Course Description
This course examines the politics of international economic relations. It focuses both on how economic flows (trade in goods and services, capital, people, GHGs) affect political outcomes, and on how political institutions and socioeconomic actors shape economic flows between countries.

Discussions of the international political economy in the media often have implicit arguments about what drives economic flows, and what distributive effects these flows have. One goal of the course is to make these arguments explicit. The course begins with an examination of the normative claims about the relationship between governments and markets. We then focus on four types of flows: 1) goods and services; 2) capital; 3) people; 4) fossil fuels and pollutants.

Learning Outcomes
As a result of completing this course, students will:

• Understand the major theoretical frameworks used for analyzing international political economy.
• Gain analytic tools for understanding how firms and societal actors
determine their policy positions towards trade and capital flows.

- Understand the role and limitations of international institutions in bringing about cooperative outcomes in climate change and other areas of international political economy

Course Assessment

1. Class Participation
Active participation in class is crucial to the success of the semester. This includes completing all the readings and coming to class prepared to discuss them.

To facilitate this process students are required to submit one memo for each section of the course. The memos should not summarize the readings, but rather should engage with them analytically (e.g. by comparing the positions of different authors, identifying strengths and weaknesses in the arguments, raising empirical questions and drawing out implications). They should be two to three pages, double spaced 12-point font.

Memos will be shared among class participants through BLACKBOARD. They must be uploaded by midnight on the Tuesday evening before the final class of the relevant section. Submission of memos, along with active class participation, together constitute 30% of the final grade.

2. Analytic Papers
The analytic papers give students an opportunity to explore topics of interest to them in greater detail. Students write two analytic papers. Paper topics must be on subjects drawn from sections II, III, IV, or V of the course. Papers may not exceed nine double-spaced pages, excluding footnotes. Each paper constitutes 20% of the final grade, meaning that together they constitute 40% of the final grade. They are due in class the week after the last class of the relevant section. (For Section V the paper is due in the last class.)

3. Final Take Home Exam
Students are required to complete a final examination, which will be a take-home format. The exam will be handed to students on the final day of class and must be submitted by 5pm on December 12th (Monday). (30%)
The grade breakdown is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Memos</td>
<td>30%</td>
</tr>
<tr>
<td>Analytic/Research Paper(s)</td>
<td>40%</td>
</tr>
<tr>
<td>Final Take Home Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

- I use the following scale for grading:
  A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76);
  C- (70-72); D (60-69); F (0-59).

- If you would like me to re-grade an assignment, you must submit a written request explaining why you believe you did not receive the proper grade. I reserve the right to raise or lower your grade when re-grading an assignment.

**Class Policies**

**Attendance Policy**
The readings and seminars are complementary and participation is a significant component of your grade. It is therefore in your interest to keep up with the readings, attend seminar regularly, and participate actively.

**Academic Integrity**
The GW Code of Academic Integrity states that “Academic dishonesty is defined as cheating of any kind, including misrepresentation of one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.”

For the remainder of the code, see: [http://www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html)

Students who have been identified as breaking the code will automatically receive zero marks for the relevant course component. Students identified as breaking the code more than once receive an automatic fail for the course.
Claiming ignorance about how or when to cite sources is not an excuse for academic dishonesty.

Writing
Writing assignments constitute a major component of the final grade. I place great emphasis on clarity of exposition. I therefore urge you to make use of the resources available at The Writing Center (http://www.gwu.edu/~gwriter/). It can assist with essay planning and organization, use of citations, and other aspects of paper writing.

Late Work
Work handed in late will be penalized 1/3 of a grade for each day it is late. Work not handed in receives zero marks. There are only two exceptions: illness or family emergency. You must provide written documentation, such as a doctor’s note in the case of illness, to be granted permission to hand in work at a later date.

Make Up Exams
Make-up examinations will only be held unless because of: 1) illness; 2) family emergency; 3) the assessment date falls on a religious holiday. Please contact me in advance of the date if you require a make-up examination for religious reasons.

Support for Students Outside the Classroom
Disability Support Services (DSS)
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: http://gwired.gwu.edu/dss

University Counseling Center (UCC) – 202-994-5300
The University Counseling Center (UCC) offers 24/7 assistance and referral to address students’ personal, social, career, and study skills problems. Services for students include:
• crisis and emergency health consultations
PS6439: International Political Economy

- confidential assessment, counseling services (individual and small group), and referrals

For additional information please refer to:
http://gwired.gwu.edu/counsel/counselingservices/academicsupportservices

**Security**

In the case of emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

---

**Course Readings**

Course readings are made up of a combination of books and articles. You can purchase the books from the university bookshop, or online through Amazon.com or equivalent online bookstores (links to Amazon.com are included below).


**METALIB/Blackboard**

Readings not available online through library services [METALIB] will be available for download through [BLACKBOARD]. We will also use the Blackboard system for posting and reading memos.

Please ensure you know how to access readings and post to the Blackboard system before the beginning of semester.
PS6439: International Political Economy

Seminars

Part I  Foundations

Week 1  NO CLASS (8/31)

Week 2  Origins & Social Implications of Open Markets (9/7)
Learning Goals: Understand course contents and expectations; identify the key normative questions asked about the relationship between government and markets. Formulate a view on the policy implications of these arguments for government intervention.

• Dani Rodrik. “How to Save Globalization from its Cheerleaders.”
• Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations (1776), Book 1, Chapters 1-3. Available at (http://www.econlib.org/library/Smith/smWN.html)

Part II  Goods and Services

Week 3  Trade: Demand for Openness and Protection (9/14)
Learning Goals: identify the distributive effects of trade openness; understand how individuals, firms, and others form opinions about trade policy; develop a position regarding what should be done to compensate workers who lose out through greater trade openness

• Cornelia Woll and Alvaro Artigas, “When Trade Liberalization Turns into

Debate
• Thomas Oatley, Debates in International Political Economy, Chapter 2.

Week 4    Trade: Systemic Supply of Openness (9/21)
Learning Goals: Analyze the role of the major powers in promoting trade openness; understand how the rise of China as an economic and military power may affect trade openness.

• Stephen Cohen & Brad De Long. What Happens When Other Countries Have All the Money? Whole Book.

Debate
• Thomas Oatley, Debates in International Political Economy, Chapter 1.

Week 5    Trade: International Organizations and Openness (9/28)
Learning Goals: Identify the role of the GATT/WTO in promoting trade openness; specify the mechanisms through which international organizations such as the GATT/WTO might promote trade liberalization.

Debate

• Thomas Oatley, Debates in International Political Economy, Chapter 12.

Week 6 Trade and National Security (10/5)
Learning Goals: Understand whether there are legitimate arguments for restraining trade in certain types of goods on national security grounds. Develop a position on whether certain economic sectors, or actors, should be treated differently in global trade and investment on national security grounds; understand the national security implications of open markets.

• Albert Hirschman, National Power and the Structure of Foreign Trade. 1-31 [BLACKBOARD]

Debate

• Thomas Oatley, Debates in International Political Economy, Chapter 9.

Part III Capital Markets

Week 7 International Capital Mobility (10/12)
Learning Goals: This week we begin to think about a crucial question in international political economy: the liberalization of capital markets. The 1980s and the 1990s saw capital markets liberalized across the developed and the developing world. We are seeking to understand why countries chose to liberalize their capital markets, and what is the likelihood is that this process will be reversed.
PS6439: International Political Economy


Debate
- Thomas Oatley, Debates in International Political Economy, Chapter 10.

Recommended Readings

Week 8 The Political Effects of Financial Openness (10/19)
Learning Goals: Identify the economic and social effects of increased capital flows on developed and developing countries.

Developed Countries

Developing Countries
Week 9  Foreign Direct Investment & Multinational Corporations (10/26)

Learning Goals: Multinational corporations (MNCs) trading and investing across national borders are an important source of foreign direct investment. Develop a view on how we can best characterize the relationship between MNCs and host governments, and understand what the effects of MNC investments on development and growth are.

- David Fieldhouse. “A New Imperial System”? The Role of the Multinational Corporations Reconsidered.

Part IV  People

Week 10  Migration and Domestic Politics (11/2)

Learning Goals: Labor is an input into economic processes, but people are not the same as primary or intermediate goods, or capital. This makes the politics of labor movement (i.e. immigration) more complicated than for other inputs. This week and next week we seek to understand the politics of immigration, and its effects on development.

**Debate**
• Thomas Oatley, *Debates in International Political Economy*, Chapter 4.

---

**Part V  Climate Change**

**Week 11  Climate I: Institutions & Externalities (11/9)**
Learning Goals: Learn what the distributive implications of climate change are: identify the factors that increase/decrease the likelihood of collective action to combat climate change.

• Archer and Rahmstorf, *The Climate Crisis*, 1·15: 125·190.

**Debate**
• Thomas Oatley, *Debates in International Political Economy*, Chapter 6.
Week 12    Thomas Kenyon, Senior Economist, World Bank (11/16)

- Readings TBC

Week 13    The Promise and Peril of International Cooperation (11/30)
Learning Goals: use the tools we have learned throughout the course to explain why climate change negotiations are fraught with difficulties, and what the best institutional response might be. Further details to come...


Week 14    Ruth Greenspan Bell, World Resources Institute & Woodrow Wilson Center (12/7)
Readings TBC