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| https://pbs.twimg.com/media/BbUc-pdCIAAD5zq.png:large | **PUBP 4813/8803: Globalization & Public Policy** SPRING 2019  \*\*\*Date/Time: TBA\*\*\*  LOCATION: TBA  **======================**  Dr. Mark Zachary Taylor  Associate Professor, SPP  [mzak@gatech.edu](mailto:mzak@gatech.edu)  (404) 385-4571  Office hours: TBA  Office: DM Smith 116 |

Version 12.19.18

**PUBP 4813/8803—Spring 2019 Class Policies**

**I. Introduction**

This course will serve as an introduction to the fundamental concepts, theories, conflicts, and issues of globalization. It will do so by employing some basic theories and tools of analysis from both international economics and international political economy. The first part of the course will review these theories and analytical tools and explore their applicability to globalization. The second part of the course will prompt students to specialize in an empirical case or policy issue of their choice, and become as expert on it as possible. Undergraduates may alternately write an essay which compares and contrasts classic texts on globalization. In this course, you will discover that the world economy is, and has always been, in a state of contention. It is a setting in which global, national, and sub-national interest groups are pitted against one another in a contest over wealth, security, power, and ideas. You will explore how these different interest groups affect and are affected by globalization. Finally, you will find that estimations of whether policy is “good” or “bad” in the world economy often depends on who you are as a political-economic actor: your assets, interests, beliefs, and values. This course is not a seminar, instead it uses a lecture format with some discussion.

**II. Brief Course Calendar**

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| ***Jan 11*** | Introduction; The Rise, Fall, and Rise of Free Trade |
| ***Jan 18*** | Instruments of Trade Policy & Distributive Politics |
| ***Jan 25*** | The Evolution of the Global Monetary System |
| ***Feb 1*** | Defending the Internal Balance |
| ***Feb 8*** | Striking the External Balance |
| ***Feb 15*** | Financial Crises (minor paper due next week) |
| ***Feb 22*** | Local, National, and Global Market Failures |
| ***Mar 1*** | The Fragmentation of Production; Technology Standards |
| ***Mar 8*** | Globalization’s Discontents |
| ***Mar 15*** | **RESEARCH WEEK** |
| ***Mar 22*** | **SPRING BREAK** |
| ***Mar 29*** | Student Presentations (first drafts due) |
| ***Apr 5*** | Student Presentations |
| ***Apr 12*** | Student Presentations |
| ***Apr 19*** | Final Class |
| ***Apr 24*** | (term papers due in Prof Taylor’s mbox) |
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**III. Course Deliverables**

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| ***Course Deliverables:*** |
| 1. 150-600 word thought pieces **(due Weeks 2 through 6, 8 through 10)** 2. 600-3000 word description of a financial crisis, and diagram of causal chain **(due 5pm Feb 22)** 3. 50-80 min presentation **(due Mar 29, Apr 2, April 12)** <length subject to change> 4. 4,000-8,000 word brief **(draft Mar 29; final 6:05pm Apr 24)** <length subject to change> |

**IV. Textbooks**

I have chosen to require texts that are both high quality *and* widely used so as to maximize the probability that they can found “used” at vastly reduced prices. There is also a high likelihood that each of the texts can later be re-sold at close to its “used” price if you should decide to do so.

Suggest early readings:

1) [*Globalization: A Very Short Introduction, 3rd edition*](http://www.amazon.com/Globalization-Very-Short-Introduction-Introductions/dp/0199662665)by Manfred Steger (Oxford, 2013)  
Although the title and format may seem trite, this is actually a thoughtful, well-written, and thorough survey of

globalization theory and research. Please read it carefully and thoughtfully before the second week of class. Pay attention to the tensions between different beliefs about the causes, effects, and aspects of globalization.

2) Pick one of the following two brief histories of the subject:  
 ● [*Globalization: A Short History*](http://www.amazon.com/Globalization-Short-History-J%C3%BCrgen-Osterhammel/dp/0691133956/ref=la_B001IU4X2W_1_1?s=books&ie=UTF8&qid=1386513248&sr=1-1) by Jürgen Osterhammel, Niels P. Peterson, & Dona Gever (Princeton

University Press, either 2005 or 2009)  
 ● [*Globalization in World History*](http://www.amazon.com/Globalization-World-History-Themes/dp/0415779189/ref=sr_1_1?s=books&ie=UTF8&qid=1386512818&sr=1-1&keywords=Globalization+in+World+History+by+Peter+N.+Sterns)by Peter N. Sterns (Routledge 2009)

3) [Globalism: A Far-Right Conspiracy Theory Buoyed by Trump](http://www.nytimes.com/2016/11/15/us/politics/globalism-right-trump.html)

By Liam Stacknov. November 14, 2016

*New York Times*

<http://www.nytimes.com/2016/11/15/us/politics/globalism-right-trump.html>

(Text and videos. A brief exhilarating look at the anti-globalization views and backlash motivating many Trump supporters)

4) “Globalisation and politics: Drawbridges up--The new divide in rich countries is not between left and right but between open and closed.” *Economist* (Jul 30th 2016)

Required Readings

**Students should acquire at least one of the following before Jan 25:**

● Millman, Gregory J. 1995. *The Vandals’ Crown: How Rebel Currency Traders Overthrew the World’s*

*Central Banks*. Free Press. <see Prof. Taylor> (excellent intro & refresher reading, encouraged for all

students)

● Eichengreen, Barry 2008. *Globalizing Capital: A History of the International Monetary System*, 2nd edition

Princeton University Press. (for students who recently received a “B+” or higher in IPE or intxl economics)

**Each student will be assigned to read one of the following before Mar 8:**

* Rodrik, Dani. 1997. *Has Globalization Gone Too Far?* (Institute for International Economics)
* Stiglitz, Joseph E. 2003. *Globalization and Its Discontents* (W.W. Norton)
* Singer, Peter. 2009. *One World: The Ethics of Globalization* 2nd edition (Yale University Press).

**All other required readings will be provided either in class or on Canvas.** Assignments prefaced with “Mp3” are not readings but computer audio files (usually ~30 minutes each) which should be treated as seriously as an in-class lecture or assigned reading (i.e. you are responsible for knowing assigned Mp3 material).

Recommended Readings:

1) One of these economics textbooks (any edition published 2005 onwards), after each class you should read the sections matching the topics covered in class:

● *International Economics* by Paul R. Krugman, Maurice Obstfeld and Marc Melitz (Prentice Hall)

● *International Economics* by Robert C Feenstra and Alan M Taylor (Worth)

● *International Economics* by James Gerber (Addison Wesley)

2) One of these IPE textbooks (any edition published 2008 onwards), after each class you should read the sections matching the topics covered in class:

● *International Political Economy: Interests and Institutions in the Global Economy* by Thomas Oatley

(Pearson Longman).

● *Global Political Economy* by John Ravenhill (ed.) (Oxford University Press)

3) A subscription to *The Economist.* Students on tight budgets should check the library or online for free

material.

4) Serious students of globalization and IPE should also consider subscriptions to *Foreign Affairs, Washington Quarterly*, and the *Journal of Economic Perspectives*, or accessing them for free via the Georgia Tech Library.

**V. Course Objectives and Learning Outcomes**

By the end of this course you should be able to:

A) Identify the major forces driving globalization, and the political reactions against it; explain how leading

scholars & policymakers think about these forces and reactions.

B) Analyze, interpret, and explain major developments in international trade, finance, production, and market

failures.

C) Deconstruct global political-economic phenomena into their constituent interest groups (both causes &

effects).

D) Explain at an expert level how globalization is affecting a particular issue, economic sector, or

national/global problem, and what the policy response should be.

E) Understand & identify how your own interests (e.g. your job, financial security) are affected by events in

the international political economy, and what steps you can take to protect or advance your interests.

F) Coordinate and participate productively in small group research & analysis projects.

G) Advance to higher-level study of specific economic & political issues or geographic regions.

**VI. Absences and Attendance**

A) Absences for medical or personal emergencies will be excused upon verification by the professor or by the Office of Student Life. Some type of documentation is required. This could take the form of an obituary, travel itinerary, or other type of document that would include a date and possibly some type of explanation for the absence. Absences due to military service will be handled on a case-by-case basis and subject to similar verification. Georgia Tech policy regarding absences can be found here:

http://www.catalog.gatech.edu/policies/student-absence-regulations/

http://www.catalog.gatech.edu/rules/4/

B) If you do miss class for a non-emergency or non-approved event, do not apologize or explain why. I

completely understand that “life happens” and that you have priorities other than this class. However,

unless it’s an emergency (see above), it will not affect grading policy. That is, if you miss class for some

awesome extra-curricular adventure or opportunity, I’m not offended...but I cannot grant you a special

tutoring session, extension, or make-up either. You will be responsible for any material, assignments, or

announcements covered in class that you missed.

C) Students are responsible for all materials, discussions, comments, etc. covered in class (i.e. don’t miss

class, it may affect your grade).

D) Students who arrive late to, or leave early from, class are required to do so with minimum disturbance.

**VII. In-Class Conduct**

A) All computers and telecommunications devices are to be switched off during class.

B) Students are required to check their email at least once per day.

C) Students who eat/drink during class are required to do so with minimum disturbance, and to thoroughly

clean up afterwards.

D) **Websites and online material are generally not accepted as legitimate sources for use or citation in**

**your papers and presentations. Exceptions to this policy will be discussed in class.**

E) Students will treat each other and the professor with respect. Constructive questioning and criticism are

welcome & encouraged. Personal attacks & insults are not. The rule of thumb here is that critical comments

and questions should be maturely **phrased in a manner that encourages constructive and open debate**;

they should not be phrased as insults, threats, or in a manner that shuts down conversation or debate.

F) Students are expected to read and abide by the **Georgia Tech Student Code of Conduct and the**

**Academic Honor Code.** All violations will be reported. The complete text of these two Codes may be

found at:

http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code

http://www.policylibrary.gatech.edu/student-life/student-conduct

**VIII. Email Policy**

A) Personal or confidential communications from the professor to you will sent by email. **You are therefore**

**required to have a functioning email account**, check it daily, to alert the professor if you are not

receiving emails on it, and to provide a functioning email address if this one fails to operate properly.

B) I will check email at irregular intervals between 9am and 6pm every weekday; I reserve the right to check

and respond to emails more often than this.

C) Your emails will be responded to within 24 hours of their receipt, if not faster, conditional on the

following:

⚫ Include the course number in the “Subject” line of your emails.

⚫ Write a meaningful subject line (e.g. “PUBP 4813—is immigration a good topic for final paper?”)

⚫ If you have a general question, check the syllabus, website, Canvas *before* emailing...the answers

might be in there!

⚫ Be sure to do the readings and listen to the lectures thoroughly *before* emailing questions about the

material...the answers might be in there too!

It is the student’s responsibility to adhere to these guidelines. Any e-mail not adhering to these guidelines

may be mistaken for spam (or a joke) and discarded.

D) Unless specifically instructed, assignments are always to be submitted in hard copy form only; electronic

submissions serve only as backup & confirmation. (i.e. I don’t have time to download, print, & staple 25

papers).

E) Absences: Only send email about absences or missed deadlines if they are the result of medical issues or

serious personal emergencies (e.g. fires, natural disasters, death in the family). Otherwise, do not send

email about absences. Also, do not send email to apologize for missing class or assignment deadlines.

**IX. Plagiarism Policy[[1]](#footnote-1)**

The full plagiarism policy, along with citations guidelines, are described in a special handout. In brief, plagiarism is defined, for the purposes of this class, as: copying, borrowing, or appropriating another person’s work *and* presenting it as your own in a paper or oral presentation, deliberately or by accident. Acts of plagiarism will be reported in accordance with the Honor Code and the Office of Student Integrity guidelines. In order to avoid being charged with plagiarism, if you use the words, ideas, phrasing, charts, graphs, or data of another person or from published material, then you must either: 1) use quotation marks around the words *and* cite the source, or 2) paraphrase or summarize acceptably using your own words *and* cite the source. The plagiarism policy is not restricted to books, but also applies to video & audio content, websites, blogs, wiki’s, and podcasts. **Plagiarism includes putting your name on a group project to which you have minimally contributed.** Please see the Student Code of Conduct: http://www.catalog.gatech.edu/rules/19/

**X. Bias**

All major sides of the various debates over globalization will be presented with equal ferocity. The “winner” of these debates, if there is one, is for you to decide. I am *not* trying to turn you into Capitalists, Marxists, Institutionalists, or any other kind of “-ist” except for social scientists. The purpose of this course is merely to outline the general landscape of globalization, and to give you the analytical tools to decide issues for yourself.

Note however that all people have biases, and you should interpret all statements with that in mind. Therefore, although I will try to be as objective as possible, you should know my personal biases:

1) I tend towards positive rather than normative aspects of political-economy, and I have a very strong

bias towards scientific methods in general (e.g. controlled experiments, natural experiments, statistical

analysis, qualitative case studies) and the use of (most types of) empirical evidence to substantiate

theoretical claims.

2) As for policies and ideologies: I tend to prefer free market solutions; I generally support

government intervention only in the event of market failure; I tend to prefer economic efficiency

over economic equality, unless inequality becomes so great that it threatens domestic security or the

functioning of a healthy democracy.

3) I see economic prosperity, individual freedom & personal autonomy, and national security as

being three mutually supportive phenomena *not* mutually exclusive ones. I also believe them to

be the nation’s top priorities.

4) I tend to support decentralization, competition, and check-and-balances for all large political &

economic groups.

5) I believe that change, flexibility, and adaptability are usually good things.

6) I support policies and policymakers based on their ability to solve national and international

problems. I also judge policymakers on their honesty and integrity. I do not judge policies or

policymakers on their political party, personal lives, physical characteristics, or “conservative” or

“liberal” leanings or origins.

7) Finally, I strongly believe that fear and laziness, especially in the intellectual realm, are the

root causes of all social problems. Therefore my greatest bias is to force you to bravely and

industriously apply your minds to the problems of globalization. But know that **you will NOT score**

**any points for adopting my ideological or policy positions!** Scientifically rigorous disagreement is

both welcomed and encouraged.

**XI. Grades**

Your grade will be determined by: how well you ***communicate*** to me that you ***understand*** the ***fundamental*** definitions, concepts, and causal relationships of globalization ***as presented in the lectures and readings***.

It bears repeating that your personal (dis)agreement with the definitions, concepts, & relationships presented in this class will not affect your grade. You do however need to show that you understand these fundamentals as they are currently accepted by the community of top researchers in international political economy. You need not agree with them, but you do need to show that you understand them. Your understanding of the course material will be communicated to me via the following (see course website for details):

**30% term paper (due Week 15)**

**30% in-class subject presentation (due Weeks 12-14)**

**20% Brief thought pieces & reading write-ups (as requested)**

**10% in class Q&A and discussion (on-going)**

**10% Financial crisis paper (due Week 8)**

Students should note that, for individual assignments (papers, tests, etc), grades in this course are not rigidly related to numerical scores, distribution functions, predetermined percentages, or your knowledge of academic jargon. As can be seen from the following grade descriptions, individual assignment grading in this course is related more directly to a student’s demonstrated mastery of the material. This also means that the relative performance of one’s peers is less important, though not irrelevant, to one’s grade. Finally, in determining an assignment’s grade, consideration is given for elegance of presentation, creativity, imagination, and originality *only* where these have been appropriately be called for, and where mastery of the fundamentals has already been demonstrated. A satisfactorily completed individual assignment will receive one of the following grades:

**A**: Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.

**B:** Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.

**C:** Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems, and adequate preparation for moving on to more advanced work in the field.

Other grades awarded include:

**D:** Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.

**F**: Failed. Has not demonstrated familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.

Note that this course’s internal grading system includes plus (+) and minus (-) modifiers for use with the letter grades A, B, C, and D. However, they are not officially part of students’ grades, they do not appear on Georgia Tech transcripts, and they do not affect internally or externally reported grade-point averages.

**XII. Grade Change Policy**

Legitimate requests for grade changes are welcome and encouraged. However, you should resist the temptation to file a frivolous request just hoping to “get lucky”. Simple computational or clerical errors should be brought to the professor’s attention immediately. Otherwise:

A) Requests for grade changes must:

i) be submitted in writing, both electronically and in hard-copy, and

ii) be submitted not sooner than 7 days and not later than 28 days of receiving the graded assignment, and

iii) be no longer than 600 words.

B) Requests for grade changes should:

i) identify what was required in the assignment, and

ii) describe *precisely* how these requirements were fulfilled at a level above the received grade, and

iii) address any relevant comments written by the professor on the graded assignment (if applicable) and

explain why they do not apply.

Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence. Note also that grade changes requests can result in re-grades both up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, then the lower grade may be assigned (i.e. be sure that you are not “looking a gift horse in the mouth” *before* you file a grade change request).

**XIII. Term Paper & Presentation**

Students will work alone or in teams of up to 5 people to produce *both* of the two major deliverables of this class:

* 50-80 min presentation (due during Weeks 12-14) <length subject to change>
* 4,000-8,000 word brief (due 6:05pm on Mon Apr 24). <length subject to change>

Teams must select one (and only one) of the following options to apply to both deliverables:

***Graduate Students*:** Explain how globalization is affecting a particular issue, economic sector, or national/global problem. Recommend what the policy response should be. (Undergrads may pursue this option upon approval by the professor)

***Undergraduate Students*:** Summarize, compare, contrast, and critique a selection of major works on globalization (list to be provided). This project should not deal with each work separately. Rather, this project should juxtapose, synthesize, and/or interweave them into a cohesive discussion.

Further details will be provided in class and via handouts.

**XIV. Access and Accommodations**

Your experience in this class is important to me. If you have already established accommodations with the Offices of Disability Services, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through Disability Services, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact Disability Services at 404.894.2563 or dsinfo@gatech.edu or disabilityservices.gatech.edu.

Disability Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Disability Services. It is important to the Georgia Institute of Technology to create inclusive and accessible learning environments consistent with federal and state law.

**XV. Non-Discrimination**

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society. Some of the lectures and historical material used in this class may use offensive language or depict prejudices that used to be (or still are) common in society. These prejudices were wrong then and are wrong today. They do not reflect views of the professor or Georgia Tech. However, to omit them would suggest that these prejudices never existed or do not exist, which would constitute an irresponsibly inaccurate presentation of globalization and society.

**PUBP 4813/8803—Spring 2019 Course Schedule**

**Week 1: Introduction & the Rise, Fall, and Rise of Free Trade**

For next time

-Read: “Globalization and the Basics of Free Market Capitalism” by Mark Z. Taylor <.pdf avail on T-square>

-Mp3: Mercantilism I (Early & Classic)

-Mp3: Mercantilism II (Neo & Structural)

-Mp3: Physiocrats, Smith, Ricardo

-Mp3: Basic Gains & Losses From Trade

-Read the following selections from the *Concise Encyclopedia of Economics* (2008). Library of Economics and Liberty (Liberty Fund, Inc.): <.pdf’s available on T-square>

\*Boudreaux, Donald J. “Comparative Advantage”

\*Kling, Arnold. “International Trade”

**-Write 150-600 word thought-piece (hardcopy, due by 6:05pm, Wed Jan 18) <see assignment>**

**-Term paper: (e-copy, MS word, due by noon Tues Jan 17): 1 paragraph question(s)/statement + justification for overall project; each individual team member must also turn in their own one paragraph abstract which explains what their portion of the project will do and explain why they chose it (i.e. how it will aid them intellectually or professionally).**

Recommended

-Chaps 1-3 from Jackson, Robert. 2007. *Sovereignty: Evolution of an Idea* (.pdf’s available on T-Square). Some of the best written explanations of sovereignty and the nation-state, why these concepts emerged, and how they have dramatically changed over the centuries.

-The finest, most compelling, thoughtful, and easy-to-read arguments in favor of free market capitalism and how it drives globalization are these classics:

\*Friedman, Milton. 1962. *Capitalism and Freedom*. Chicago: University of Chicago Press

\*Friedman, Milton and Rose Friedman. 1980. *Free to Choose: A Personal Statement*. Harcourt Brace.

\*Hayek, Friedrich A. von. 1944. *The Road to Serfdom*. Chicago, IL: The University of Chicago Press.

\*Hayek, Friedrich A. von. 1960. *The Constitution of Liberty*. Chicago, IL: University of Chicago Press.

\*Wolf, Martin. 2004. *Why Globalization Works*. New Haven, CT: Yale University Press.

**Week 2: Trade Policy and Redistribution**

For next time

-Mp3: The Rise and Fall of Free Trade in the US and Europe

-Mp3: Strategic Trade

-Olson, Mancur. 1984. “The Logic” in *Rise and Decline of Nations* pp 17-35<.pdf>

-Read the following selections from the *Concise Encyclopedia of Economics* (2008). Library of

Economics and Liberty (Liberty Fund, Inc.): <.pdf’s available on T-square>

\*Bhagwati, Jagdish “Protectionism”

\*Irwin, Douglas A. “International Trade Agreements”

**-Write 150-600 word thought-piece (hardcopy, due by 6:05pm, Wed Jan 25) <see assignment>**

**-Term paper: (e-copy, MS word, due by noon Tues Jan 24): list of sources w/full citation info.**

Recommended

-*Understanding the WTO.* Chaps 1, 2, 3, 7; skim Chaps 4, 5, 6. <download at: <http://www.wto.org/English/thewto_e/whatis_e/tif_e/tif_e.htm>>

- Kim, Soo Yeon. 2010. *Power and the Governance of Global Trade: From the GATT to the WTO*. (Cornell University Press).

**Week 3: The Rise, Fall, And Rise of the Global Financial System**

For next time:

-MP3: “Three Tricks of Money”

-Read at least one of the following:

\*Millman, Gregory J. 1995. *The Vandals’ Crown: How Rebel Currency Traders Overthrew the World’s*

*Central Banks*. Free Press. <see Prof. Taylor>

\*Eichengreen, Barry 2008. *Globalizing Capital: A History of the International Monetary System*, 2nd edition

Princeton University Press.

**-Write 150-600 word thought-piece (hardcopy, due by 6:05pm, Wed Feb 1) <see assignment >**

**Week 4: Defending the Internal Balance**

For next time:

-Read the following selections from the *Concise Encyclopedia of Economics* (2008). Library of Economics and

Liberty (Liberty Fund, Inc.): <.pdf’s available on T-square>

\* Summers, Lawrence H. “Unemployment”

\* White, Lawrence H. White. “Inflation”

\* Hoover, Kevin D. “Phillips Curve”

\* Salemi, Michael K. “Hyperinflation”

\* Grier, Kevin. “Empirics of Economic Growth”

-Mokyr, Joel. 1990. *The Lever of Riches: Technological Creativity and Economic Progress.* pp 3-8.

-“The Great Inflation” in *The Coming of The Third Reich*. (.pdf avail on T-Square)

- Excerpts from *The German Inflation of 1923*

\* Bonn, Moritz J. “The Report of an Expert Eyewitness” (.pdf available on T-Square)

\* Schreiber, Georg “The Distress of German Learning” (.pdf available on T-Square)

-Listen: Excerpts from Terkel, Studs. 1970. *Hard Times: An Oral History of the Great Depression*. NYC, New York: Pantheon Books. Each at <http://studsterkel.matrix.msu.edu/htimes.php>

\*Interview with Kitty McCullough (1:29)

\*Interview with Emma Tiller - Part 1 (2:37)

\*Interview with Frank Czerwonka (5:14)

\*Interview with Bob Leary (2:15)

\*Interview with Fred Sweet (2:06)

\*Interview with Elsa Ponselle (8:28)

\*Interview with Ben Isaacs and Ward James (2:44)

\*Interview with Eileen Barthe (2:38)

**-Write 150-600 word thought-piece (hardcopy, due by 6:05pm, Wed Feb 8) <see assignment>**

**-Term paper: (e-copy, MS word, due by noon Tues Feb 7): revised statement, justification, and list of sources w/full citation info.**

**Week 5: Striking the External Balance**

For next time:

- Radford, R.A. 1945. “The Economic Organization of a P.O.W Camp” *Economic* 12(48): 189-201 <.pdf>

- Krugman, Paul. 2011. “IS-LMentary” in New York Times, October 9 <.pdf available on T-square>

-“Mundell–Fleming model basics”

-Broz,, J. Lawrence and Jeffry A. Frieden. 2001. The Political Economy of International Monetary Relations.

*Annual Review of Political Science* 4:317–43

-Oatley, Thomas “A State-Centered Approach to Monetary & Exchange Rate Policies”

-Oatley, Thomas “A Society-Centered Approach to Monetary & Exchange Rate Policies”

**-Write 150-600 word thought-piece (hardcopy, due by 6:05pm, Wed Feb 15) <see assignment>**

Recommended

-“IS/LM Model” http://www.princeton.edu/~achaney/tmve/wiki100k/docs/IS-LM\_model.html

**Week 6: Fundamentals of Financial Crises**

For next time:

**Students are to write a 600-3000 word description of a financial crisis, and design a diagram of the causal chain (in powerpoint). (hardcopy + .ppt file, due by 6:05pm Wed Feb 22). <Further details and reading materials to be provided>.**

**Week 7: Market Failures**

For next time:

-Stiglitz, Joseph E. 2008. Government Failure vs. Market Failure: Principles of Regulation. Paper prepared for the Tobin Project’s Conference on “Government and Markets: Toward a New Theory of Regulation”

-Butler, Eamonn. 2012. *Public Choice: A Primer*. London, UK: The Institute of Economic Affairs

**-Write 150-600 word thought-piece (hardcopy, due by 6:05pm, Wed Mar 1) <see assignment>**

**Week 8: Ethics, Opponents, and Discontents**

For next time:

Everyone reads:

“Examining An Elephant: Globalisation and the Lower Middle Class of the Rich World” by Adam Corlett. September 2016 (London, UK: Resolution Foundation)

<http://www.resolutionfoundation.org/app/uploads/2016/09/Examining-an-elephant.pdf>

Plus, also read one of:

\*Rodrik, Dani. 1997. *Has Globalization Gone Too Far?* (Institute for International Economics)

\*Stiglitz, Joseph E. 2003. *Globalization and Its Discontents* (W.W. Norton)

\*Singer, Peter. 2009. *One World: The Ethics of Globalization* 2nd edition (Yale University Press).

**-Write 150-600 word thought-piece (hardcopy, due by 6:05pm, Wed Mar 8) <see assignment>**

**Week 9: Fragmentation of Production & Technology Standards**

For next time:

-Berger, Suzanne. 2006. *How We Compete: What Companies Around the World are Doing to Make it in Today’s Global Economy*. New York: Currency Doubleday: Chapters 1 and 3.

-Kindleberger, Charles P. 1983. Standards as Public, Collective and Private Goods. *Kyklos* 36(3):377-396

**-Write 150-600 word thought-piece (email or hardcopy, due by 6:05pm, Wed Mar 15) <see assignment>**

**Week 10: NO LECTURE** (Research & Preparation)

**Week 11: NO CLASS** (SPRING BREAK)

**Week 12: Student Presentations** (Groups 1 & 2)

For next time:

**-Write 150-600 word thought-piece (hardcopy, due by 6:05pm, Wed Apr 5) <see assignment>**

**Week 13: Student Presentations** (Groups 3 & 4)

For next time:

**-Write 150-600 word thought-piece (hardcopy, due by 6:05pm, Wed Apr 12) <see assignment>**

**Week 14: Student Presentations** (Groups 5 & 6)

For next time:

**-Write 150-600 word thought-piece (hardcopy, due by 6:05pm, Wed Apr 19) <see assignment>**

**Week 15: Globalization: Looking Back & Peering Forward (and** **Writing Tutorial)**

Recommended

-Economist Style Guide (latest edition)

-Zinsser, William. 2006. *On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction*.

Harper Perennial.

-Clark, Roy Peter. 2008. *Writing Tools: 50 Essential Strategies for Every Writer*. Little, Brown and Company

-Truss, Lynne. 2003. *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. London : Profile

-Williams, Robin. 1995. *The PC is Not a Typewriter*. Peachpit Press

For next time:

-**Term paper** **(hardcopy, due by 6:05pm, Mon Apr 24) <see handout>**

1. Brennecke, Patricia. 2005. *Academic Integrity at the Massachusetts Institute of Technology: A Handbook for Students* (MIT: Cambridge, MA). [↑](#footnote-ref-1)