, Thomas M., and Ronald Rogowski (2021). "Rising Inequality As a Threat to the Liberal International Order." *International Organization* 75(2): 495-523.

9/18: First trade deal project workshop

**9/18: Part 1 due at 11:59 pm CT via Brightspace**

## **Week 4: Trade and Domestic Institutions**

9/20: Regime Type

- Milner, Helen V. and Keiko Kubota (2005). “Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries.” *International organization* 59(1): 107-143.
- Hankla, Charles R., and Daniel Kuthy (2013). “Economic liberalism in illiberal regimes: Authoritarian variation and the political economy of trade.” *International Studies Quarterly* 57(3): 492-504.

**9/25: No class**

9/27: Party and Electoral Systems: Access Points

- Ehrlich, Sean D. 2007. “Access to Protection: Domestic Institutions and Trade Policy in Democracies.” *International Organization* 61 (03): 571-605.

10/2: Party and Electoral Systems: Social Protections

- Postnikov, Evgeny, and Ida Bastiaens. (2020). “Social protectionist bias: The domestic politics of North–South trade agreements.” *The British Journal of Politics and International Relations* 22(2): 347-366

10/4: Second trade deal workshop

**10/4: Part 2 due at 11:59 pm CT via Brightspace**

**10/4 – Exam #1 (Midterm) given out**

## **Week 5: Trade and International Institutions**

10/9: International Cooperation

- Mansfield, Edward D., Helen V. Milner and B. Peter Rosendorff (2002). “Why Democracies Cooperate More: Electoral Control and International Trade Agreements.” *International Organization* 56(3): 477-513.

10/11: Institutional Standing and Embeddedness

- Mansfield, Edward D., and Eric Reinhardt (2008). “International institutions and the volatility of international trade.” *International Organization* 62(4): 621-652.

**10/11 – Exam #1 (Midterm) Due – No Class**



**10/16: No class because of fall break**

**Week 6: Developmental Models**

10/18: Import-Substitute Industrialization

- Oatley, Chapter 6
- Ha-Joon Chang (2003). “Kicking Away The Ladder- Infant Industry Promotion in Historical Perspective.” *Oxford Development Studies* 31(1): 21-33 (skim!)

10/23: Export-Oriented Industrialization

- Oatley, Chapter 7
- Paul Krugman (1994). “The Myth of Asia’s Miracle.” *Foreign Affairs* 73(6): 63-79.

10/25: Comparing the import-substitute and export-oriented models

10/30: Third trade deal workshop

**10/30: Part 3 due at 11:59 pm CT via Brightspace**

**Week 7: Multinational Corporations and Financial Relations**

11/1: Introduction to MNCs and Financial Relations

- Oatley, Chapter 8

11/6: Politics of MNCs

- Oatley, Chapters 9
- Chang, Thing 18: What is Good for General Motors is not necessarily good for the United States

**Week 8: International Monetary Relations**

11/8: Introduction to Monetary Relations

- Oatley, Chapter 10

11/13: Society-Centered Approach to Monetary Relations

- Oatley, Chapter 12

## **Week 9: Welfare Capitalism and Inequality**

11/15: Three Worlds of Welfare Capitalism

- Ebbinghaus, Bernhard, and Philip Manow (2004). "Introduction: studying varieties of welfare capitalism." *Comparing Welfare Capitalism*. Routledge, 23-46.
- [Handout]. Esping-Andersen, Gosta (1990). *The three worlds of welfare capitalism*. Princeton: Princeton University Press.

11/20: The Effect on Global Order

- Piketty, Thomas and Emmanuel Saez (2014). "Review: Inequality in the long run." *Science* 344, p. 838-844.

**11/22-11/27: No class because of Thanksgiving Day break**

## **Week 10: The Economy and Inter-state Conflict**

11/29: The Democratic Peace

- Oneal, John R., and Bruce M. Russett (1997). "The Classical Liberals Were Right: Democracy, Interdependence, and Conflict, 1950-1085." *International Studies Quarterly* 41(2): 267-293.

**Exam #2 (Final) is given out on 11/29 at 11:59 pm CT via Brightspace**

12/4: The Liberal Peace

- Gartzke, Erik (2007). "The Capitalist Peace." *American Journal of Political Science* 51(1): 166-191
- Mousseau, Michael (2013). "The Democratic Peace Unraveled: It's the Economy." *International Studies Quarterly* 57(1): 186-197.

12/6: Last day of class and last trade deal workshop day

**12/6: Final trade deal due**

**Exam #2 (Final) is due on 12/12 at 11:59 pm CT via Brightspace**

## **Civil Conflict (if we have time)**

### Vertical and Horizontal Inequality

- Boix, Carles (2008). “Economic Roots of Civil Wars and Revolutions in the Contemporary World.” *World Politics*. 60(3).
- Cederman, Lars-Erik et al. (2011). “Horizontal Inequalities and Ethnonationalist Civil war: A Global Comparison.” *American Political Science Review* 105(3).

## **Economic Sanctions (if we have time)**

### Economic Sanctions

- Peksen, Dursun (2019). “When Do Imposed Economic Sanctions Work? A Critical Review of the Sanctions Effectiveness Literature.” *Defence and Peace Economics* (2019): 1-13.
- Biersteker, Thomas J., et al (2019). “UN Targeted Sanctions Datasets (1991–2013).” *Journal of Peace Research* 55(3): 404-412.