

SS487: International Political Economy

Spring 2019 (AY19-2)

COURSE HOURS: H1 (0855-1010), I1 (1020-1135) - MAHAN HALL C13

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Course Overview

“The curious task of economics is to demonstrate to men how little they really know about what they imagine they can design.”

Friedrich A. Hayek
The Fatal Conceit: The Errors of Socialism (1988)

SS487 serves as an introduction to the complex and fascinating fundamental relationships between politics, economics, and society at the international and domestic levels. Despite Hayek’s warning, we recognize that the policies and politics of man can have significant intended — and unintended — consequences for economics and vice versa. How do political institutions, structures, actors, and policies shape international economic phenomena? And how do these economic phenomena influence political forces in turn? Though international political economy falls within the broader subfield of international relations, we will soon discover that domestic politics and economics cannot be separated from international political economy. The purpose of this course is to explore the mechanisms that link politics and economics across a variety of issues that are central to field of IPE. We begin with a brief introduction to the field of IPE — what is it and how does it differ from pure economics? Throughout block I we explore the main theoretical traditions of political economy (liberalism, mercantilism, and Marxism), unpacking how each tradition accounts for conflict and cooperation in the international economy.

In block II, we examine the politics and economics of international trade: why do states trade? Why do states often restrict trade? How do the institutions of the global economy facilitate trade between states? What role do societal and state interests and institutions play in shaping trade policy? We conclude block II with a case study of the Trans-Pacific Partnership to explore and illustrate the themes of the trade block.

Block III gives a snapshot of the rich literature that seeks to explain economic development. Why have some countries developed as rich, prosperous economies while others have failed to develop? What role does historical path dependence and institutional development play in shaping contemporary economic development? Do democracies develop faster or slower than dictatorships? What role do international trade, multinational corporations, and natural resources play in encouraging — or discouraging — economic growth and development. Block III concludes with a case study of China’s One Belt, One Road initiative and its implications for economic development in China and beyond.

The fourth block focuses on international monetary affairs. This somewhat dry appellation, however, belies a fascinating truth: exchange rates and national debt have the incredible power to destroy economies and break nations. Once we understand the mechanics of exchange rates, monetary policy, and debt, we will apply those abstract concepts to the very real — and disturbing — financial crises that have plagued the developing and developed world alike for the last 30 years, concluding with a case study of the Eurozone crisis.

Finally, block V builds on the entire semester's work by examining some key contemporary challenges that globalization of the world economy presents. Can and should economic sanctions and financial warfare be used to advance national interests without undermining principles of the global economy? How does globalization influence the environment and climate change, and how does this phenomena promise to shape economic development in the 21st century? Is globalization a cause of or cure for global poverty and inequality? And how have the politics and economics of globalized migration fueled a populist backlash in many advanced economies? What does this reaction to globalization among the most developed countries mean for the future of global economic integration and development?

Student Learning Objectives

Through SS487, each cadet will develop a sophisticated understanding of the interplay between politics and economics at the international and domestic levels. Furthermore, they will develop the knowledge, analytical skills, and communication skills to support their further intellectual development as they progress through the International Affairs major at West Point:

1. **Think Critically:** Students will think critically about the way in which politics and economics influence one another at the international and domestic levels, particularly with regard to trade, development, and monetary affairs. They will appreciate and apply the principle of intellectual pluralism to critically analyze political-economic phenomena from multiple perspectives.
2. **Read Critically:** Students will read critically a wide spectrum of academic, policy, and popular literature in international and comparative political economy in order to understand, analyze, and critique the arguments, methods, and evidence used in the discipline.
3. **Conduct Research:** Students will identify the social science methodologies appropriate for their selected IPE case study and will conduct rigorous empirical research using those methodologies.
4. **Gain and Apply Disciplinary Knowledge:** Students will understand and critically engage the key definitions, traditions, theories, debates, and disagreements in the field of political economy, particularly those pertaining to international trade, economic development, international monetary affairs, and aspects of globalization.
5. **Assess Policy:** Students will apply theories of political economy theories to analyze and explain how and why economic policies are chosen and implemented by political actors, as well as analyze the political and economic effects of such policies.
6. **Communicate Effectively:** Students will communicate clear and effective analysis and arguments about complex political issues verbally and in writing.

My Teaching Philosophy

My approach to teaching at West Point is straightforward: I set the bar high, and I keep it there. I recognize that I have high expectations of my students that are reflected in the quantity and difficulty of the readings I assign, the complexity of exam questions and paper assignments I give, and the expectation of informed, thoughtful, and engaged participation in class. I apply consistently the high standards of the USMA grade scale, where “acceptable” work earns a C, “solid” work warrants a B, and true “mastery” of a subject is required to earn an A. Based on my many years of teaching at West Point and Yale, I know that *all* my students are capable of rising to the occasion if they choose to do so. The ones who fail to clear the bar do so not for lack of ability, but because they make choices — whether knowingly or not — that hold them back from reaching their academic potential.

I will do my utmost to provide you the tools that you’ll need to reach *your* potential in this class and beyond. But I do expect you to be proactive in reaching for and utilizing those tools - I can’t force you to accept what I am offering any more than I can force you to care about maximizing (rather than simply satisficing) your academic success. If you do choose to reach for the sky and vault the bar I set, I will be your most fervent cheerleader along the way and celebrate your achievements alongside you - the pride of seeing my students succeed is why I got into teaching in the first place.

This means that you have choices to make: it is your choice to rise to the occasion and reach your potential, it is your choice to seize the tools I’ve offered for your success, and it is ultimately your choice about how you allocate your time to this course and the other obligations in your life. The choices you make (in this or any other endeavor) should always be informed by the idea of “opportunity costs.” When you choose to allocate your time and resources to one activity, you forgo other opportunities not chosen. Good decision makers will always incorporate the value of paths not taken in assessing the overall costs and benefits of an action: what am I giving up by choosing ‘X’? You are adults who meet economists’ minimum criteria for rationality,¹ and I will respect the choices you make, even when those are different choices than the ones that I would make. In return, I expect you to own your choices and accept personal responsibility for the consequences of those choices, both positive and negative. However much or little time you allocate toward this class, I simply expect you to own the outcomes.

The most important choice you will make is your choice to conduct yourself with uncompromising personal integrity in all your affairs, whether academic, military, or personal. West Point’s fundamental mission is to develop “leaders of character.” As LTG(Ret) Caslen frequently noted, leadership counts for nothing if it is not backed up by character, integrity, and honor. I share LTG(Ret) Caslen’s belief and trust that you do as well; as such I expect you practice uncompromising integrity during our time together. Choosing otherwise is the one choice you can make that I cannot respect.

Beyond high standards and respect for your choices, what else can you expect of me? You can expect that I will bring my A-game to every lesson. I am truly passionate about political science, international relations, and global politics, and I commit to bring that energy to the classroom every day. You can also expect that I will apply my standards fairly and uniformly to all students regardless of their beliefs, backgrounds, or ability. Every student gets a fair deal from me. You can expect a classroom environment that fosters open discussion, debate, and often disagreement. Critical thinking and deliberation are the lifeblood of the university, and so we will practice it throughout our seminar-style discussions. I expect all students to be active, engaged, and informed participants in these discussions where we will wrestle with some of the most urgent problems of our world.

The road ahead will be challenging, but I posit that the intellectual journey on which we are embarking together will be one of the most rewarding of your collegiate career.

1. Rational actors are able to form ranked preferences, the transitive property applies to those ranked preferences, preferences remain stable over time, and actions are oriented toward achievement of those ranked preferences. Adding additional insights from Bayes’ theorem directs that rational actors also will update their priors in the appropriate direction and degree upon receipt of new information.

Requirements

Graded Assignments

The course requirements, worth 1,000 points in total, are as follows:

1. **Assigned Readings, Lessons 1-30:** The key to success in SS487 is completing the assigned readings before each lesson. Though there are no points assigned directly to readings, they are the daily “homework” for the class, just like a problem set in math. Failure to do the readings might not have an immediate grade impact comparable to failure to submit a problem set, but the long-term consequences are significant: success or failure on ALL of the course graded events below hinges on your comprehension and utilization of the ideas presented in readings.
2. **Course Research Project:** Cadets will write a substantial research paper that explores and explains a case of significance to the study of international political economy. In order to facilitate the research and writing of a high-quality paper, there are multiple sub-components of the process:
 - **Paper proposal and annotated bibliography (50 points, 13 February):** In your proposal, you must specify the specific case that you will be researching, along with an explanation of why it is significant to the study of international political economy. You must also include an annotated bibliography of at least 8 sources that you have consulted in preparing your proposal and that you may wish to use in your paper. Each sources should include 3-4 sentences summarizing the content of the source along with an explanation of how it will contribute to your research paper.
 - **Evidence-based outline (100 points, 1 April):** You will also submit a detailed evidence-based outline of your paper. Your outline, which should not exceed two single-spaced pages, must clearly convey the macro- and meso-structure of your paper. It must also be fully-populated with citations to the sources that you will be using to make your argument throughout your paper. Your outline must include a complete, properly formatted works cited list.
 - **Course Research Paper (250 points, 22 April):** Your research paper is to be a theoretically-informed case study of a specific case (event, policy, decision, institution, etc.) that is directly relevant to the study of international political economy. Specifically, the objective of your paper will be to explain *why* your case happened. The focus of the assignment is exploring and explaining in detail the empirical case you have chosen. As such, you will not be writing a traditional theoretical literature review/analysis of the sort that you wrote in SS357, SS366, or SS475. However, your explanation of *why* your case happened the way it did should leverage IPE theory that you’ve learned in class and through additional reading. Thus, it is a “theoretically informed” case study rather than an exercise in hypothesis testing. Cadets are strongly encouraged to make an appointment with the West Point Writing Program to discuss drafts of their papers prior to final submission: <https://www.westpoint.edu/centers-and-research/west-point-writing-program/>
3. **Written Partial Review (200 points, 6 March):** The midterm exam will test cadets’ critical reading and analysis skills, focusing on key concepts from the course material presented in the first half of the course. In order to encourage good note-taking habits, cadets will be allowed to use all of their handwritten reading notes and class notes during the exam.

A make-up exam will be offered only to those cadets with a validated excuse and instructor permission, IAW USCC SOP (Chapter 8, card 806, section 3.a.1)² and DPOM 02-3.
4. **Term End Exam (200 Points):** The final exam is a comprehensive test that covers material from the entire course. In particular, the exam will test cadets’ ability to synthesize and critically engage concepts, ideas, theories, and debates from across entire course. Like the WPR, cadets will be permitted to use all of their handwritten reading notes and class notes during the TEE.

2. “Cadets are officially excused from attendance at regularly scheduled WPRs only for the following reasons: (a) Medically excused by surgeon, USMA...(b) On emergency leave or special pass. (c) Participating in corps squad competition or trips. (d) Participating in cadet public relations council trips. (e) Participating in honor investigative hearings. (f) Appearing before an investigating officer UP Regulations, USMA, or UCMJ proceedings.”

5. **Online Discussion Forum (100 Points):** We will utilize an online discussion forum to enhance our engagement of IPE and current events outside of class. I have set up a forum at <https://www.robert-person.com/forum>. Please join the forum and set your preferences to receive email notifications when others post in the IPE forum. Throughout the semester, you are required to post ONE article with commentary during EACH block of instruction. Your article must pertain to the theme of that block (thus, an article on trade during the trade block) and you must write 2 paragraphs that contextualizes the article with themes, ideas, and theories from class. You may not post an article that has already been posted - thus, there is a first-mover advantage. Each post is worth up to 20 points and must be posted before the final lesson of the block. If you miss the deadline, you will receive 0/20 points and will not be able to make those points up later. I will not remind you to post on time - make a calendar reminder if you have a hard time keeping track of these sorts of things. Commenting on and discussion of your classmates' posts can contribute positively to your class participation grade, below.
6. **Class Participation (100 Points):** As a seminar-style class, active cadet engagement is vital to creating the proper learning environment in SS487. Students will be awarded up to 100 points for their participation in class discussions. Worthwhile participation is based on completing assigned readings, good note taking during reading and in class, careful pre-class preparation, and thoughtful contributions to in-class discussion. Far more important than quantity of participation is the quality of an individual's participation in class.

Grading Scale

The following grade scale will be used to assess cadet work:

Table 1: Department of Social Sciences Grade Scale

	Grade	Percent	QP	Subjective Interpretation
Mastery	A+	97.0-100.0	4.33	Above standards of writing
	A	93.0-96.9	4.00	Mastery of concepts
	A-	90.0-92.9	3.67	Can apply concepts to new situations
Proficiency	B+	87.0-89.9	3.33	Meets standards of writing
	B	83.0-86.9	3.00	Solid understanding of concepts
	B-	80.0-82.9	2.67	Strong foundation for future work
Passing	C+	77.0-79.9	2.33	Approaching standards of writing
	C	73.0-76.9	2.00	Acceptable foundation for future work Acceptable understanding of concepts
Below Standard	C-	70.0-72.9	1.67	Below standards of writing
	D	67.0-69.9	1.00	Doubtful understanding of concepts Weak foundation for future work
Failing	F	Below 67.0	0.00	Unacceptable standards of writing Definitely failed to demonstrate understanding of concepts

Course Readings

All cadets enrolled in SS487 are required to purchase a printed copy of the following textbooks, which serve as the foundational texts for the course. Used copies are acceptable as long as they are the sixth edition of each book.

- Thomas H. Oatley. *International Political Economy*. 6th edition. New York: Routledge, 2019
- Jeffrey A. Frieden, David A. Lake, and J. Lawrence Broz. *International political economy: perspectives on global power and wealth*. 6th edition. 1-17. New York: W. W. Norton & Co., 2017

All other assigned readings in the syllabus are available for download as a zip file on the SS487 BlackBoard page.

You are required to bring hard copies of ALL assigned readings/texts to class on the day that we discuss them. Much of our work in class will require close readings of scholarly writing, so it is essential that everyone has the readings at their fingertips during class. Should your printing privileges at the library be inadequate to meet this requirement, the following is one of several inkjet printers at Walmart that costs less than \$35. As a matter of perspective, this is considerably cheaper than the cost of a printed course reader <https://www.walmart.com/ip/Canon-PIXMA-TS3122-Wireless-All-in-One-Inkjet-Printer/542288238>

Course Policies

Taking and Using Notes I expect you to take thorough notes while you read for class and during class discussions. You will be allowed to use your own handwritten notes (in a notebook) on the WPR and TEE, so the better notes you take, the more you will benefit. You will not be able to use the textbooks or other readings during exams, so you should copy reading notes into your notebook for this purpose.

Electronics in Class An increasingly large body of research presents evidence that the use of electronics in class undermines student learning.³ In order to facilitate active engagement and a productive learning environment, cadets are not permitted to use laptops, tablets, or smart phones in class. Because some course readings are provided electronically via BlackBoard, you will have to print hard copies of those readings to bring to class. If you haven't invested in a cheap ink jet printer, now might be a good time to do so.

Absences You must notify your instructor and the section marcher of any planned absence at least 24 hours in advance. All graded assignments are due at their specified time: guard duty, trip sections, athletic competitions, etc. do not preclude you from turning in graded assignments on time.

Documentation of Sources All sources used to produce coursework in SS487 must be properly acknowledged and documented, IAW the Dean's Documentation of Academic Work. This includes but is not limited to published and unpublished sources, written, verbal, audiovisual, and electronic sources, class notes and study guides written by someone other than you, and all assistance received from other persons. *All* ideas of any kind (not just direct quotes) must be thoroughly documented through footnotes and a works cited page. **If you have any questions or doubts as to whether or how to document a source or idea, ASK YOUR INSTRUCTOR FOR GUIDANCE in order avoid plagiarism.**

Citation Style All sources used in your written work must be documented using the Chicago Manual of Style's "notes and bibliography" style (16th edition). This citation style requires the use of footnotes throughout the paper, as well as a "Works Cited" list at the end. The definitive guide for how to properly format citations can be found online here: http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html. You should also consult the relevant sections of the *Little, Brown Handbook* for further guidance on documentation. Failure to cite and format properly according to the Chicago notes-bibliography style may result in a reduced grade.

Common Knowledge Cadets are not required to cite in-class discussions, lectures, or instructor AI. IAW USMA DAW, this is considered "common knowledge." Information and ideas gained from course texts and assigned readings are *not* considered common knowledge and *must* be documented properly. When in doubt, ask your instructor for clarification.

Late Assignments The penalty for late submissions is **20 percentage points per 24-hour period** after the due date. Cadets are required to notify instructors that they will be submitting work late. As a matter of policy, extensions will not be granted without a verified medical profile or emergency pass that

3. Susan Payne Carter, Kyle Greenberg, and Michael S Walker. "The impact of computer usage on academic performance: Evidence from a randomized trial at the United States Military Academy." *Economics of Education Review* 56 (2017): 118-132 <https://doi.org/10.1016/j.econedurev.2016.12.005>

justify late submission - trip sections, guard duty, athletic competitions, or other taskings do not warrant extensions.

Regrading of Major Assignments Cadets may request a regrade on any assignment worth 20% or more of the overall course grade. Cadets requesting a regrade will first meet with their instructor to discuss the basis for their disagreement with the original grade. If a cadet still believes that a regrade is warranted, he or she must submit a memo to the Course Director requesting a regrade within 5 business days of having received the graded assignment. The memo should contain a detailed and specific explanation of why the cadet believes a regrade is justified.

Multiple Submission of Academic Work Cadets are prohibited from submitting for credit their own academic work (whether in part or in whole) that has already been submitted for credit in this or any other course. This includes work produced for another class in a previous semester or in the current semester, as well as work produced for SS487 in the current semester or in a previous semester. Not only does such “double-dipping” give an unfair advantage over students who compose new work from scratch, it “short circuits” the developmental learning process of a multi-stage research process.

SafeAssign Plagiarism Software All cadet papers and exams will be submitted electronically via BlackBoard and analyzed using the SafeAssign plagiarism software. This tool compares submitted files against a database of all papers uploaded to BlackBoard at USMA and other colleges, as well as against online publications, databases, websites, and reference sites (like Wikipedia, etc.). Cadets are encouraged to use SafeAssign as a tool to double-check their work and ensure that everything has been properly documented. BlackBoard assignments will allow for unlimited SafeAssign submissions until the assignment is due to allow for revisions if corrections are needed.

Plagiarism and Misrepresentation The following outlines academic consequences of plagiarism and misrepresentation for SS487. The policies derive from the Dean’s Documentation of Academic Work (DAW) and Department of Social Sciences policies. In cases where plagiarism or other academic misconduct is suspected, instructors will follow appropriate Cadet Honor System procedures. In a process distinct from referral to the Cadet Honor Committee, instructors assess the academic merit of cadet’s work. Plagiarism and intentional misrepresentation are serious violations of academic integrity and demonstrate “a significant failure of scholarship by depriving your instructor, fellow cadets, and other scholars of the ability to distinguish your work from the work of others.”⁴ Therefore, any instance of plagiarism will result in an automatic failure of the assignment. When determining a numeric grade (0-66%) for the failed assignment, instructors will assess the extent and severity of plagiarism.

A note concerning intentional vs. unintentional plagiarism: There are two related but independent facets to plagiarism and misrepresentation: one concerns ethics, the other concerns academic standards. It is often the case in instances of plagiarism that determining a cadet’s “intent to deceive” is the central focus of the Cadet Honor System proceedings. This recognizes the fact that plagiarism – insofar as it is a deliberate attempt to claim others’ work as your own – is an ethics violation of the lying and cheating clauses of the Cadet Honor Code. Thus, determining whether the cadet intended to deceive is a key function that is the purview of the institutions governing the Cadet Honor Code.

However, plagiarism is not only an ethical violation. It also represents a failure of academic standards and thus warrants a significant academic penalty separate from any findings by the Cadet Honor Process, IAW the DAW. When it comes to plagiarism as a failure of academic standards, the question of “intent” is secondary: instances of plagiarism and misrepresentation – even if unintentional – represent substandard academic work. The assessment of the quality of academic work and the application of penalties for substandard work is the exclusive prerogative of USMA faculty members as subject matter experts. Academic penalties are thus separate from any administrative penalties that may – or may not – be imposed by USCC or the Cadet Honor Board.⁵

4. Office of the Dean, Documentation of Academic Work (June 2017), United States Military Academy, 13

5. See USCC PAM 15-1: “The Cadet Honor Code, System, and Committee Procedures (9 October 2015), section 2-4.e.2 and section 2-7.

The scale or severity of the academic penalty assessed for plagiarized or misrepresented work is likely to be much greater than a simple calculation of the percentage of text in the paper that is plagiarized. This is because every paper is evaluated holistically as the end product of a comprehensive research and writing process. Plagiarism seriously undermines that process and the legitimacy of the end product, even if only a small portion of the paper has been plagiarized. The grade penalty for plagiarized or misrepresented work reflects the seriousness of such academic misconduct accordingly.

Part I Theoretical Foundations of IPE

1. Introduction: What is IPE? (11 January)

- Read carefully p. 1-8 of the SS487 syllabus. Skim the rest.
- Oatley *International Political Economy*, 1-21
- Jeffrey A Frieden, David A. Lake, and J. Lawrence Broz. "Introduction: International Politics and International Economics." In *International political economy: perspectives on global power and wealth*, 6th edition, 1–17. New York: W. W. Norton & Co., 2017
- Print out and bring to class a news article from the last 2 weeks that you think relates to the subject of IPE and be prepared to talk about it in class.
- Review from SS307/SS357: Douglass C. North. *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press, 1990

2. Economic Liberalism (15 January)

- David N. Balaam and Bradford L Dillman. "Laissez-Faire: The Economic Liberal Perspective." In *Introduction to international political economy*, 5th ed. Boston: Longman, 2011
- Robert O Keohane. "The demand for international regimes." *International organization* 36, no. 2 (1982): 325–355
- Review from SS307/SS357: John Ikenberry. "The Rise of the American System." In *Liberal Leviathan: The Origins, Crisis, and Transformation of the American System*. Princeton: Princeton University Press, 2011

3. Mercantilism and Economic Nationalism (17 January)

- David N. Balaam and Bradford L Dillman. "Wealth and Power: The Mercantilist Perspective." In *Introduction to international political economy*, 5th ed. Boston: Longman, 2011
- Michael C Webb and Stephen D Krasner. "Hegemonic stability theory: an empirical assessment." *Review of International Studies* 15, no. 2 (1989): 183–198
- Sam Pryke. "Economic nationalism: Theory, history and prospects." *Global Policy* 3, no. 3 (2012): 281–291
- Review from SS307/SS357: Stephen D Krasner. "State Power and the Structure of International Trade." In *International political economy: perspectives on global power and wealth*, 6th edition, 43–61. New York: W. W. & Norton Company, 2017

4. Marxism and Dependency Theory (22 January)

- David N. Balaam and Bradford L Dillman. "Economic Determinism and Exploitation: The Structuralist Perspective." In *Introduction to international political economy*, 5th ed. Boston: Longman, 2011
- Vincent Ferraro. "Dependency theory: an introduction." In *The Development Economics Reader*, edited by Giorgio Secondi, 58–64. London: Routledge London, 2008
- Vladimir Ilyich Lenin. "The Place of Imperialism in History." In *Imperialism, the Highest Stage of Capitalism*. 1917

Part II Trade

5. The Politics and Economics of Trade (24 January)

- Paul R Krugman. “What do undergrads need to know about trade?” *The American Economic Review* 83, no. 2 (1993): 23–26
- Cletus C Coughlin. “The controversy over free trade: The gap between economists and the general public.” *Federal Reserve Bank of St. Louis Review* 84, no. January/February 2002 (2002)
- Skim Oatley *International Political Economy*, 46-69

6. The World Trade System(28 January)

- Oatley *International Political Economy*, 22-45
- Richard Baldwin. “The World Trade Organization and the future of multilateralism.” In *International political economy: perspectives on global power and wealth*, 6th edition, 338–356. New York: W. W. Norton & Company, 2017
- Chad P Bown. “Mega-Regional Trade Agreements and the Future of the WTO.” *Global Policy* 8, no. 1 (2017): 107–112
- Review from SS307/SS357: Alan V Deardorff and Robert M Stern. “What you should know about globalization and the World Trade Organization.” *Review of International Economics* 10, no. 3 (2002): 404–423

7. Society and Trade (1 February)

- Oatley *International Political Economy*, 70-92
- Barry Eichengreen. “The political economy of the Smoot-Hawley Tariff.” In *International political economy: perspectives on global power and wealth*, 6th edition, 286–296. New York: W. W. Norton & Company, 2017

8. Domestic Political Institutions and Trade (6 February)

- Witold J Henisz and Edward D Mansfield. “Votes and vetoes: the political determinants of commercial openness.” *International Studies Quarterly* 50, no. 1 (2006): 189–211
- Paola Conconi, Giovanni Facchini, and Maurizio Zanardi. “Policymakers’ horizon and trade reforms: the protectionist effect of elections.” In *International political economy: perspectives on global power and wealth*, 6th edition, 328–338. New York: W. W. Norton & Company, 2017
- Review from SS307/SS357: Robert D Putnam. “Diplomacy and domestic politics: the logic of two-level games.” *International organization* 42, no. 3 (1988): 427–460

9. The State and Trade (8 February)

- Oatley *International Political Economy*, 93-114
- Dani Rodrik. “Green industrial policy.” *Oxford Review of Economic Policy* 30, no. 3 (2014): 469–491

10. Case Study: The Trans-Pacific Partnership (12 February)

Paper proposal and annotated bibliography due 13 February, 1600

- Jeffrey Schott. “The TPP: Origins and outcomes.” In *Handbook of International Trade Agreements: Country, regional and global approaches*, edited by Robert E. Looney. London: Routledge, 2018
- Mireya Solis. “The Trans-Pacific Partnership: The politics of openness and leadership in the Asia-Pacific.” *Brookings Institution Asia Working Group Paper 6* (October 2016)
- Gordon G. Chang. “TPP vs. RCEP: America and China Battle for Control of Pacific Trade.” *The National Interest*, October 6, 2015
- Jackie Calmes. “What Is Lost by Burying the Trans-Pacific Partnership?” *The New York Times*, November 11, 2016
- James McBride and Andrew Chatzky. “What Is the Trans-Pacific Partnership (TPP)?” *Council on Foreign Relations Backgrounder*, November 28, 2018
- “US farmers ‘helpless’ as TPP boosts Aust.” *SBS News*, December 29, 2018

Part III Economic Development

11. Economic Development, Property Rights, and Credible Commitment (14 February)

- M. Olson. “Dictatorship, Democracy, and Development.” *American Political Science Review* 87, no. 3 (1993): 567–576
- Douglass C North and Barry R Weingast. “Constitutions and commitment: the evolution of institutions governing public choice in seventeenth-century England.” *The journal of economic history* 49, no. 4 (1989): 803–832

12. Historical Foundations of Economic Development (19 February)

- Kenneth L Sokoloff and Stanley L Engerman. “History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World.” In *International political economy: perspectives on global power and wealth*, 6th edition, 449–458. New York: W. W. Norton & Company, 2017
- Daron Acemoglu, Simon Johnson, and James A Robinson. “The colonial origins of comparative development: An empirical investigation.” *American economic review* 91, no. 5 (2001): 1369–1401

13. Democracy and Development (21 February)

- Adam Przeworski and Fernando Limongi. “Political regimes and economic growth,” *Journal of economic perspectives* 7, no. 3 (1993): 51–69
- Robert J Barro. “Democracy and growth.” *Journal of economic growth* 1, no. 1 (1996): 1–27
- Carles Boix. “The conditional relationship between inequality and development.” *PS: Political Science & Politics* 42, no. 4 (2009): 645–649

14. Dictatorship and Development (25 February)

- R. Wintrobe. *The Tinpot and the Totalitarian - an Economic-Theory of Dictatorship*. Vol. 84. American Political Science Review. 1990
- Bruce Bueno de Mesquita et al. “Political competition and economic growth.” *Journal of Democracy* 12, no. 1 (2001): 58–72

- Bruce Bueno de Mesquita and Hilton L Root. “The political roots of poverty: The economic logic of autocracy.” *National interest*, no. 68 (2002): 27–37

15. Trade and Development (1 March)

- Oatley *International Political Economy*, 115-160
- Douglas A Irwin. “The False Promise of Protectionism: Why Trump’s Trade Policy Could Backfire.” *Foreign Affairs* 96 (2017): 45

16. Written Partial Review (6 March)

In-class WPR

Note: you will be required to use Respondus LockDown Browser to take your exam in BlackBoard. If you do not have Respondus installed on your system, please follow the installation instructions at <https://www.westpoint.edu/centers-and-research/center-for-teaching-excellence/blackboard/lock-down-browser>. Please do this well ahead of time to verify that you can access BlackBoard through Respondus, as you will not be able to access the exam without it.

17. Multinational Corporations and Foreign Direct Investment (20 March)

- Oatley *International Political Economy*, 161-182
- Quan Li and Adam Resnick. “Reversal of fortunes: democratic institutions and foreign direct investment inflows to developing countries.” In *International political economy: perspectives on global power and wealth*, 6th edition, 184–205. New York: W. W. Norton & Company, 2017

18. The Resource Curse (22 March)

- Jeffrey A Frankel. *The natural resource curse: a survey*. Technical report. National Bureau of Economic Research, 2010
- Kevin M Morrison. “What can we learn about the “resource curse” from foreign aid?” *The World Bank Research Observer* 27, no. 1 (2010): 52–73
- M. L. Ross. “Does oil hinder democracy?” *World Politics* 53, no. 3 (2001): 325–361

19. Case Study: China’s ‘One Belt, One Road’ (26 March)

Evidence-based outline due 1 April, 1600

- Peter Ferdinand. “Westward ho—the China dream and ‘one belt, one road’: Chinese foreign policy under Xi Jinping.” *International Affairs* 92, no. 4 (2016): 941–957
- *How will the Belt and Road Initiative advance China’s interests?* Technical report. ChinaPower/Center for Strategic and International Studies, September 11, 2017
- Christopher Balding. “Why Democracies Are Turning Against Belt and Road.” *Foreign Affairs*, October 24, 2018
- Wang Xinsong. “One Belt, One Road’s Governance Deficit Problem.” *Foreign Affairs*, November 17, 2017
- Anja Manuel. “China Is Quietly Reshaping the World.” *The Atlantic*, October 17, 2017
- Andrew Small. “The Backlash to Belt and Road.” *Foreign Affairs*, February 16, 2018

Part IV International Monetary Affairs

20. The International Monetary System (2 April)

- Oatley *International Political Economy*, 207-247
- Joshua Aizeman. “The impossible trinity (aka the policy trilemma).” In *International political economy: perspectives on global power and wealth*, 6th edition, 211–220. New York: W. W. Norton & Company, 2017

21. Society and Monetary Affairs (4 April)

- Oatley *International Political Economy*, 255-278
- Jeffrey A Frieden. “Globalization and Exchange Rate Policy.” In *International political economy: perspectives on global power and wealth*, 6th edition, 221–231. New York: W. W. & Norton Company, 2017

22. The State and Monetary Affairs (8 April)

- Oatley *International Political Economy*, 279-303
- José Fernández-Albertos. “The politics of central bank independence.” *Annual Review of Political Science* 18 (2015): 217–237
- Menzie D. Chinn and Jeffrey A. Frieden. “Borrowing, Boom, and Bust: The Capital Flow Cycle.” In *International political economy: perspectives on global power and wealth*, 6th edition, 232–251. New York: W. W. & Norton Company, 2017

23. Monetary and Financial Crises (12 April)

- Oatley *International Political Economy*, 304-348
- Lawrence H Summers. “International financial crises: causes, prevention, and cures.” *American Economic Review* 90, no. 2 (2000): 1–16

24. Case Study: The Eurozone Crisis (16 April)

- Oatley *International Political Economy*, 247-254
- Mark Copelovitch, Jeffrey A. Frieden, and Stefanie Walter. “The political economy of the Euro crisis.” In *International political economy: perspectives on global power and wealth*, 6th edition, 252–266. New York: W. W. & Norton Company, 2017
- Andrew Moravcsik. “Europe after the crisis: How to sustain a common currency.” *Foreign Affairs*, 2012, 54–68

25. Class Drop: Research Paper (18 April, modified schedule)

Compensatory drop to facilitate completion of course research paper.

Research paper due 22 April, 1600

Part V Challenges of Globalization

26. Sanctions and Financial Warfare (24 April)

- Edward Fishman. “Even Smarter Sanctions: How to Fight in the Era of Economic Warfare.” *Foreign Affairs* 96 (2017): 102
- Juan C Zarate. “Harnessing the financial furies: Smart financial power and national security.” *The Washington Quarterly* 32, no. 4 (2009): 43–59
- Jacob J. Lew and Richard Nephew. “The use and misuse of economic statecraft.” *Foreign Affairs* 97, no. 6 (2018)
- Peter Harrell. “How to Hit Russia Where It Hurts.” *Foreign Affairs*, January 3, 2019

27. Globalization and the Environment (26 April)

- Kevin P Gallagher. “Economic globalization and the environment.” *Annual Review of Environment and Resources* 34 (2009): 279–304
- Kate Gordon and Julio Friedmann. “Climate Change Is a Chronic Condition.” *Foreign Affairs*, September 18, 2018
- Varun Sivaram and Teryn Norris. “The clean energy revolution.” *Foreign Affairs* 95, no. 3 (2016): 16

28. Globalization, Poverty, and Inequality (3 May)

- Oatley *International Political Economy*, 349-358
- Paul Collier. *The bottom billion: Why the poorest countries are failing and what can be done about it*. Oxford: Oxford University Press, 2008
- Dani Rodrik. “The past, present, and future of economic growth.” In *International political economy: perspectives on global power and wealth*, 6th edition, 428–448. New York: W. W. & Norton Company, 2017

29. Globalization and Migration (8 May)

- Gary P. Freeman and Alan K. Kessler. “Political economy and migration policy.” In *International political economy: perspectives on global power and wealth*, 6th edition, 359–377. New York: W. W. & Norton Company, 2017
- Margaret E. Peters. “Open trade, closed borders: immigration in the era of globalization.” In *International political economy: perspectives on global power and wealth*, 6th edition, 378–393. New York: W. W. & Norton Company, 2017
- Benjamin Powell. “An economic case for immigration.” *The Library of Economics and Liberty*, July 7, 2010
- George J. Borjas. “Yes, Immigration Hurts American Workers.” *Politico Magazine* September/October (2016)

30. Globalization and Populism (10 May)

- Edward D. Mansfield and Diana C. Mutz. “US verses them: mass attitudes toward offshore outsourcing.” In *International political economy: perspectives on global power and wealth*, 6th edition, 535–563. New York: W. W. & Norton Company, 2017

- Jeff D Colgan and Robert O Keohane. “The Liberal Order Is Rigged: Fix It Now or Watch It Wither.” *Foreign Affairs* 96, no. 3 (2017): 36
- Daniel Deudney and G. John Ikenberry. “Liberal World: The Resilient Order.” *Foreign Affairs* 97, no. 4 (2018)