

**The University of Texas at Austin
International Political Economy
GOV360E (37475)**

Spring 2024 Course Syllabus

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Class Time and Location

T/TH 9:30am-11:00am, PAR 203

Course Description

This course is an introduction to the scientific study of international political economy (IPE), an interdisciplinary field related to international politics and international economics. It examines how domestic and international politics influence the economic relations between countries. Why do governments promote or oppose globalization? Why do countries cooperate economically in some situations but not others? Why do countries adopt bad economic policies? We will address these questions and others with a focus on the policies of international trade (the flow of goods), foreign direct investment (the flow and location of production), and financial and exchange rate policies (the flow of capital). While no prerequisites are required, a familiarity with macroeconomics is strongly recommended for success in this course.

Course Objectives

The course aims at (1) providing substantive knowledge on the political economy of international trade, investment, and finance and (2) developing analytical skills of students to explain cause-effect relationships in IPE and to assess causal arguments empirically. As such, course reading materials are theoretical or empirical (case study or statistical analysis) in nature. The course also includes debate sessions that help students (3) develop presentation skills.

Required Materials

I have attempted to reduce the costs of taking this course by eliminating any required books. All of the reading materials are available free of charge on the course website.

Much like life, your journey in this class is shaped by many small things. Your grade, too, depends on various factors. Here, we're turning learning into a game! Score points, map your journey, and navigate the world of IPE to earn the grade you desire. Get ready for an exciting adventure!

Grade Chart

A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F 0-59

Your Mission

- Write down the letter grade you want to earn in this grand IPE adventure.
- Plan your strategy for earning that grade. How will you conquer each assignment?
- Print this page twice, sign it, turn in one copy, and keep the other as your guide through the IPE realm.

Assignment Point System

Assignment	Points	Deadline
Class Attendance	5	
Class Participation	5	
Post-Class Reflection Quizzes	8	
Pre-Debate Prep Quizzes	3	
Policy Debates	10	
Trade War Simulations	10	Feb 13
Exam #1	15	Mar 7
Exam #2	15	Apr 16
Final Project	12	Apr 23
Media Literacy Challenge	10	Mar 28
Reflection on Personal Growth	10	Apr 17
Signed and Dated Copy of this Form	1	Jan 18

TOTAL: _____ Name and Date: _____

Terms

While it is possible to score up to 104 points, any total above 100 will receive an A.

Why no A+? I don't know. It's just how the University of Texas rolls (source: registrar.utexas.edu/students/grades)

1. Class attendance and participation

Regular attendance and participation in class discussion are requirements for this course. To that end, students are expected to keep up with the readings, and contribute meaningfully to the class. I will take roll on random days (unannounced beforehand) to keep track of attendance. If you are late to class and miss the roll, you are out of luck. Be on time. If you need to miss class, you do not need to tell me before hand or give me any documentation afterwards. I don't distinguish between "excused" and "unexcused" absences. If you feel poorly, STAY HOME. You can submit a reflection on the reading to the TA within one week and get the attendance credit.

It's not necessary to speak in every class, but being unprepared, sleeping, inappropriate computer and phone use, and laziness will result in a loss of a participation point for the day. These points are awarded at the discretion of the professor and/or the TA.

2. Quizzes

There are two kinds of quizzes in this course. The first is the **Post-Class Reflection Quiz**, which is expected by 6 pm on the same day as our class. This quiz serves the purpose of reinforcing essential class concepts in an engaging manner.

The second type is the **Pre-Debate Prep Quiz**, due at 9 am on the day of our class. This quiz is designed to ensure that you have completed the required readings and are adequately prepared for our upcoming debate session.

To ease any concerns, both quizzes are short (with responses to be around 100 words), online, and open book. Rest assured, they will be graded based on completion rather than accuracy, allowing you to focus on the learning experience.

3. Policy Debates

There will be a total of 6 group debates throughout the semester. During the first week of the semester, you will pick a topic and declare your stance. More details can be found in the course packet.

4. Exams

There will be two in-class, closed book exams. All lectures, debates, and readings are subject to examination. The exam dates are fixed and not negotiable. There will be no make up exams.

5. Final project

For the final project, you are tasked with teaching "outsiders" about a concept or idea we've learned this semester. You can use whatever medium you want, except for a standard essay. And no tweet threads. Otherwise, feel free to be creative. You can record a podcast, create a photo exhibit, write a magazine piece or a long-form blog post, write a set of poems, etc. You can work alone or in groups of 2-3. You may choose the persons with whom you want to form your group.

6. Media Literacy Challenge

Find a recent news article on IPE and submit a single-spaced, 1-2-page essay. Uncover underlying economic concepts, question assumptions, and critically evaluate the article's perspective. How does it contribute to or challenge our understanding of global economic issues? It's not just about consuming information; it's an exercise in thoughtful reflection and analytical enhancement.

7. Reflection on Personal Growth

In this course, the goal goes beyond the traditional realm of imparting IPE concepts and theories; it aims to equip you with skills that transcend the classroom, fostering success throughout life. At the end of the semester, you will write an insightful single-spaced, 1-2-page essay that delves into your personal journey throughout this course.

How have your perspectives on global economic issues evolved? What insights have you gained that extend beyond the academic realm? Consider how the skills honed in this course can be applied to real-world situations, contributing to your growth as an analytical thinker and informed global citizen.

A Note on Reading

It's crucial that you engage with all required readings and arrive at class ready for discussion. This is one of those "do-the-readings-beforehand" classes because participation can be challenging without prior preparation. The reading experience in this class may differ from what you're accustomed to; we'll be reading peer-reviewed journal articles within the field. So, what should you look for?

- Start by skimming the entire article to review the headings, tables and figures, and any bold text. This approach can help you get the “big picture” and provide some orientation.
- As you read, try to identify
 - the research question
 - the thesis or central argument
 - the supporting evidence
- Do not get bogged down with statistical models, if they are included in the academic articles. Focus on the argument instead.

A Note on Self Care

In our fast-paced lives filled with school, activities, family, and friends, it's natural to feel overwhelmed at times. However, taking care of ourselves is crucial to feeling our best amidst the chaos. Let's think about what our optimal basic needs are to maintain well-being. Some of these needs might include: getting enough sleep, doing meditation or yoga, eating healthy foods, exercising, or limiting screen time. For me, I've found my sweet spot involves spending quality time outdoors, following Pamela's workout videos (with plenty of awkward moves), and sneaking in a few minutes of bedtime reading that's as unrelated to work. Try to figure out your optimal needs and protect the time to meet them.

Tentative Schedule

Disclaimer: please note that the syllabus may change before or during the course of the semester. The most up-to-date syllabus can be found on Canvas. Students are responsible to make sure that their version of the syllabus is “in synch” with the most up-to-date syllabus available on Canvas.

<i>Date</i>	<i>Subject</i>	<i>Readings</i>
Jan 16	Course Introduction	Syllabus
Jan 18	Introduction to IPE (I)	Oatley, Ch1
Jan 23	Introduction to IPE (II)	Oatley, Ch1
Political Economy of Trade		
Jan 25(A)	Comparative advantage	Coughlin (2002)
Jan 30	Society-centered approach to trade politics I	Rogowski (1989)
Feb 1	Society-centered approach to trade politics II	Hiscox (2001)
Feb 6(A)	Trump’s Trade War	
Feb 8	Who supports or opposes free trade?	Mayda & Rodrik (2005)
Feb 13	U.S.-China trade war simulation	
Feb 15	State-centered approach to trade politics	Milner & Kubota (2005)
Feb 20	Debate #1	
Feb 22	Debate #2	
Feb 27	Debate #3	
Feb 29 (A)	Watch Commanding Heights	
Mar 5	Review	
Mar 7	Exam #1	
Mar 12, 14	Spring break. No class.	
Politics of MNCs		
Mar 19	MNC Overview: Why invest abroad	Oatley, Ch8
Mar 21	MNCs and policy environment	Oatley, Ch9
Mar 26	Political determinants of foreign investment	Li & Resnick (2003)
Mar 28	MNCs and labor rights	
Apr 2	Debate #4	
Apr 4	Debate #5	
Apr 9	Debate #6	
Apr 11	Review	
Apr 16	Exam #2	
Apr 18	Wrap up	
Apr 23 (A)	Final project due	

List of Readings

Political Economy of Trade

Coughlin, Cletus C. "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).

Hiscox, Michael J. "Class versus industry cleavages: inter-industry factor mobility and the politics of trade." *International Organization* 55, no. 01 (2001): 1-46.

Mayda, Anna Maria, and Dani Rodrik. "Why are some people (and countries) more protectionist than others?" *European Economic Review* 49, no. 6 (2005): 1393-1430.

Milner, Helen V., and Keiko Kubota. "Why the move to free trade? Democracy and trade policy in the developing countries." *International organization* 59, no. 01 (2005): 107-143.

Rogowski, Ronald. "Political cleavages and changing exposure to trade." *American Political Science Review* 81.4 (1987): 1121-1137.

Politics of MNCs

Li, Quan, and Adam Resnick. "Reversal of fortunes: Democratic institutions and foreign direct investment inflows to developing countries." *International organization* 57, no. 01 (2003): 175-211.

Trade Talk. "Did multinationals enforce Bangladesh's new labor law?"

<https://tradetalkspodcast.com/podcast/193-did-multinationals-enforce-bangladeshs-new-labor-law/>

Classroom Policies

Use of Technology

Turn off your cell phone. If your cell phone rings in class you are required to bring either a) donuts, b) brownies, or c) another treat of your choice approved by the professor for the entire class. Feel free to leave your cell phones on, just realize what the consequences are if they ring in class.

I have adopted the practice of prohibiting the use of laptops in class. Only part of the reason is my desire that you not engage in —multitasking by checking your email, etc. during the course. One additional consequence of laptops has been to encourage a type of hyperattention, in which students basically try to take a stenographic record of the class; this means, among other things, that one is far less engaged in the actual discussion than in getting the words down in one's notes. One purpose of distributing my slides in advance of our regular class meetings is to make you less worried about any notes you might not be taking. If, however, you wish to organize a process by which one student takes notes during a given class and distributes them to the entire group afterward, that will be fine with me.

Dealing with Extreme Circumstances

Please loop the professor in if you are facing extreme circumstances that interfere with your ability to be successful in the course, as soon as is reasonably possible, and I will do whatever I can to help you be successful. Absent extreme circumstances that you have communicated to us in a timely way, you should not expect (or ask for) special treatment, especially at the end of the semester.

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a class session or a quiz, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.

Late Work Policy

Late assignments will be penalized 5% for each day they are late, and will not be accepted more than 7 days past the due date. If you become ill or the victim of an emergency, please let me know within 48 hours and provide a written or otherwise official excuse.

Email Policy

The best way to get a hold of me is through Canvas message. If you want to receive a reply, please make sure to 1) put a reasonably informative subject in the subject line, 2) address the message to Dr. or Professor Wang, and 3) close with your name. Please feel free to ask me any questions about the course, but out of courtesy please check the syllabus and Canvas course page to see if the answer is already available. If you want to make any special arrangements or for any reason want me to remember something, please send it in an email. If I don't have it in email, it never happened.

Academic Integrity

Academic dishonesty is taken very seriously in this course. Academic dishonesty includes but is not limited to, cheating on an exam, unauthorized collaboration on an assignment, and plagiarism. The professor is **REQUIRED** to report any academic dishonesty to the Dean of Students, and students caught cheating will receive an F for the assignment and may receive an F for the course.

Statement on Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Diversity, Equity, And Inclusion

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns. I am a first-generation immigrant student from a Chinese working-class family. I understand diversity to include socioeconomic class as well as race, nationality, gender identity, etc.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

University Resources for Students

COVID-19 Update: "Keep Learning" Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. For more information, visit <http://ddce.utexas.edu/disability/about/>.

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

Important Safety Information:

COVID-19 Update: While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. <https://coronavirus.utexas.edu/students>

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:
www.utexas.edu/emergency

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](https://titleix.utexas.edu/relevant-policies/) (<https://titleix.utexas.edu/relevant-policies/>).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.