

**The University of Texas at Austin  
International Political Economy  
GOV360E (38710)**

**Spring 2021 Course Syllabus**

**Instructor:** Dr. Di Wang

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**Office:** MEZ 3.230

**Office Hours:** TTH 12:30pm-2pm (by appointment on Canvas)

**TA:** Sarah Heise

**E-mail:**

**Office Hours:**

**Class Time**

MW 10:00-11:30

Zoom Meeting ID:

**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 or game theoretic 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><b>Grade component</b></i>	<i><b>Due date</b></i>	<i><b>Percent</b></i>
Class attendance	See dates below	10
Comic strips		10
Debate		15
Exam #1		15
Exam #2		20
Case study		30
<i>Total</i>		100

#### **1. Class attendance**

This online course is synchronous with the regular class time schedule. Students are expected to attend each class session via Zoom. Six times during the semester, unannounced in advance, the teaching assistant will take note of those in attendance (this may occur at any point during the session). If technology or other factors prevent you from attending on a given day, please notify the instructor or a teaching assistant as soon as possible. Students are granted one unexcused absence without penalty.

#### **2. 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.

#### **3. 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.

#### **4. 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.

### **5. Daily Zoom background contest**

In the middle of each session, we'll vote on who has the best IPE themed zoom background. Participation in this is not required, but the winner will receive 2% extra credit that can be applied to the case study.

Contest rules: you can only use a background once. You can win a maximum of 3 times. If we vote a winner for a fourth time, the person with the second place in votes will win (and so on if the top two have won 3 times). You are highly encouraged to choose a topical background – that is, one that relates to the topic of the day.

## Tentative Schedule

<i>Date</i>	<i>Subject</i>	<i>Readings</i>
Jan 20	Course Introduction	Syllabus
Jan 25	Introduction to IPE	Oatley, Ch1
<b>Political Economy of Trade</b>		
Jan 27 (A)	Comparative advantage	Coughlin (2002)
Feb 1	Society-centered approach to trade politics I	Rogowski (1989), Podcast
Feb 3 (A)	Trump's Trade War	
Feb 8	Society-centered approach to trade politics II	Hiscox (2001)
Feb 10	U.S.-China trade war simulation	
Feb 15	Who supports or opposes free trade?	Mayda & Rodrik (2005)
Feb 17 (A)	Prepare for the debate	
Feb 22	State-centered approach to trade politics	Milner & Kubota (2005)
Feb 24	Review	
Mar 1	Debate #1	
Mar 3	Debate #2	
Mar 8	Debate #3	
Mar 10	<b>Exam #1</b>	
Mar 15, 17	Spring break	
<b>Politics of MNCs</b>		
Mar 22 (A)	MNC Overview: Why invest abroad	Oatley, Ch8
Mar 24	MNCs and policy environment	Oatley, Ch9
Mar 29	Political determinants of foreign investment	Li & Resnick (2003)
Mar 31	MNCs and labor rights	Mosley & Uno (2007)
Apr 5	Debate #4	
Apr 7	Debate #5	
Apr 12	Debate #6	
Apr 14	Review	
Apr 19	<b>Exam #2</b>	
Apr 21	Debate #7	
Apr 26 (A)	Work on comic strip and case study	
Apr 28 (A)	<b>Comic strip due</b>	
May 3 (A)	<b>Case study due</b>	

## 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.

Mosley, Layna, and Saika Uno. "Racing to the bottom or climbing to the top? Economic globalization and collective labor rights." *Comparative Political Studies* 40, no. 8 (2007): 923-948.

## Classroom Policies

### 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.

### Grading Policies

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

Grade	Cutoff
A	94%
A-	90%

B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F	<65%

## Absences

If you are absent or unable to participate on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class.*

*Excused Absence:* The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

*If you have to be absent, use your resources wisely.* Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. “What did I miss?” is not specific enough.

## 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](http://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](mailto: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](mailto: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.

### **Emergency Evacuation Procedures**

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



## University Policies

### *Academic Integrity*

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

<https://deanofstudents.utexas.edu/conduct/standardsconduct.php>

### *Q Drop Policy*

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

### **COVID-19 Updates: Fall 2020 Semester**

#### 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.

#### Class Recordings:

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.