

**Econ 3960-001: The Dollar and Global Financial Inequality**

Spring Semester 2026

Tu 04:35PM-07:05PM; GC 2675

**Instructor:** Patrick Hallan

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**Student Office Hours:** Tuesdays

3:00-4:20 pm and 7:15-8:30pm,

or by appointment

**Meeting Location:** Gardner of Commons, Suite 4100

**1. Course Description**

"The Dollar and Global Financial Inequality" is an interdisciplinary course that combines the views of international political economy (IPE), economics, and economic geography. It covers two main themes: 1. International currencies and the role of the US dollar as the hegemonic currency of the system, and 2. how structural components of the international monetary system (IMFS) impact the space for economic development and policy space of developing and emerging economies.

Topics include

- Dollar hegemony and the "exorbitant privilege and exorbitant duty" of the United States as the issuer of the reserve currency;
- The history of the international monetary and financial system (IMFS);
- State power, monetary power, and statecraft;
- Globalization and financialization;
- Subordinate finance
- The uneven development of financial markets, policy responses from developing countries;

At the end of this course, students should:

- Understand the historical foundations of the dollar as a hegemonic currency;



- Understand the macroeconomics economy of the dollar hegemony for both the United States and the Rest of the World;
- Understand the political economy of the dollar hegemony;
- Be comfortable with the institutional developments of the international monetary and financial system (IMFS) from world war II to the present;
- Understand currency hierarchies and the implications for the policy space and economic development of less-developed economies

## 2. Teaching and Learning Methods

This class is a hybrid of expository lectures and debate-driven seminars. Slides will be made available for every session. There will be quizzes, small group discussions, in-class essays and student presentations. **This is a reading-intensive course, with a load of about 60-100 pages per week.** You are expected to ask lots of questions, be prepared to contribute to regular small group discussions and summarize your conversations for the rest of the class. Most importantly, share what you know! We can all learn a lot from one another.

## 3. Structure of the class

There will be two kinds of classes:

### Lecture Classes (An approximate outline)

This class will be weekly and will last 2.5h. Each class is divided into halves separated by a 5-minute break. Each half will have the following structure:

- At the beginning of every lecture class, one or two students will present a **paper/chapter introduction**, an overview of the paper/book chapter for 5-10 min, sharing
  - The main arguments;
  - The key 2 or 3 concepts;
  - How it compares to other texts read and discussed in class;
  - Their opinions;
  - Questions they are still left with.
- 40min-50min lecture where I will breakdown the paper into parts
- 10 min quiz reviewing the topic (answered individually or in small groups)
- 10 min discussion of the quiz



### Student-led sessions

Students will prepare 10-to-15-minute presentations of the content (paper/book chapter). Different from the **paper/class introductions** (see below), these presentations will cover the content in detail and, preferably, should have slides.

### 4. Required Materials

This class uses a combination of papers and book chapters (see references below). All materials are either available at Marriott Library's website or will be made available on Canvas.

### 5. Grading Policy

Item	Percentage of Grade	Date
In-class quizzes/assignments	15%	
Paper/chapter introduction	10%	Introductions calendar
"Listen, Read, Watch" Presentations	Up to 10% (Extra credit, 5% each time)	"Listen, Read, Watch" calendar
Student-led sessions	20%	Student-led calendar
Midterm Exam	20%	03/03
Final Exam	35%	04/28

#### In-class quizzes/assignments (15%)

After the presentation of the material, students will immediately answer a quiz or a write short-essay for practice and content retention. We will then discuss the answers together. Students can miss up to 80% of this without a penalty to the grade.

#### Paper/chapter introduction (10%)

At the beginning of every lecture class, one or two students will present a **paper/chapter introduction**, an overview of the paper/book chapter for 5-10 min, sharing

- The main arguments;
- The key 2 or 3 concepts;
- How it compares to other texts read and discussed in class;
- Their opinions;
- Questions they are still left with.

#### "Listen, Read, Watch" Presentations (Up to 10% of extra credit)

At the end of classes, groups of 2 students will briefly present a podcast on a topic related to the content of the class.



Each group will pick a podcast to present in class and write a short essay on. Presentations will last 8-10 minutes and the use of slides is strongly encouraged. Following the presentation will be a 1-page essay. Essays will be **hand-written** and submitted on canvas. The due date for the essay is April 28, but you are free to write and submit as soon as you present. Each group (of 2 students) will submit a one-page essay summarizing the content of the podcast.

### Exams (50%)

There will be two exams. The midterm exam is worth 20% of the final grade and covers chapters 1 to 10 of the textbook and the final exam is worth 40% of the final grade and covers 2nd half of class (but content from the whole class will be implicitly incorporated). The content is cumulative. Before each exam there will be an in-class consolidation quizzes, which students are encouraged to take.

## 6. Course Schedule

Week (Date)	Topic	Bibliography	Listen, Read, Watch
<b>1</b> <b>(01/06)</b>	The Dollar (Historical Foundations)	Eichengreen (2019 - Ch. 4 & 5)	
<b>2</b> <b>(01/13)</b>	The Dollar	Gourinchas, Rey, & Sauzet (2019); Gourinchas & Rey (2022);	<a href="#">The Bretton Woods System</a> <a href="#">The Plaza Accord of 1985</a>
<b>3</b> <b>(01/20)</b>	The Dollar (Financialization)	Lapavitsas (2014 - Ch. 7 & 8); Koddembrock, Kvangraven, Sylla (2022)	<a href="#">Financialization (Investopedia)</a> <a href="#">Petrodollars (Investopedia)</a>
<b>4</b> <b>(01/27)</b>	The Dollar (On Monetary Power)	Cohen, 2015 (Ch.s 1 to 3)	<a href="#">Why is the Dollar so Powerful?</a> <a href="#">The Dollar: The World's Reserve Currency</a> <a href="#">The Power of Credit Rating Agencies (A. Heuser TED Talk)</a>
<b>5</b> <b>(02/03)</b>	The Dollar	Palley, (2022); Sarai and Konings (2009); Newstadt (2008)	<a href="#">Structural Realism (John Mearsheimer)</a> <a href="#">The Global Role of the Dollar (Perry Mehrling)</a>



6 (02/10)	The Dollar (Themes in open-economy macroeconomics)	Miranda-Agrippino, S., & Rey, H. (2022).  Howell (2020 - Ch. 1 and 2)	<a href="#">Understanding Global Liquidity</a>  <a href="#">FX Markets</a>  <a href="#">How Global Trade Runs on US Dollars</a>
7 (02/17)	Student-led session	Guttman (2021) (Ch. 6.1-6.3); Liu, Z. Z., & Papa, M. (2022)	<a href="#">BRICS Just “Declared War” on the US Dollar</a>  <a href="#">Why China’s Ports Has the US Worried</a>
8 (02/24)	Student-led session	Rogoff (2025 - ch. 20 to 25); Benney & Cohen (2024);	Midterm-Prep
9 (03/03)	Midterm	Covers content of weeks 1-8.	
10 (03/7-03/15)	Spring Break		
11 (03/17)	Global Financial Inequality	Lamfalussy, 2000 (Ch. 1 & 2)	<a href="#">What Drives Reserve Accumulation and at what Cost?</a>  <a href="#">Capital Controls</a>
12 (03/24)	Global Financial Inequality	Vernengo, (2006); Rey (2015);	<a href="#">Uneven and Combined Development</a>  <a href="#">Decolonizing Finance and Financial System in Africa</a>
13 (03/31)	Global Financial Inequality	Eichengreen & Hausman (1999); Rodrik (2006); Gourinchas & Jeanne (2013); Calvo & Reinhart (2002);	



<b>14</b> <b>(04/02)</b>	Global Financial Inequality	Painceira (2011); De Paula, L. F., Fritz, B., & Prates, D. M. (2017) Fritz, de Paula & Prates (2022); Carneiro & de Conti (2022)	<a href="#">Money and Financial Hierarchies 1</a>  <a href="#">Money and Financial Hierarchies 2</a>
<b>15</b> <b>(04/07, 04/09)</b>	Global Financial Inequality	Petry & Nölke (2025); Alami (2025); Armijo (2025)	<a href="#">International Financial Subordination (IFS)</a>  <a href="#">CFA Franc: France's Colonial Currency</a>
<b>16</b> <b>(04/14, 04/16)</b>	<b>Student-led session</b>	<b>Bond (2025); Machado de Paula &amp; Mantoan (2025); Kapadia &amp; Mustaq (2025); McNally, (2025); Kvangraven, (2025)</b>	
<b>17</b> <b>(04/21)</b>	<b>Student-led session</b>	<b>Griffith-Jones et al. (2018); Akçay &amp; Güngen (2022); Ndikumana, Naidoo, Perez, (2023); Moreno-Brid, Caldentey, &amp; Valdez (2019)</b>	
<b>18</b> <b>(04/28)</b>	<b>Final Exam</b>	Covers semester-long content, but emphasizes the 2nd half of the course	

## References:

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- Griffith-Jones, S., & Ocampo, J. A. (Eds.). (2018). *The future of national development banks*. Oxford University Press.
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- Koddenbrock, K., Kvangraven, I. H., & Sylla, N. S. (2022). Beyond financialisation: the longue durée of finance and production in the Global South. *Cambridge Journal of Economics*, 46(4), 703-733.
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*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.*

### **Course Policies**

Attendance & Punctuality: Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an Americans with Disabilities Act (ADA) accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine which, if any, ADA accommodations are reasonable and appropriate.

Food & Drink: Please try not to distract others if you choose to eat or drink during class.

Electronic Devices in Class: No electronic devices unless you have a CDA-approved exemption.

Canvas: Besides the textbook, all other readings will be posted on Canvas. All assignments should also be submitted via Canvas.