

Updated September 2, 2021

SNU/GSIS

8752.613: Understanding International Political Economy

Fall 2021

Monday 1:00pm-3:50pm

Zoom meeting/ Building 140-1, Room 102

Instructor: Youn Ki

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Office Hours: T, TH 8:30-9:30am and by appointment

I. Course Description

The primary purpose of this course is to offer an overview of the field of international political economy and gain insight into the international and domestic politics of foreign economic policymaking. This course will cover several key theoretical and empirical research topics in international political economy, such as trade, finance, money, multinational corporations, development, and immigration. It aims at enhancing the understanding of foreign economic policymaking in a logical and positive way. While this course focuses on the abstract and theoretical frameworks of international political economy, there will be frequent references to historical and contemporary policy issues during the class.

II. Prerequisites and Background

The course materials are designed for graduate students with some previous coursework in political science, international relations, and/or economics, although there are no prerequisites for the course.

III. Course Format

The format of this course will be based on a combination of lecture and seminar. Since this is a graduate course based on careful reading and intensive discussion, it is critical for all students to actively contribute to class debates and discussions. In order to facilitate an engaging classroom atmosphere, students are required to read the assigned materials in advance. “Cold calls” may sometimes be used.

IV. Textbooks and Reading Assignments

There are no required textbooks for this course. The instructor will post the assigned readings on the course eTL. Please check the course eTL periodically. For those who do not have any prior coursework in international political economy, please check the following basic IPE textbooks or references. You can purchase them from amazon or other bookstores.

Robert Gilpin, *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press, 2001)

Jeffrey A. Frieden, David A. Lake, and Lawrence Broz (FLB), Editors, *International Political Economy: Perspectives on Global Power and Wealth*, Fifth Edition (New York: W. W. Norton & Company, 2010).

Oatley, Thomas. 2011. *International Political Economy*. 5th edition. Boston: Longman.

Ravenhill, John, ed. 2020. *Global Political Economy*. Sixth Edition. Oxford, New York: Oxford University Press.

V. Grading Policy and Evaluation

- 1) Attendance and class participation: 20%
- 2) Weekly discussion question: 22%
- 3) Class discussion leading: 10%
- 4) Final research paper: 48%
 - 4-1) Research paper proposal (9%) & peer review (2%)
 - 4-2) Research paper presentation (5%)
 - 4-3) Research paper (32%)

Assignment	Share	Due date
Attendance and class participation	20%	N/A
Weekly discussion question	22%	Sundays, 11:59pm
Class discussion leading	10%	Sunday 11:59pm (for your week)
Research paper topic selection	N/A	before the Chuseok break
Research paper proposal	9%	Tuesday, Oct. 19, 11:59pm

Research paper proposal peer review	2%	Sunday, Oct. 24, 11:59pm
Research paper presentation	5%	Monday, Dec. 13 (during class)
Research paper	32%	Thursday, Dec. 17, 11:59pm

A. Course Requirements

(1) Attendance and Class Participation: 20%

Attendance at all classes is mandatory. Students' active class participation is strongly encouraged and expected. Not only quantity, but also quality of participation will be critically evaluated. Meanwhile, the instructor will not allow any dominance of class debates and discussions by one or two students. Two latenesses (showing up more than 15 minutes late) or departures (without any prior notice to the instructor) will be counted as one absence. Three absences (without valid excuse) will lead to a failure of the course.

(2) Weekly Discussion Question: 22% (11 papers in total, 2% per each)

Students are required to submit a one page long weekly discussion question to the course eTL by Sunday 11:59pm (cf. the first due date: Sunday, Sept. 12). The first half of the page should be composed of a very concise summary of the readings (*all* readings) and the second half of the page should present a discussion question(s) based on the reading assignments (your question can be drawn from *a few* readings or *a single* reading). **No longer than one page (single-spaced, approximately 350 words).**

The following exercises might help you develop meaningful and interesting discussion question(s):

- a) Evaluate the argument—is the logic internally coherent? Does the evidence support the claim well? To make your assessment strong, I encourage you to provide your alternative logic/ argument and/or provide further evidence of your own (to support or refute the reading's argument).
- b) Analyze how the author's argument is similar and/or different from that of other author(s). You can compare one of the readings assigned for the course or you can pick other academic or popular readings. Imagine a conversation between the authors.
- c) Analyze the reading by answering this question: How would the author respond to a certain current event, person, or writing?
- d) If the reading is largely descriptive, choose historical event(s) or person(s) in your reading and compare the chosen events or persons to contemporary ones. And/or analyze how your chosen historical person would most likely respond to certain contemporary persons or events.

Please submit a weekly discussion question with the format of MS word file, NOT PDF file. I will collect student weekly discussion questions, and circulate them to the class before each lecture. ***Any late submission will not be accepted, except for medical or family emergencies.***

NOTE: The instructor will submit all writing assignments to turnitin.com in order to check for a possible sign of plagiarism.

(3) Class Discussion Leading: 10%

Each student (or a group of students, depending on the course enrollment) is assigned for leading a class discussion ***at least once*** during the semester. Each discussion leader is expected to present the core arguments of the reading in a very concise manner, to provide critical assessments and evaluations on the reading (e.g., strengths and weaknesses of the reading), and to raise theoretical and/or empirical questions in order to stimulate active class debates and discussions. The presentation should not be a mere summary of the reading assignments. Students are expected to send power point slides for the presentation to the instructor by Sunday 11:59pm. No show-up for the week responsible for leading a class discussion will result in a zero point for this assignment.

The total length of the presentation will be about 50 minutes, consisting of: a) core arguments of all readings (presenters, 20 min); b) a short Q&A session with the audience to digest main claims (together, 5-10 min); c) critical assessment of the reading(s) and theoretical and/or empirical questions (presenters, 5-10 min); d) class discussions on raised critiques and questions (together, 10-15 min).

(4) Final Research Paper

Students are required to write a final research paper (18-20 pages, double-spaced, 12 font size, 1 inch margin) with a full bibliography (which is not going to be included in the page count). Since it is a writing assignment, both the contents of the research paper and the quality of the writing itself will be critically evaluated. ***Keep all the formats of the paper.***

NOTE: The instructor will submit all writing assignments to turnitin.com in order to check for a possible sign of plagiarism.

(4-1) Contents and Format:

Final research papers should include theoretically and/or empirically interesting questions, the literature review section, rigorous tests of the hypothesis and arguments, and relevant academic references. Think it as a much shorter version of a master's thesis or Ph.D. dissertation. Students can choose any research paper topic related to international political economy, ***but with prior approval by the instructor (before the Chuseok break!)***.

While students may write a final research paper on the topic that has already been included in the course syllabus, they should present a new analytical approach and/or new empirical evidence, as opposed to simply summarizing a given week's reading on the topic. If students are not sure about their research paper topics, please consult the instructor in advance.

Extra reading materials and research beyond the course syllabus are required. While students may utilize online sources and/or journalistic coverage (e.g., newspaper articles and magazines) as references, the primary references should be academic materials (e.g., books, scholarly journals, government publications, and etc.). ***No citation from Wikipedia for this course!***

(4-2) Research Proposal: 9% (Due Tuesday, Oct. 19, 11:59pm) & peer review: 2% (Due Sunday, Oct. 24, 11:59pm)

Students are required to submit a 5 page long (double-spaced, 12 font size, 1 inch margin) research proposal that presents clear research questions, a short literature review, preliminary arguments, and preliminary empirical evidence (or data you plan to examine) to support the key claims. Keep the length of the proposal.

Unless students have a very compelling reason to do so, they **CANNOT** change research paper topics after submitting the proposal to the instructor. The instructor **WILL NOT** read any additional version of the research proposal after initial submission, either. Thus, please be careful when choosing a research topic and more importantly, begin to conduct research early on. Don't wait until the day before the deadline.

Students should upload an electronic copy of the proposal to the course eTL by **Tuesday, Oct. 19, 11:59pm**. Please submit paper proposals with the format of MS word file or PDF file. No other format will be accepted.

Also, students will give and receive feedback on the draft. We will make small groups, say, groups of three. Each group member reads his/her partners' drafts; in other words, each will read two papers. After reading the papers, you will write a separate response to each paper; that will be your Peer Review 1 and 2 (200-300 words each). We will have a class session on how to do effective peer review. Students should upload an electronic copy of the reviews to eTL by **Sunday, Oct. 24, 11:59pm AND send those to group members as well.**

(4-3) Research Paper Presentation: 5% (Monday, Dec. 13, in class)

In week 15, student presentations (10-15 minute long for each) will be scheduled. Students are expected to make constructive comments on others' presentations.

(4-4) Final Research Paper: 32% (**Due Thursday, Dec. 17, 11:59pm**)

Students are required to submit a final research paper (18-20 pages, double spaced, 12 point font, 1 inch margin) by **Thursday, Dec. 17, 11:59pm**. Students should upload an electronic copy of the research paper to the course eTL. Please keep the length of the paper and make sure that a paper has a title and each page is numbered. Use a standard bibliographic style (e.g., Chicago, APA, or MLA) to list all of the works cited in the paper.

Grades for late papers will be downgraded by “one full letter grade” per day late (e.g., A+ to B+).

IMPORTANT! To avoid plagiarism, students are expected to provide proper citations in final research papers for all quotations, paraphrases, and ideas taken from any source other than students’ original thoughts. ***No block quotations unless they are essential!!!***

B. Make-up and Lateness Policies

Except documented family or medical emergencies, there will be no make-up exams or assignment extension provided in this course. Routine doctor’s appointment (e.g., flu or cold) does not qualify as medical emergencies. If students need to take a make-up exam for family or medical emergencies, it is students’ responsibility to contact the instructor and schedule a make-up exam within a week from the originally designated exam or assignment due.

C. Laptop and Cell Phone Policy

Students can use their own laptops for note taking in class, yet web browsing, on-line chatting, and/or other course-unrelated activities will NOT be allowed. No cell phone use (including phone call, texting message, and/or phone applications) will be permitted during the class. Any violations will directly affect attendance and participation grades.

D. Academic Honesty

Any plagiarism or academic dishonesty will be severely punished. It will result in a failing grade and an official report to the Graduate School of International Studies. If students cite from other people’s books, articles, or written/verbal materials, they should provide proper citations in writing materials for all quotations, paraphrases, and ideas taken from any source other than their own original thoughts. Regarding academic misconduct, please refer to the university’s guideline on the principle of research ethics.

E. Accommodation Policy

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor personally as soon as possible to discuss accommodations necessary to ensure full participation and facilitate students' educational opportunities.

VI. Course Schedule

Note: I may make some minor changes regarding reading assignments and course schedule.

Week 1 (Sept. 6): Introduction

No reading assignments, but please read this syllabus carefully.

Week 2 (Sept. 13): Overview of the Contemporary International Economic Order

Ravenhill 2020, Ch. 1.

Jeffrey A. Frieden, *Global Capitalism: Its Fall and Rise in the Twentieth Century* (New York: W. W. Norton & Company, 2007), Ch. 11, 12.

Ikenberry, G. John. 2018. "The End of Liberal International Order?" *International Affairs* 94(1):7–23.

Week 3 (Sept. 20): Chuseok Holiday, No class!

Week 4 (Sept. 27): What is IPE, Theoretical Traditions 1

Oatley 2011, Ch. 1 (p. 1-20).

Gilpin 2001, Ch. 1 (p.3-24).

FLB 2010, Ch. 1.

Martin, L.L., and B.A. Simmons. (2013), "International Organizations and Institutions", in W. Carlsnaes, T. Rise, and B.A. Simmons (Eds.), *Handbook of International Relations*, 2nd Edition. SAGE Publications.

Week 5 (Oct. 4): What is IPE, Theoretical Traditions 2

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Frieden, Jeffrey, and Lisa L. Martin. 2002. "International Political Economy: Global and Domestic Interactions." In *Political Science: The State of the Discipline*, eds. Ira Katznelson and Helen V. Milner. New York, NY: W. W. Norton & Company. 118-146.

Peter A. Gourevitch. 1978. The Second Image Reversed: The International Sources of Domestic Politics. *International Organization* 32(4): 881-912.

Robert Putnam. 1988. Diplomacy and Domestic Politics: The Logic of Two-Level Games. *International Organization* 42(3): 427-460.

Andrew Moravcsik. 1997. Taking Preferences Seriously: A Liberal Theory of International Politics. *International Organization* 51(4): 513-553.

Week 6 (Oct. 11): Trade

James E. Alt, Jeffrey Frieden, Michael J. Gilligan, Dani Rodrik, and Ronald Rogowski. 1996. The Political Economy of International Trade: Enduring Puzzles and an Agenda for Inquiry. *Comparative Political Studies* 29(6): 689-717.

Michael J. Hiscox. 2001. Class vs. Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade. *International Organization* 55(1): 1-46.

Kenneth Scheve and Matthew Slaughter. 2001. What Determines Individual Trade Policy Preferences? *Journal of International Economics* 54: 267-292.

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

Week 7 (Oct. 18): Capital Mobility and Financial Liberalization

Christopher J. Neely. 1999. An Introduction to Capital Controls. *Federal Reserve Bank of St. Louis Review* 81(6): 13-30.

(<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.189.105&rep=rep1&type=pdf>)

Jeff Chwieroth. 2008. Normative Change From Within: The International Monetary Fund's Approach to Capital Account Liberalization. *International Studies Quarterly* 52(1): 129-158.

Sarah M. Brooks and Marcus J. Kurtz. 2012. Paths to Financial Policy Diffusion: Statist Legacies in Latin America's Globalization. *International Organization* 66(1): 95-128.

FLB 2010, Ch. 18.

Week 8 (Oct. 25): Research Proposal Workshop

Have your proposal and peer reviews ready!

Week 9 (Nov. 1): MNCs

Ravenhill 2020, Ch. 7 (p. 175-196).

Nathan Jensen. 2003. Democratic Governance and Multinational Corporations: Political Regimes and Inflows of Foreign Direct Investment. *International Organization* 57(3): 587-616.

Zachary Elkins, Andrew T. Guzman, and Beth A. Simmons. 2006. Competing for Capital: The Diffusion of Bilateral Investment Treaties, 1960-2000. *International Organization* 60(4): 811-846,

Sonal Pandya. 2010. Labor Markets and Demand for Foreign Direct Investment. *International Organization* 64(3): 389-409.

Week 10 (Nov. 8): Globalization and the State

Strange, Susan. 1996. *The Retreat of the State: The Diffusion of Power in the World Economy*. New York: Cambridge University Press. Ch. 1.

Ravenhill 2020, Ch. 11.

Layna Mosely. 2000. Room to Move: International Financial Markets and National Welfare States. *International Organization* 54(4): 737-774.

Owen, E. and S. Walter. (2017), 'Open Economic Politics and Brexit: Insights, Puzzles, and Ways Forward,' *Review of International Political Economy* 24 (2):179-202.

Week 11 (Nov. 15): Poverty and Development

Paul Krugman. 1997. In Praise of Cheap Labor: Bad Jobs at Bad Wages are Better Than No Jobs at All. *Slate* (March 20).

Amartya Sen. 1999. *Development as Freedom*. Oxford: Oxford University Press, Introduction chapter.

Daron Acemoglu. 2003. Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development. *Finance and Development*

<http://www.imf.org/external/pubs/ft/fandd/2003/06/pdf/acemoglu.pdf>

Jeffrey D. Sachs. 2005. The Development Challenge. *Foreign Affairs* 84 (March/April): 78-90.

Nancy Birdsall, Dani Rodrik, and Arvind Subramanian. 2005. How to Help Poor Countries. *Foreign Affairs* 84(4): 136-152.

David Dollar. 2005. Globalization, Poverty, and Inequality since 1980. *IBRD*: 145-175.

Week 12 (Nov. 22): Foreign Aid

Alberto Alesina and David Dollar. 2000. Who Gives Foreign Aid to Whom and Why? *Journal of Economic Growth* 5(1): 33-63.

William Easterly. 2003. Can Foreign Aid Buy Growth? *Journal of Economic Perspectives* 17(3): 23-48.

Joseph Wright and Matthew Winters. 2010. The Politics of Effective Foreign Aid. *Annual Review of Political Science* 13: 61-80.

Helen V. Millner and Dustin Tingley. 2011. Who Supports Global Economic Engagement? The Sources of Preferences in American Foreign Economic Policy. *International Organization* 65: 37-68.

Week 13 (Nov. 29): Immigration

Way A. Cornelius and Marc R. Rosenblum. Immigration and Politics. 2005. *Annual Review of Political Science* 8: 99-119.

Devesh Kapur, and John McHale. 2006. Cosmopolitanism and the 'Brain Drain'. *Ethics & International Affairs* 20(3): 305-320.

David Leblang. 2010. Familiarity Breeds Investment: Diaspora Networks and International Investment. *American Political Science Review* 104(3): 584-600

Dancygier, Rafaela M., and Michael J. Donnelly. 2013. "Sectoral Economies, Economic Contexts, and Attitudes toward Immigration." *The Journal of Politics* 75 (01): 17-35.

Week 14 (Dec. 6): Financial Crisis

Carmen M. Reinhart and Kenneth Rogoff. 2009. *This Time is Different: Eight Centuries of Financial Folly*. Princeton: Princeton University Press, pp. xxv-xxxv, xxxix-xlv, 3-20, 277-292.

Paul Krugman. 2009. *The Return of Depression Economics and the Crisis of 2008*. New York; Norton: W.W. Norton, chapters 7-9, pp. 39-80.

Eric Helleiner. 2011. Understanding the 2007-08 Global Financial Crisis: Lessons for Scholars of International Political Economy. *Annual Review of Political Science* 14: 67-87.

Rajan, Raghuram. 2010. *Fault Lines: How Hidden Fractures Still Threaten the World Economy*. Princeton: Princeton UP, Ch. 1.

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Week 15 (Dec. 13): Student Presentations

***** Enjoy your winter break! *****