

**The University of Texas at Austin
International Political Economy
GOV360E (39010)**

Fall 2021 Course Syllabus

Instructor: Dr. Di Wang

E-mail: diwang@austin.utexas.edu but Canvas message preferred.

Office: MEZ 3.230

Online Office Hours: by appointment

TA: Huimin Li

E-mail: huiminli@utexas.edu

Online Office Hours: by appointment

Class Time: TTH 2:00-3:30

Location: WAG 201

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 international political economy 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 Course Pack

There is a course pack at Document Solutions that is required. It contains all the readings and study guide to prepare for the exams.

Tip for reading and evaluating academic articles:

Some of the academic articles assigned have been written specifically for an academic audience. When an academic article is assigned, you should focus on getting the gist of the argument and understanding how they use evidence to substantiate their argument. Develop an opinion of whether you think they did a good job defending their argument and if you are convinced or not. Do not get bogged down with statistical models, if they are included in the academic articles. Focus on the argument instead.

Student Responsibilities

Students are expected to finish the assigned readings before coming to class, attend and participate in the lectures and class presentations, and take exams as scheduled. Lectures focus on and complement the assigned readings, providing necessary background for understanding and critiquing the readings as well as honing the students' skills in interpreting analytic readings. The exams cover both the reading materials and the lectures. Students need to grasp the required readings as well as the lectures to do well on the exams. Students who preview the readings and always attend the lectures typically outperform those who fail to do so. Students who fail to show up for class regularly are most unlikely to pass this course.

Grading Policies

<i>Grade component</i>	<i>Due date</i>	<i>Percent</i>
Debate	See dates below	15
Exam #1	Oct 14	20
Exam #2	Nov 18	25
Comic strips	Dec 7	10
Case study	Dec 9	30
<i>Total</i>		100

1. Debate

There will be a total of 7 group presentations – that will be conducted in the format of a debate - throughout the semester. The format of each presentation/debate will be explained in more detail on the first class.

2. Exams

There will be two in-class examinations. All lectures, debates, and readings are subject to examination. Make ups will be reserved for the most exceptional of circumstances, such as a serious medical illness (accompanied by a physician's letter) or death of a close family member. You must have documentation in order for a make up to be considered.

3. Comic strips

You will work independently or on a team to create a comic strip based on an IPE concept. I will provide more details on the first day of class.

4. Case study

You will choose one case from a list and write a case study. The case study should be 3-4 pages in length, typed, double-spaced, 12-point Times New Roman font, with a bibliography (exclusive of page/word count).

Tentative Schedule

<i>Date</i>	<i>Subject</i>	<i>Readings</i>
Aug 26	Course Introduction	Syllabus
Aug 31	Introduction to IPE	Oatley, Ch1
Political Economy of Trade		
Sep 2 (A)	Comparative advantage	Coughlin (2002)
Sep 7	Society-centered approach to trade politics I	Rogowski (1989), Podcast
Sep 9 (A)	Trump's Trade War	
Sep 14	Society-centered approach to trade politics II	Hiscox (2001)
Sep 16	U.S.-China trade war simulation	
Sep 21	Who supports or opposes free trade?	Mayda & Rodrik (2005)
Sep 23 (A)	Prepare for the debate	
Sep 28	State-centered approach to trade politics	Milner & Kubota (2005)
Sep 30	Review	
Oct 5	Debate #1	
Oct 7	Debate #2	
Oct 12	Debate #3	
Oct 14	Exam #1	
Politics of MNCs		
Oct 19 (A)	MNC Overview: Why invest abroad	Oatley, Ch8
Oct 21	MNCs and policy environment	Oatley, Ch9
Oct 26	Political determinants of foreign investment	Li & Resnick (2003)
Oct 28	Case discussion: Telenor in India	Thomas (2018)
Nov 2 (A)	American Factory	
Nov 4	Debate #4	
Nov 9	Debate #5	
Nov 11	Debate #6	
Nov 16	Review	
Nov 18	Exam #2	
Nov 23, 25	Thanksgiving holidays	
Nov 30 (A)	Work on comic strip and case study	
Dec 2	Debate #7	
Dec 7 (A)	Comic strip due	
Dec 9 (A)	Case study 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.

Podcast "The dark side of the American supermarket" <https://podcasts.apple.com/us/podcast/the-dark-side-of-the-american-supermarket/id121971960?i=1000502843261>

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.

Thomas, Thomas. "Telenor's India run troubled from the start." *The Hindu Business Line*. 2018. Available at <https://www.thehindubusinessline.com/info-tech/telenors-india-run-troubled-from-the-start/article9557722.ece>

COVID Policies

The University expects faculty, staff, and students to mask inside all buildings, to obtain a vaccine if at all possible, to stay home when sick, to socially distance when possible, and to continue practicing the highest level of hygiene (washing hands). I will be masking and maintaining at least a 3-foot distance during class.

In order to aid in students not coming to class if they are feeling ill or have been exposed to a COVID-positive person, I will not be taking attendance.

Please prioritize your health and the health of others as best you can.

In the event the COVID situation significantly worsens, we reserve the right to move our sessions online to mitigate the health risks for all students and instructors.

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 or TA 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.

Grading Policies

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss one class or don't do well on one of your assignments, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.