

# Economic Globalization and Development

(GLOA 610-01, Spring 2022)

classroom: Horizon Hall 1009 📍 (7:20pm Tuesday)

Global Affairs Program, George Mason University

last updated: January 9, 2022

## Contents

<b>1</b>	<b>INSTRUCTOR</b>	<b>1</b>
<b>2</b>	<b>COURSE DESCRIPTION</b>	<b>1</b>
<b>3</b>	<b>COURSE REQUIREMENT</b>	<b>2</b>
3.1	Readings 📖 (reading summaries: $5\% \times 4 = 20\%$ ) . . . . .	2
3.2	Participation 🙋 (20%) . . . . .	3
3.3	Case Report 📁 (20% $\times$ 2 = 40%) . . . . .	3
3.4	Final Exam 📄 (20%): submitted online, 7:30 PM, 5/17 . . . . .	5
3.5	'Life Happened' 🚫 . . . . .	5
3.6	Medical Excuses 🏥 . . . . .	5
<b>4</b>	<b>COURSE POLICY</b>	<b>6</b>
4.1	Safety 🚒 . . . . .	6
4.1.1	Masking policy . . . . .	6
4.1.2	Contingency 🚨 . . . . .	6
4.2	Assignment Submission . . . . .	7
4.3	Feedback on Written Assignments . . . . .	7
4.4	Co-working Policy . . . . .	7
4.5	Accommodations . . . . .	7
4.6	Academic Integrity . . . . .	7
4.7	Diversity Statement . . . . .	8
4.8	Grading Scale . . . . .	8
<b>5</b>	<b>READING SCHEDULE</b>	<b>9</b>

# 1. INSTRUCTOR

## Dr. Byunghwan Son

- Contact: ✉ [bson3\(at\)gmu.edu](mailto:bson3(at)gmu.edu)
- Profile: 🎓 [GoogleScholar](#) 🏠 [GLOA](#) 🏠 [Webpage](#)
- Office: [Horizon Hall 6235](#) 📍
- Office Hours: TR 1:30–3:00
  - There should be the University safety guideline regarding students' visits to faculty offices (or more generally guidelines about any in-person meetings). We will strictly adhere to that.
  - Zoom-in during this time is also available ([link](#)). Drop me an email at least 15 minutes in advance before Zooming in. But emails are **strongly** preferred to Zoom.
  - I will also make myself available for a bit *before* and *after* the class. I strongly encourage you to take advantage of that time. We can talk outdoors while worrying less.
- Email Policies
  - you can email me whenever you want, but my responses to the emails sent to me after 5 pm weekdays as well as any time during the weekend will be *significantly* slow. For best responses, you might want to try to use the normal working hours (9 AM to 5 PM, Monday through Friday).
  - in your email, please indicate 1) who you are (name) and 2) which class you're in (i.e., GLOA 610).
  - **online security**: Use *only* the Mason email for any communication to [protect your privacy](#). This is a very strict GMU rule—which is also based on a federal law. But most importantly, this is a smart thing to do. Emails from a non-Mason account, even when looking 'innocent,' won't be answered (though I try to reply back saying 'send it again using your Mason account'). If you are not getting my response to your email for a long time, first check if you sent it from your Mason account.

# 2. COURSE DESCRIPTION

*Does globalization treat everybody equally (every country, every society, every region, or every system)?* Throughout the semester, we will be grappling with this simple question in a number of different contexts. Particularly, we will navigate various avenues of economic globalization including trade, finance, debt, and investment to discuss to what extent globalization affects economic well-being of nation-states, societies, and people around the world. In doing so, we will often employ conflicting ideological/theoretical perspectives. The last few weeks of the semester will be devoted to a corollary of answering the first question: what should be done? If globalization brings about prosperity, how can we amplify this effect where it is most needed? If globalization traps people in poverty (or some other dire situations), what's to be done to ameliorate that tragedy? Note that while there will (and should) never be any 'right' answer to any of these questions, we aim at garnering some reasonably substantiated, down-to-earth, and/or practical implications for the issues we deal with. By the end of the semester, students are expected to be familiar with the current literature on (and issues in general about) economic globalization and able to critically evaluate them.

### 3. COURSE REQUIREMENT


#### 3.1. Readings (reading summaries: $5\% \times 4 = 20\%$ )

- Completing all the required readings is only a minimal requirement for a graduate seminar.
- Our discussions will be firmly anchored to the readings. I mean, we're literally discussing each of the readings. So be prepared.
- These are not 'textbooks' in a traditional sense. I don't necessarily endorse or agree with the readings we have here. And some—though only a few—of the readings can be a bit provocative, if not misleading. These readings are here to help us think about the topics. In other words, you ain't no undergrad anymore and should be able to critically (but also productively) evaluate the readings.
- Students are expected to *think* about **some**—though maybe *not all*—of the following questions while working on the required readings.
  - what is the central argument of the piece?
  - how can this piece be connected to others?
  - does the piece provide empirical evidence and if so, is it compelling?
  - what would I do if I work on the same subject?
  - what would be the practical implication(s)—or policy propositions—of this piece?

Table 1: Reading Summary Rubric

grades:	[4.9-4.5]	[4.4-4.0]	[3.9-3.5]	[3.5-0.5]
compelling & creative evaluation of readings	✓			
accurate summary of the readings (“ <i>I don't see any problem here</i> ”)	✓	✓		
all required readings are discussed w/ reasonably clarity	✓	✓	✓	
meeting minimal requirements	✓	✓	✓	✓

- Recommended readings are by definition *not* required. They are not the subject of reading summaries. Including them in the reading summaries does not affect the grade.
- Students are expected to hand in **four**, and only four, summaries of readings.
  - starting from the week of ‘Institutions’ and up to the near-end of the semester (see the schedule below for the specific date), you can choose whichever week's readings you want to work on. (this *can* overlap with the week of your case presentation)
  - the goal is to *demonstrate* that you understood and thought about the major points of the readings (though not every single detail). Repeating the jargons used in the abstract wouldn't be a good idea. Try to use your own words.
  - the length should not exceed 800 words. There's no minimum but a summary would typically be somewhere between 600 and 800 words.
  - you might want to touch upon *some* of the questions mentioned above.
  - while there's no specific template for this assignment, a good summary would, you know, summarize all of the required readings of the week. It would also discuss 1) what the reasoning behind the authors' arguments is and 2) how (some of) the readings

- can be related to each other (e.g., A disagrees with B ; C complements D; E expands F for XYZ reasons) in a **compelling** way.
- each summary accounts for 5% of your course grade.
- the summary is due **7:00 pm**, the class day (right before the class, that is). If, for example, you do a summary on the readings of the ‘Institutions and Development’ week, it should be turned in via Blackboard by 7pm, Feb 8.
- there is no textbook you need to purchase. Instead, the reading list for each week is specified below. But if you want to have a reasonable textbook-like foundation for what we discuss, which is pretty advanced, this should be helpful (again, not a requirement):
  - Oatley, T. (2018). *International Political Economy*. Routledge, New York, NY, 6th edition.
- most of them are electronically available via GMU library webpage (as well as in  GoogleScholar).
  - this is part of training; I will be more than happy to help if necessary.
  - the readings you cannot access electronically will be made available on Blackboard.
  - did you know you can actually link your Mason account to GoogleScholar? This way, you don’t have to navigate the Mason library webpage (which is somewhat messy) to find the readings available to you. You can just use GoogleScholar (which is much easier) to do that. See this simple instruction: <https://library.gmu.edu/tutorials/linkingtogooglescholar>.

### 3.2. Participation (20%)

- active participation in class discussions is expected of every student in this graduate seminar. As is the case in any seminar, we learn the most when we talk. Answering my questions during the lecture and making a comment on the class subject or your classmates’ presentation are typical—but effective—ways of ‘participation.’
- the evaluation on your participation rests upon my subjective assessment of the extent to which you contributed to our collective understanding of the class subject. In practical terms, both frequency and quality matter.

### 3.3. Case Report (20% × 2 = 40%)

- you will decide which country (or countries or organization) you are interested in: pick *one*.
- you will also decide which topic (i.e. which week’s theme) you are interested in: pick *two*. Make sure your topic actually speaks to the topic of the week. You can, for example, do your Case Report about Japan on the controversial job-generating issues of BoJ’s last stage of quantitative easing (Finance) and why Japanese investment in the Filipino infrastructure is surging in the recent years (FDI). You are not required to work on the same country for both presentations/Reports, though that’s encouraged.
- The more specific your subject, the better report it will be. So, for instance, ‘challenges in cash transfer programs in a Nigerian town’ is infinitely better than ‘poverty trap in Nigeria.’ The latter would be more or less a generic punditry essay that can be done without actually engaging any theoretical or empirical work. You can write it without any graduate school education. The former is, in fact, a rigorous and scientific way to address the latter. You know what? It might be even better if you could identify a *specific* example emblematic of

Table 2: Case Report Rubric

if total possible point = 20:	[20.0-19.0]	[18.9-17.0]	[16.9-13.0]	[12.9-10.0]
extraordinarily insightful analysis of the case ( <i>"you made me cry"</i> )	✓			
in-depth analysis of a concrete topic ( <i>"There's no major shortcoming in this paper"</i> )	✓	✓		
proper format w/ reasonable clarity ( <i>"You are trying to make a point and I am confident that I understand it"</i> )	✓	✓	✓	
meeting minimal requirements ( <i>"it takes a form of paper that talks about a relevant topic"</i> )	✓	✓	✓	✓

the problems of cash transfer programs in that Nigerian town and spend most of the space in it. Try to offer specifics and keep digging in things that might aid you answering 'why' questions.

- So, avoid generality. If your Report reads pretty much like, for example, 'hey, the biggest problem of Nigeria is corruption and it's everywhere,' you're not doing it right. Similarly, 'things are really bad in Nigeria and that's because of the Western Imperialism and neoliberalism' unless you highlight something very specific that actually/effectively substantiates that claim. Of course the worst is 'let me introduce this country's economic history to you.'
- One easy way to make sure that you have narrowed down the scope of your case and identified something specific is to focus on a particular development program (or any other economic policy program) and evaluate it. You might try to answer questions like: *How did it come around? When did it first go into effect? Is it considered a success or failure? Why? What could've been done better?*
- These are all just examples and there are of course many other ways to do your case report!
- Your case report should be based on two or more academic sources ([what are academic sources?](#)). This includes not only the sources that offer empirical elements for your case report, but also materials that help you with the theoretical framing of the report. You may not find a genuine academic article on the trade policies of Burkina Faso, but you have millions of sources on trade policies in general! It might be nice, though not required, if your Report is related to our class readings.
- 'I found this awesome article on the topic and my Report is just a summary of it' would be a pretty bad strategy.
- As a general tips for writing a research paper, this should be helpful: <https://youtu.be/h-JuMI9bUF4> (the 'literature review' might not be directly relevant to this course though).
- the deadline for each Report is **7 PM, Tuesday** (submit via Blackboard) in the week of the subject. If you are doing a corruption issues (an institution problem) of El Salvador, for example, the deadline for the report is the 7pm, Feb 8. By the end of the semester, you will have handed in two, and only two, Case Reports.
- each Report should not exceed 1,500 words. There is no minimum but it'll be difficult to keep it under 1,000 words.
- you will give a brief (10 minutes max. but preferably around 6-7 minutes) presentation of your Report. You don't have to have presentation slides—they are purely optional.

- the evaluation will be based on both your presentation (5%) and Report itself (15%). For presentation, what matters is succinctness and clarity.
- the presentation includes your handling of your peers' reaction (e.g., answering questions)

### 3.4. Final Exam 📄 (20%): submitted online, 7:30 PM, 5/17

- the exam date is determined by *the University*. You cannot take it early or later than the designated date except for a medical emergency.
- the essay will broadly reflect one of the general themes of the seminar and ask questions about our readings.
- write an essay and submit it to Blackboard (there'll be a link available).
- two questions will be given through Blackboard 36 hours in advance. Pick one.
- 36 hours are given solely for flexibility. The actual exam-taking wouldn't (and shouldn't) take more than three hours. Many of you work and/or have other important commitments. So what you are asked is to carve out several hours to take this exam.
  - Please understand that this is not a traditional 'take-home essay' which would take up an extensive amount of time to complete. It is a regular essay-type final exam that is allowed to be taken during this 36-hour window at a place convenient to you.
- see the University [policy](#) on final exams.
- all that said, if you've completed the readings and followed the class discussions, you should be set. *No extra effort would be needed.*
- more details will be provided when we get closer to the end of the semester.

### 3.5. 'Life Happened' 🚫

- In this challenging time, we can all use some compassion although we always strive for academic rigor and excellence. During the pandemic, it is understood that people can be in an unexpected situation, mentally or physically. You are allowed to use **one** 'life happened' chance. What it does is to extend the deadline by **two weeks**.
- No question will be asked. Just drop an *one-sentence email* that specifies
  - you are using this option
  - for what assignment.
- This applies to any assignment but the final essay. 'Life Happened' is a stress-free, versatile, and extra card that you can use in case you need an extension. It cannot be used **retroactively** (i.e., once the deadline of the assignment passes, you cannot use it).

### 3.6. Medical Excuses 🏥

- You can call in sick and ask for an extension regardless of using 'Life Happened.'
- In fact, **never** come to class if you feel sick during this pandemic. Just let me know in advance and we can reschedule the deadlines.
- This also applies to the occasion where you need to be quarantined (whether you're ill or not) on the date of your presentation.
- In other words, there will be no real-time Zoom-in to the class unless the instructor needs to be quarantined.

## 4. COURSE POLICY

The guiding principles of this course are **fairness** and **transparency**.

### 4.1. Safety 🇨🇦

#### 4.1.1. Masking policy

It is the **official policy** of George Mason University that everyone wears masks indoors, vaccinated or not. Regardless, I will mask up 🇨🇦 inside and really hope you do too. We follow **GMU safety policies**. Everyone has to be vaccinated (with exceptions identified by the University) and participate in the Daily Health Check. In addition, masking is mandatory (in an email, August 24, 2021, Provost Ginsberg asked us to articulate in the syllabus, “students who choose not to abide by these expectations will be referred to the Office of Student Conduct for failure to comply”). Many of us live with family members who are immune-compromised or not eligible to be vaccinated. Vaccinated people can still carry the virus and spread it to these other people. We all have to do our best for preventing such a thing from happening and this class is no exception. I have two children not old enough to be vaccinated and will mask up. Yes, it will be immensely inconvenient. It won’t feel normal. Because it isn’t. We have to stop pretending that normalcy has been restored and accept that we are still in a crisis. We need to fight back together as a community by choosing safety over inconvenience (or a weird definition of ‘freedom’).

#### 4.1.2. Contingency 🇨🇦

Recent **reports** have indicated that breakthrough infections are not entirely remote possibilities even when all the cautionary measures are applied (of course, when not careful, its much, much worse). We as a small community will do everything we can to minimize this possibility; but we still need a backup plan to keep the show running while protecting ourselves.

- If **you** need to be quarantined for any reason (see the Mason recommendation for quarantine period **here**), you don’t need to worry about coming to class. Just drop me an email indicating that you are currently in quarantine (see the 3.6 Medical Excuses section).
- If **I** need to be quarantined for any reason, there won’t be any in-person meeting until I am back. I will notify it via email and Blackboard immediately. If I am not too ill, we will have a *synchronous* online class meeting via Zoom temporarily. The class time will remain the same. If I am too ill to run a real-time meeting, the class turns *asynchronous* temporarily. Further instructions for this would follow (should it happens). Presenters may be allowed to choose to give the presentation on a different date or post a presentation video on Blackboard (a temporary link will be made available).

I hope none of these ever happen because 610 is best run in an in-person setting; but I have two little school-age children and you all have your own lives involving many different people, so I cannot say it is entirely improbable. It is simply what it is—we have a plan for the worst but we’ll do our best to avoid it. It is of course imperative that we stay honest to each other on health issues the whole time for this to work.



## 4.2. Assignment Submission

- All assignments are expected to be submitted electronically in Blackboard ('Assignment Submission' tab).
- Technical difficulties are not rare. Try to submit it early if you can.
- Be sure to make it a **MS Word or PDF** file. Absolutely NO Pages file (things become complicated in Blackboard if you submit a Pages file 🤪).
- For all details (e.g., citation styles), strictly adhere to the GLOA MA Student Guide. If you repeatedly and consistently violate citation styles, some, though a small amount, points will be taken off.
  - Why do we care about formatting (and perhaps proof-reading)? Because it has real-life consequences. [Research](#) has shown that people read a lot from basic mistakes in easy-to-correct things.
- **2%** reduction in grade (e.g., for a reading summary, -0.1 point) will be applied to a same-day late submission (so it is still a good idea to turn things in no later than the day of the deadline—the damage would be minimal!). Additional **5%** reduction will be added for every midnight (11:59 pm) until the submission.

## 4.3. Feedback on Written Assignments

You can expect to have written feedback on your **Case Report** within 10 days. See this video (<https://youtu.be/QHeHD7AlciA>) for how to view my comments and other feedback in Blackboard. Please make sure that you see the in-text comments/feedback as well as the 'comment' (explained in the video). All Case Reports with grades should include my feedback. If any of yours does not, please let me know. There will be no feedback on your **Reading Summary** unless explicitly requested.

## 4.4. Co-working Policy

Publication is one of the most frequently cited indicators of scholarly excellence and therefore an integral part of any graduate education. As a graduate student, getting your work published in a journal, be it professional or academic, is challenging for a variety of reasons. Many students therefore opt for co-working on a manuscript with professors. Co-working policies may vary among professors, mine is simple; 1) the one who initiates (either a student(s) or myself) is responsible for providing reasonable evidence that the project is doable and appealing to the target audience and 2) the one who contributed most to the completion of the projects gets the first authorship.

## 4.5. Accommodations

If you have a documented learning disability or other condition that may affect academic performance you should: 1) Make sure this documentation is on file with the Office of Disability Services (SUB I, Rm. 222; 993-2474; [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc)) to determine the accommodations you need; and 2) Talk with me to plan your accommodation needs. Covid-19 Disability Service Update: <https://ds.gmu.edu/response-to-covid-19/>.

## 4.6. Academic Integrity

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very



seriously and violations are treated gravely. When you rely on someone else's work, you will give that source full credit, typically in the form of an in-text citation and bibliographic reference. If you are unaware of what counts as plagiarism see here:

<http://mason.gmu.edu/~montecin/plagiarism.htm>.

Students caught violating the Honor Code will receive a failing grade in this course and will be reported to the proper university authorities for further disciplinary action.

## 4.7. Diversity Statement

\* this section reflects in part [Mason's diversity statement](#).

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

There's a practical element here too. You (will) live in an increasingly diverse society where practicing inclusiveness might help you in the long-run (even if you do not agree with some of these values!). You are strongly encouraged to check out important websites such as [Anti-Racism Resources](#) and [GMU Religious Holiday Calendar](#). It is the obligation of the student to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent due to religious observances.

## 4.8. Grading Scale

total score	letter grade
>= 93.00	A or A+
90.00 — 92.99	A-
87.00 — 89.99	B+
83.00 — 86.99	B
80.00 — 82.99	B-
60.00 — 79.99	C
< 59.99	F

# This follows Mason's [official grading scale](#).

# The class does not give 'I' (incomplete).

# Please note here that there is no 'round up' of scores at the end of the semester. **92.99999**, for example, is A-.

# CHSS strictly prohibits giving an extra assignment for the purpose of improving a grade.

## 5. READING SCHEDULE

- \* Unless familiar with quantitative social science methodologies, you will find some of the readings too ‘math-heavy.’ It is **not** the purpose of this class for you to have a line-by-line understanding of the quantitative parts of each reading. You are asked, instead, to figure out what the authors actually want to deliver through all those numbers and equations. We will work on this whenever necessary and I am more than happy to help you on this individually.
- \* Unless specified as **recommended**, all the listed readings are required readings. ‘Recommended’ readings are not the subject of reading summaries. They are the kind of readings that we wouldn’t have enough time to cover (but are still pretty helpful if you’re interested in the subject).
- \* Readings and the reading schedules are subject to change. In fact, to reflect most up-to-date events in economic and political globalization, it is not uncommon that new readings are inserted and some readings are dropped. Although I try my best to give you at least one week before such changes, it is advisable that you do not complete the reading too much in advance.

### 1. 25. First Day

- Class intro.
- King, G., Keohane, R. O., and Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press, Princeton. Ch. 1.
- Gerring, J. (2012). *Social Science Methodology: A Unified Framework*. Cambridge University Press, Cambridge, second edition. Ch. 1 and 2. (**recommended**)
- Miller, Steven. 2014. "Reading a Regression Table: A Guide for Students" <https://rb.gy/uczdw2>.
  - \* You can actually understand most of the readings without reading these ‘regression tables’ and we won’t spend time on this matter unless there’s a specific question. But knowing this opens up much more intellectual opportunities. So give it a careful read.

### 2. 1. What are Development and Economic Globalization?

- World Bank. (2020). World Development Report 2020. Available at: <https://rb.gy/aqdwmf>. Chs. 3 & 8 only.
- The Economist. (2019). “The Middle Income Spread,” available at: <https://rb.gy/y81abf>.
- Rapley, J. (2007). *Understanding Development: Theory and Practice in the Third World*. Lynne Rienner, Boulder. Ch. 1 & 2.
- Acemoglu, D. (2010). Theory, general equilibrium, and political economy in developing economics. *Journal of Economic Literature*, 24:17–32. (**recommended**)
- Steger, M. (2005). *Globalism: Market Ideology Meets Terrorism*. Rowman & Littlefield, New York, NY. Ch. 4.
- Solow, R. M. (1956). A contribution to the theory of economic growth. *Quarterly Journal of Economics*, 70(1):65–94. (**recommended**)

## 2. 8. Institutions and development

- **first** week where you can do a reading summary.
- North, D. C. (1991). Institutions. *Journal of Economic Perspectives*, 5(1):97–112.
- Sokoloff, K. L. and Engerman, S. L. (2000). History lessons: Institutions, factor endowments, and paths of development in the new world. *Journal of Economic Perspectives*, 14:217–232.
- Acemoglu, D., Johnson, S., and Robinson, J. (2001). The colonial origins of comparative development: An empirical investigation. *American Economic Review*, 91:1369–1401.
- Acemoglu, D., Johnson, S., and Robinson, J. (2005). The Rise of Europe: Atlantic Trade, Institutional Change, and Economic Growth. *American Economic Review*, 95:556–579.
- Olson, M. (1993). Dictatorship, democracy, and development. *American Political Science Review*, 87:567–576.
- Michalopoulos, S. and Papaioannou, E. (2016). The long-run effects of the scramble for africa. *American Economic Review*, 106(7):1802–48.
- Jales, H., Kang, T. H., Stein, G., and Garcia Ribeiro, F. (2018). Measuring the role of the 1959 revolution on cuba’s economic performance. *The World Economy*, 41(8):2243–2274. (**recommended**)

## 2. 15. (Modern) Trade and Development

- **first** week where you can do a presentation.
- Autor, D. H., Dorn, D., and Hanson, G. H. (2016). The China Shock: Learning from Labor-Market Adjustment to Large Changes in Trade. *Annual Review of Economics*, 8:205–240.
- Owen, E. and Johnston, N. P. (2017). Occupation and the political economy of trade: Job routineness, offshorability, and protectionist sentiment. *International Organization*, 71(4):665–699.
- Chang, H.-J. (2003). *Kicking Away the Ladder: Development Strategy in Historical Perspective*. Anthem Press, London. Ch. 4.
- Kim, I. and Osgood, I. (2019). Firms in Trade and Trade Politics. *Annual Review of Political Science*. 2019. 22:399–417
- Carter, D. B. and Poast, P. (2020). Barriers to trade: How border walls affect trade relations. *International Organization*, 74(4):165–185.
- Autor, D. H., Dorn, D., and Hanson, G. H. (2015). Why Obama’s key trade deal with Asia would actually be good for American workers. *Washington Post*. 3. 12. 2015. (**recommended**, pdf in Blackboard)
- Blanchard, E. J., Brown, C. P., and Shor, D. (2019). Did Trump’s Trade War Impact the 2018 Election. NBER Working Paper 26434. Available at: <http://www.nber.org/papers/w26434>. (**recommended**)
- Eichengreen, B. (2018). Trade policy and the macroeconomy. *IMF Economic Review*, Forthcoming. DOI: <https://doi.org/10.1057/s41308-018-0053-9>. (**recommended**)

## 2. 22. Finance and Development

- Schneider, C. J. and Tobin, J. L. (2020). The Political Economy of Bilateral Bailouts. *International Organization*, 74(1):1—29.

- Ballard-Rosa, C., Mosley, L., and Wellhausen, R. L. (2021). Coming to Terms: The Politics of Sovereign Bond Denomination. *International Organization*, Forthcoming. Doi: <https://doi.org/10.1017/S0020818321000357>.
- Tertytchnaya, K., De Vries, C. E., Solaz, H., and Doyle, D. (2018). When the money stops: fluctuations in financial remittances and incumbent approval in Central Eastern Europe, the Caucasus and Central Asia. *American Political Science Review*, 112(4):758–774.
- Broz, J. L. and Werfel, S. H. (2014). Exchange rates and industry demands for trade protection. *International Organization*, 68(2):393–416.
- Steinberg, D. A. and Shih, V. C. (2012). Interest Group Influence in Authoritarian States: The Political Determinants of Chinese Exchange Rate Policy. *Comparative Political Studies*, 45(11):1405–1434.
- Prasad, E. S. (2014). *The Dollar Trap*. Princeton University Press, Princeton, NJ. Part 4. (Blackboard).
- Frieden, J. (2008). Globalization and exchange rate policy. In Zedillo, E., editor, *The Future of Globalization*, pages 344–357. Routledge, New York. available at: [here](#). (recommended)
- Eichengreen, B. and Leblang, D. (2008). Democracy and globalization. *Economics & Politics*, 20(3):289–334. (recommended).
- Eichengreen, B. and Rose, A. K. (2003). Does it pay to defend against a speculative attack? In Dooley, M. P. and Frankel, J., editors, *Managing Currency Crises in Emerging Market*, pages 61–85. University of Chicago Press, Chicago. (recommended).
- Bearce, D. H. and Tuxhorn, K.-L. (2017). When are monetary policy preferences egocentric? evidence from american surveys and an experiment. *American Journal of Political Science*, 61(1):178–193. (recommended).
- Rodrik, D. and Subramanian, A. (2009). Why does financial globalization disappoint? *IMF Staff Papers*, 56(1):112–138 (recommended).

### 3. 1. Investment and Development

- Frieden, J. A. (1994). International investment and colonial control: A new interpretation. *International Organization*, 48:559–593.
- Büth, T. and Milner, H. V. (2014). Foreign direct investment and institutional diversity in trade agreements: Credibility, commitment, and economic flows in the developing world, 1971–2007. *World Politics*, 66(1):88–122.
- Blanton, S. L. and Blanton, R. G. (2007). What Attracts Foreign Investors? An Examination of Human Rights and Foreign Direct Investment. *Journal of Politics*, 69(1):143–155.
- Malesky, E. J. and Mosley, L. (2018). Chains of love? global production and the firm-level diffusion of labor standards. *American Journal of Political Science*, Forthcoming.
- Christensen, D. (2019). Concession Stands: How Mining Investments Incite Protest in Africa. *International Organization*, 73(1):65–101.
- Giles, C., Abboud, L., and Agyemang, E. (2021). Global tax deal backers battle to win over holdout countries. *Financial Times*. June 29, 2021. Available at: <https://www.ft.com/content/562fa83d-1af2-4002-82b8-fded22d2df51>.
- Chilton, A. S., Milner, H. V., and Tingley, D. (2018). Reciprocity and public opposition to foreign direct investment. *British Journal of Political Science*, Forthcoming. (recommended)
- Moon, C. (2015). Foreign direct investment, commitment institutions, and time horizon: How some autocrats do better than others. *International Studies Quarterly*, 59(2):344–356. (recommended)

- Bechtel, M. M. (2009). The political sources of systematic investment risk. *Journal of Politics*, 71:661–677. (recommended)
- Jensen, N. (2008). Political risk, domestic institutions, and foreign direct investment. *Journal of Politics*, 70(4):1040–1052. (recommended).

### 3. 8. International Economic Organizations and Development

- Daoud, A., Nosrati, E., Reinsberg, B., Kentikelenis, A. E., Stubbs, T. H., and King, L. P. (2017). Impact of International Monetary Fund programs on child health. *Proceedings of the National Academy of Sciences*, 114(25):6492–6497.
- Nooruddin, I. and Woo, B. (2015). Heeding the Sirens: The Politics of IMF Program Participation. *Political Science Research and Methods*, 3(1):73–93.
- Stone, R. W. (2004). Political Economy of IMF Lending in Africa. *American Political Science Review*, 98(3):577–592.
- Humphrey, C. (2017). He who pays the piper calls the tune: Credit rating agencies and multilateral development banks. *The Review of International Organizations*, 12(2):281–306.
- Davis, C. L. and Morse, J. C. (2018). Protecting trade by legalizing political disputes: Why countries bring cases to the international court of justice. *International Studies Quarterly*, 62(4):709–722.
- Vreeland, J. R. (2002). The Effect of IMF Programs on Labor. *World Development*, 30:121–139. (recommended)
- Stiglitz, J. (2002). *Globalization and Its Discontents*. Norton & Company, New York, NY. (recommended)
- Abouharb, M. R. and Cingranelli, D. L. (2006). The Human Rights Effects of World Bank Structural Adjustment, 1981–2000. *International Studies Quarterly*, 50(2):233–262. (recommended)

### 3. 15. Spring Recess. No Class

### 3. 22. Foreign Aid

- Williams, M. (2018). The political economy of unfinished development projects: Corruption, clientelism, or collective choice? *American Political Science Review*, 111(4):705–723.
- Findley, M. G., Harris, A. S., Milner, H. V., and Nielson, D. L. (2017). Who Controls Foreign Aid? Elite versus Public Perceptions of Donor Influence in Aid-Dependent Uganda. *International Organization*, 71(4):633–663.
- Kosack, S. and Tobin, J. (2006). Funding Self-Sustaining Development: The Role of Aid, FDI, and Government in Economic Success. *International Organization*, 60(2):205–243.
- Andersen, J. J., Johannesen, N., and Rijkers, B. (2020). Elite Capture of Foreign Aid: Evidence from Offshore Bank Accounts. Policy Research Working Paper 9150. World Bank Group. Available at: <https://www.nielsjohannesen.net/wp-content/uploads/AJR2020-WBWP.pdf>.
- Baker, A. (2015). Race, Paternalism, and Foreign Aid: Evidence from U.S. Public Opinion. *American Political Science Review*, 109(1):93–109.
- Easterly, W. (2007). *The White Man's Burden*. Penguin, New York, NY. (recommended).

- Addison, T. and Balamoune-Lutz, M. (2017). Aid, the Real Exchange Rate and Why Policy Matters: The Cases of Morocco and Tunisia. *Journal of Development Studies*, 53(7):1104–1121. (recommended)
- Djankov, Simeon, J. M. and Reynal-Querol, M. (2008). The curse of aid. *Journal of Economic Growth*, 13(1):169–194. (recommended)
- Alesina, A. and Dollar, D. (2000). Who gives foreign aid to whom and why? *Journal of Economic Growth*, 5(1):33–57. (recommended)

### 3. 29. Globalization, Poverty and Inequality

- Rudra, N. and Tirone, D. C. (2017). Trade, Politics, and the Poor: Is Sen Right and Bhagwati Wrong? *Studies in Comparative International Development*, 52(1):1–22.
- Attanasio, O., Augsburg, B., De Haas, R., Fitzsimons, E., and Harmgart, H. (2015). The impacts of microfinance: Evidence from joint-liability lending in Mongolia. *American Economic Journal: Applied Economics*, 7(1):90–122.
- Banerjee, A., Duflo, E., Glennerster, R., and Kinnan, C. (2015a). The miracle of microfinance? evidence from a randomized evaluation. *American Economic Journal: Applied Economics*, 7(1):22–53.
- Banerjee, A., Duflo, E., Goldberg, N., Karlan, D., Osei, R., Parienté, W., Shapiro, J., Thuysbaert, B., and Udry, C. (2015b). A multifaceted program causes lasting progress for the very poor: Evidence from six countries. *Science*, 348(6236).
- Linardi, S. and Rudra, N. (2020). Globalization and willingness to support the poor in developing countries: An experiment in India. *Comparative Political Studies*, 53(10-11):1656–1689.
- Hendrix, C. S. and Haggard, S. (2015). Global food prices, regime type, and urban unrest in the developing world. *Journal of Peace Research*, 52(2):143–157. (recommended)
- Milanovic, B. (2020). “The World is Becoming More Equal,” *Foreign Affairs*. Available at: <http://tiny.cc/quoqsz>. (recommended)
- Dollar, D. (2005). “Globalization, Poverty, and Inequality since 1980,” *World Bank Research Observer* 20: 145-185. (recommended)
- Basu, K. (2006). Globalization, poverty, and inequality: What is the relationship? what can be done? *World Development*, 34:1361–1373. (recommended)

### 4. 5. Conference Participation. No Class.

### 4. 12. Political Economy of Immigration

- Fitzgerald, J., Leblang, D., and Teets, J. C. (2014). Defying the law of gravity: The political economy of international migration. *World Politics*, 66(3):406–445.
- Alrababa’h, A., Dillon, A., Williamson, S., Hainmueller, J., Hangartner, D., and Weinstein, J. (2021). Attitudes toward migrants in a highly impacted economy: Evidence from the Syrian refugee crisis in Jordan. *Comparative Political Studies*, 54(1):33–76.
- Hangartner, D., Dinas, E., Marbach, M., Matakos, K., and Xefteris, D. (2019). Does exposure to the refugee crisis make natives more hostile? *American Political Science Review*, 113(2):442–455.



- Hainmueller, J. and Hopkins, D. J. (2015). The hidden american immigration consensus: A conjoint analysis of attitudes toward immigrants. *American Journal of Political Science*, 59(3):529–548.
- Bansak, K., Ferwerda, J., Hainmueller, J., Dillon, A., Hangartner, D., Lawrence, D., and Weinstein, J. (2018). Improving refugee integration through data-driven algorithmic assignment. *Science*, 359(6373):325–329.
- Just, A. (2017). The far-right, immigrants, and the prospects of democracy satisfaction in Europe. *Party Politics*, 23(5):507–525. (recommended)
- Mosley, L. and Singer, D. A. (2015). Migration, labor, and the international political economy. *Annual Review of Political Science*, 18(1):283–301. (recommended)
- Hainmueller, J. and Hangartner, D. (2013). Who gets a swiss passport? a natural experiment in immigrant discrimination. *American Political Science Review*, 107(1):159–187. (recommended)

#### 4. 19. Global Economic Crisis

- **Last** week where you can do a presentation.
- Kindleberger, C. P. (1978). *Manias, Panics, and Crashes: A History of Financial Crises*. John Wiley & Sons, Inc., New York Chs. 1 and 2.
- The Economist (2014). Don't lie to me, argentina. The Economist. June 20th 2014. Available at: [shorturl.at/eqAKT](https://shorturl.at/eqAKT).
- Oatley, T. (2019). Toward a political economy of complex interdependence. *European Journal of International Relations*, Forthcoming.
- Dönmez, P. E., and Zemandl, E. J. (2019). Crisis of capitalism and (de-) politicisation of monetary policymaking: Reflections from Hungary and Turkey. *New Political Economy*, 24(1): 125-143.
- Campello, D. (2014). The Politics of Financial Booms and Crises: Evidence from Latin America. *Comparative Political Studies*, 47:260–286.
- Remmer, K. L. (1990). Democracy and economic crisis: The latin american experience. *World Politics*, 42(3):315–335. (recommended)
- The Guardian. (2021). 'As bad as Brexit': Turkey faces currency crisis after Erdoğan sacks bank chief. March 21, 2021. Available at: <https://tinyurl.com/yaw743eu>. (recommended)

#### 4. 26. Global Health, Environment And Resource

- **Last** week where you can do a reading summary.
- Fails, M. (2020). Oil income and the personalization of autocratic politics. *Political Science Research and Methods*, 8(4): 772-779.
- Son, B. and Bellinger, N. (2022) Health Cost of Autocratization. *Journal of Development Studies*, Forthcoming. Doi: <https://doi.org/10.1080/00220388.2021.2017891>.
- Shapiro, J. S. (2020). The environmental bias of trade policy. NBER Working Paper 26845. Available at: <http://www.nber.org/papers/w26845>.
- Frynas, J. G., Wood, G., and Hinks, T. (2017). The resource curse without natural resources: Expectations of resource booms and their impact. *African Affairs*, 116(463)L 233-260.



- Bayer, P. and Urpelainen, J. (2016). It is all about political incentives: democracy and the renewable feed-in tariff. *The Journal of Politics*, 78(2):603–619. (recommended)
- The Economist (2019). Germany's pricey "coal exit". The Economist. Sep 19th 2019. Available at: <http://tiny.cc/vuoqsz>.
- Andrew McAfee. 2020. Why Degrowth Is the Worst Idea on the Planet. Wired Oct 6, 2020. Available at: <https://rb.gy/nym50n>.

### 5. 3. Class Wrap-up and Evaluation

- 5/7 is the last day of the semester for the University (GMU academic calendar).
- In addition to wrap-up, this day is also reserved for 'missing' presentations.
- Barring any unexpected schedule adjustment, this should be the **last** day we meet as a group.

### 5. 16. Final Essay

- The final exam schedule is determined entirely by the University authority. So it is subject to the University's schedule change.
- Essay questions made available 36 hours in advance; no exceptions
- Submission via Blackboard (7:30 PM)