

**The University of Texas at Austin  
International Political Economy  
GOV360E (38215)**

**Spring 2023 Course Syllabus**

**Instructor:** Dr. Di Wang

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**Office:** MEZ 3.230

**Office Hours:** by appointment on Calendly

**Class Time and Location**

T/TH 2:00-3:30pm, 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 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 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.

**Grading Policies**

| <i>Grade component</i> | <i>Due date</i> | <i>Percent</i> |
|------------------------|-----------------|----------------|
| Class attendance       |                 | 10             |
| Quizzes                |                 | 10             |
| Debate                 | See dates below | 15             |
| Exam #1                | Feb 28          | 20             |
| Exam #2                | Apr 13          | 25             |
| Final project          | Apr 20          | 20             |
| <i>Total</i>           |                 | 100            |

## **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. You may miss up to 3 activities with no penalty; any missed activities above 3 will count as 0 in the gradebook. 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 have to be absent, use your resources wisely. Ask 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.

Students are required to read all items on the list and come to class prepared to discuss them. This is definitely a "do-the-readings-beforehand" class as you'll find it hard to participate if you do not. These questions may help you prepare for the discussion: (1) What research question is the author seeking to explain? (2) What is this author(s) main argument? Do not get bogged down with statistical models, if they are included in the academic articles. Focus on the argument instead.

## **2. Quizzes**

To make sure you come to the class prepared, the quizzes will cover readings or materials from the present class session (not the previous sessions). These quizzes will be short, online and open book. They will be graded based on completion rather than accuracy.

## **3. Debate**

There will be a total of 6 group presentations – that will be conducted in the format of a debate - throughout the semester. The format of each presentation/debate can be found in a separate file 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.

## 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 10                            | Course Introduction                            | Syllabus               |
| Jan 12                            | Introduction to IPE (I)                        | Oatley, Ch1            |
| Jan 17                            | Introduction to IPE (II)                       | Oatley, Ch1            |
| <b>Political Economy of Trade</b> |  |                        |
| Jan 19(A)                         | Comparative advantage                          | Coughlin (2002)        |
| Jan 24                            | Society-centered approach to trade politics I  | Rogowski (1989)        |
| Jan 26                            | Society-centered approach to trade politics II | Hiscox (2001)          |
| Jan 31                            | Who supports or opposes free trade?            | Mayda & Rodrik (2005)  |
| Feb 2(A)                          | Trump’s Trade War                              |                        |
| Feb 7                             | U.S.-China trade war simulation                |                        |
| Feb 9                             | State-centered approach to trade politics      | Milner & Kubota (2005) |
| Feb 14                            | Debate #1                                      |                        |
| Feb 16                            | Debate #2                                      |                        |
| Feb 21                            | Debate #3                                      |                        |
| Feb 23                            | Review   |                        |
| Feb 28                            | <b>Exam #1</b>                                 |                        |
| <b>Politics of MNCs</b>           |  |                        |
| Mar 2(A)                          | MNC Overview: Why invest abroad                | Oatley, Ch8            |
| Mar 7                             | MNCs and policy environment                    | Oatley, Ch9            |
| Mar 9                             | Political determinants of foreign investment   | Li & Resnick (2003)    |
| Mar 14, 16                        | Spring break. No class.                        |                        |
| Mar 21                            | MNCs and labor rights                          |                        |
| Mar 23(A)                         | Watch Supply Chain Documentary                 |                        |
| Mar 28                            | Politics of sovereign wealth funds             | Bremmer (2009)         |
| Mar 30                            | Debate #4                                      |                        |
| Apr 4                             | Debate #5                                      |                        |
| Apr 6                             | Debate #6                                      |                        |
| Apr 11                            | Review   |                        |
| Apr 13                            | <b>Exam #2</b>                                 |                        |

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|------------|--------------------------|
| Apr 18     | Wrap up                  |
| Apr 20 (A) | <b>Final project due</b> |

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## 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.

Bremmer, Ian. "State capitalism comes of age: The end of the free market?." *Foreign affairs* (2009): 40-55.

## **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.

### 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 the debate.*

*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 me 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 me for details or arrangements.

### 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](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.