

ECONOMIC GLOBALIZATION AND DEVELOPMENT







(GLOA 610-01, Fall 2021)

classroom: Innovation Hall 330 (7:20pm Thursday)

Global Affairs Program, George Mason University




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1. INSTRUCTOR

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- Office: Horizon Hall 6235
- Office Hours: TR 2:30–4:00
 - There should be the University guideline regarding students' visits to faculty offices (or more generally guidelines about any in-person meetings). We will strictly adhere to that.
 - Zoom-in office hours are not available. We can always handle things through emails as effectively when we cannot meet in person.
- Email Policies
 - you can email me whenever you want, but my responses to 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 (GLOA 610).
 - important: 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 if it is really about the class, 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 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.
- Students are expected to think about **some**—though maybe not all—of the following 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 have any effect on the grade.
- Students are expected to hand in **four**, and only four, summaries of readings.
 - starting from the week of ‘Institutions,’ you can choose whichever week’s readings you want to work on. (this *can* overlap with the week of your case presentation)
 - the summary should *summarize* all the required readings of the week.
 - the goal is to demonstrate that you understood the major argument 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 650 and 800 words.
 - you might want to touch upon at least some of the questions mentioned above.
 - a good summary 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 Trade, it should be turned in via Blackboard by 7pm, September 14.
- 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).
 - 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.

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 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%)

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> ")	✓	✓	✓	✓

- you will decide which country (or countries) you are interested in: pick *one*.
- you will decide which subject (i.e. which week's theme) you are interested in: pick *two*—you can, for example, do your Case Report about Japan on the issues of BoJ's last stage of quantitative easing (Finance) and why Japanese investment in the Philippines is declining in the recent years (FDI).
- 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 academic work. You can write it without any graduate school education. The former is, in fact, a rigorous and scientific way to address the latter. **For example**, yes, corruption and weak institutions are the problem. But they are the problems in most developing countries. You might try to come up with more specific/concrete points, trying to answer questions like 1) what kind of corruption are we talking about? In what area? 2) what is so special about it that deserves our attention? 3) HOW exactly corruptions make problems in your case? In other words, if your Report reads pretty like 'let me introduce this country's economic history to you,' you're not doing it right.

- One easy way to make sure that you have narrowed down the scope of your case 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?](#)), in addition to our required class readings. 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!
- As a general tip 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 debt problem of El Salvador, for example, the deadline for the report is the 7pm, September 21. By the end of the semester, you will have handed in two, and only two, Case Reports.
- each Report should not exceed 1,200 words (there is no minimum).
- the Report will address *some* or all of the following:
 - what are the hurdles for your case in the context of economic globalization - what should be done
 - how is it related to our class readings (if necessary, other literature, too)
 - be sure to minimize generic information of the country, if you ever want to include any (better yet, don't include any). Most of the times the country's general history is irrelevant to the topic. You can address it in the QnA if you think it is important.
- you will give a brief (10 minutes max.) presentation of your Report.
- 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, **5:00 PM, 12/16**

- the exam date is imposed 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.
- write an essay and submit it to Blackboard (there'll be a link available).
- two questions will be given through Blackboard **48** hours in advance. Pick one.
- 48 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 48-hour window at a place convenient to you.
- see the University [policy](#) on final exams if you're interested.
- 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 two 'life happened' chances. What it does is to extend the deadline by two weeks. **No question will be asked.** Just drop an one-sentence email that specifies 1) you are using this 2) for what assignment. This applies to any assignment but the final essay. This does **not** mean that you cannot call in sick and ask for an extension. You can do that. Medical emergency is considered seriously just as it is in any other class. In fact, **never** come to class if you feel sick during this pandemic. 'Life Happened' is just 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).

4. COURSE POLICY

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

4.1. Safety

We follow **GMU safety policies**. Everyone has to be vaccinated (with exceptions identified by the University). In addition, I **strongly** encourage you to mask up. 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'). I will mask up  inside and hope you do too.

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 **pdf** file. Note that this is different from the **GLOA MA Student Guide**.
- For all other things though (e.g., citation styles), strictly adhere to the GLOA MA Student Guide.
 - 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. Please

make sure that you check out 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) 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.

8. 24. 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.

8. 31. 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)

9. 7. Institutions and development

- the first week where you can do a reading summary. *possible*
- 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)

9. 14. (Modern) Trade and Development

- **first** day of 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**)

9. 21. 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).

9. 28. 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).

10. 5. 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)

10. 12. Fall Break Adjustment (No Class)

10. 19. 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>.
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- 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)
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10. 26. 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).
- 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.
- Milanovic, B. (2020). “The World is Becoming More Equal,” *Foreign Affairs*. Available at: <http://tiny.cc/quoqsx>. (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)

11. 2. 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)

11. 9. Global Economic Crisis

- 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.
- Oatley, T. (2019). Toward a political economy of complex interdependence. *European Journal of International Relations*, Forthcoming.
- Farrell, H. and Quiggin, J. (2017). Consensus, dissensus, and economic ideas: Economic crisis and the rise and fall of keynesianism. *International Studies Quarterly*, 61(2):269–283.

- Stallings, B. (1990). Politics and economic crisis: A comparative study of chile, peru, and colombia. In Nelson, J. M., editor, *Economic Crisis and Policy Choice*, pages 113–167. Princeton University Press, Princeton.

11. 16. Global Health, Education, and Environment

- **Last** day of presentation
- The last week where you can do a reading summary.
- Wigley, S., Dieleman, J. L., Templin, T., Mumford, J. E., and Bollyky, T. J. (2020). Autocratisation and universal health coverage: synthetic control study. *BMJ*, 371:m4040.
- Shapiro, J. S. (2020). The environmental bias of trade policy. NBER Working Paper 26845. Available at: <http://www.nber.org/papers/w26845>.
- Blattman, C., Hartman, A. C., and Blair, R. A. (2014). How to Promote Order and Property Rights under Weak Rule of Law? An Experiment in Changing Dispute Resolution Behavior through Community Education. *American Political Science Review*, 108(1):100–120.
- 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.
- 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>.

11. 23. Political Economy of Polarization and Extremism

- Dias, N. and Lelkes, Y. (2021). The nature of affective polarization: Disentangling policy disagreement from partisan identity. *American Journal of Political Science*, Forthcoming. Available: <https://osf.io/6dq52/>.
- Colantone, I. and Stanig, P. (2018). Global competition and Brexit. *American Political Science Review*, 112(2):201–218.
- Kates, S. and Tucker, J. A. (2019). We never change, do we? economic anxiety and far-right identification in a postcrisis europe. *Social Science Quarterly*, 100(2):494–523.
- a couple more readings to be added

11. 30. Class Wrap-up and Evaluation

- 12/4 is the last day of the semester for the University.
- 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 in-person.

12. 16. Final Essay

- Essay questions made available 48 hours in advance; no exceptions
- Submission via Blackboard (5:00 PM)