

STVC05: International Political Economy and Development

Department of Political Science, Lund University (Fall 2016)

Instructor: Agustín Goenaga
E-mail: agustin.goenaga@svet.lu.se
Office: Eden 352
Office hours: By appointment

Syllabus

COURSE DESCRIPTION:

This is an introductory course to International Political Economy (IPE) with a particular focus on how it relates to topics of political and economic development. The course is designed to provide students with a solid foundation of the main theories and debates in the discipline, including both positive and normative approaches. The first two sections and seminar focus on defining IPE as a discipline, taking stock of the main theories and approaches, and discussing their epistemological, methodological, and normative implications. We will then devote two sessions and one seminar to cover the historical underpinnings of global capitalism. The rest of the course will address specific debates in the discipline: trade policy and its consequences, regional integration, multilateralism, international monetary systems, sovereign debt, financial crises, capital mobility, and global challenges related to poverty, gender inequality, and environmental sustainability. Teaching and learning activities involve a combination of lectures, seminar discussions, group work, and individual assignments.

LEARNING OBJECTIVES:

By the end of the course, students will be able to:

Knowledge and understanding:

- Identify, understand and describe the main actors, institutions, issues and debates of the global economy.
- Identify, understand and explain the main claims of the different approaches to the study of IPE.

Competence and skills:

- Explain the epistemological, theoretical, and normative premises of classical texts in the IPE literature.
- Apply in a conscious manner those theoretical insights to inform the practice of development.

Critical judgment and evaluation:

- Recognize the importance of assessing the validity of the conclusions of different texts according to their own epistemological and methodological standards.
- Criticize the premises of alternative approaches according to their contribution to the accumulation of knowledge, their scientific rigor, or their normative implications.
- Explain and justify methodological and theoretical choices about how to tackle specific questions and issues in the fields of IPE and development studies.

ASSESSMENT:

Participation in lectures and seminar discussions:	10%
Seminar assignments (4)	60%
Seminar 1. Visual maps of the literature (individual)	
Seminar 2. Book review (group work)	
Seminar 3. Debate (group work)	
Seminar 4. Think piece (individual)	
Final take-home exam:	30%
TOTAL:	100%

NOTE: Attendance to all seminars and submission of all written assignments are compulsory, and they must be fulfilled in order for the course to be considered completed. Please submit all your assignments through Live@Lund. All written assignments should meet academic standards in writing and referencing. If a paper does not meet these requirements, a revised version may be required by the instructor. See the end of this document for detailed instructions regarding each assignment.

READING MATERIALS:

1) Textbooks:

- Broome, André. 2014. *Issues & Actors in the Global Political Economy*. Basingstoke: Palgrave, 324 pp.
- Ravenhill, John (editor). 2014. *Global Political Economy*, Fourth Edition London: Oxford University Press, 496 pp.

2) Books for book review (students choose only one to read during the first half of the term in preparation for the second seminar):

- Acemoglu, Daron & James Robinson. 2012. *Why Nations Fail?* London: Random House, 529 pp.
- Frieden, Jeffrey A. 2006. *Global Capitalism: Its Fall and Rise in the Twentieth Century*, 556 pp.
- Panitch, Leo & Sam Gindin. 2012. *The Making of Global Capitalism. The Political Economy of American Empire*. London: Verso, 470 pp.

3) Selection of academic articles and book chapters that you can access through LUB Search (see details in the schedule of activities below)

SCHEDULE OF ACTIVITIES:

Lecture 1. Introduction: What is IPE? (October 28, 2016, 13-15pm)

Required readings:

Broome, Ch. 1
Ravenhill, Ch. 1

Lecture 2. Alternative approaches to IPE (November 1, 2016, 15-17pm)

Required readings:

- Broome, Ch. 2 & 3
- Ravenhill, Ch. 2
- Milner, Helen V. 2005. "Globalization, Development, and International Institutions: Normative and Positive Perspectives." *Perspectives on Politics* 3 (4):833-54. (21 pages)
- Lake, David. 2009. "Open Economy Politics: A critical review." *The Review of International Organizations* 4 (3):219-44 (25 pages)
- Jessop, Bob and Sum, Ngai-Ling (2001) "Pre-disciplinary and Post-disciplinary Perspectives", *New Political Economy*, 6 (1): 89-101. (12 pages)
- Leander, Anna (2009) "Why we need multiple stories about the global political economy", *Review of International Political Economy*, 16 (2): 321-328 (7 pages)
- Bakker, Isabella (2007) "Social Reproduction and the Constitution of a Gendered Political Economy", *New Political Economy*, 12 (4): 541-556 (15 pages).

Recommended readings:

- Stephan Haggard and Beth A. Simmons, "Theories of International Regimes." *International Organization* 41, 3 (1987), pp. 491-517 (26 pages)
- Stephen D. Krasner, "State Power and the Structure of International Trade," *World Politics* 28, 3 (1976), pp. 317-347. (30 pages)
- Strange, Susan (1970) "International Economics and International Relations: A Case of Mutual Neglect", *International Affairs*, 46 (2): 304-315 (11 pages).
- Peterson, Spike V. (2002) "Rewriting (Global) Political Economy as Reproductive, Productive, and Virtual (Foucauldian) Economies", *International Feminist Journal of Politics*, 4 (1): 1-30 (30 pages).

SEMINAR 1. Visual map of the literature: Discussing approaches to IPE (November 3, 2016, 13-15pm and 15-17pm)

No additional readings, Use the required and recommended readings from the previous lectures to prepare for this seminar.

Lecture 3. Development of markets and the origins of the modern global economy (November 8, 2016, 15-17pm)

Required readings:

- Albert O. Hirschman, *National Power and the Structure of Foreign Trade* (Berkeley: University of California Press, 1981 [1945]), pp. 3-40 (37 pages)

- Karl Polanyi, *The Great Transformation* (Boston: Beacon Press, 1957) (Chapters 3-6)
- David Ricardo, *Principles of Political Economy and Taxation*, (London: Dent, 1965), (Preface and Chapters 4, 5, 6, 7, 8, 28, and 30)
- Adam Smith. 1986. *An Inquiry into the Nature and Causes of the Wealth of Nations*. New York: Penguin Books (Book I, Chapters 1 & 2)

Recommended readings:

- Heilbroner, Robert. "The Economic Revolution," *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*. 7th ed. New York: Touchstone, 1999, pp. 18-41. (23 pages)
- Davis, Mike. "The Origins of the Third World," *Late Victoria Holocausts: El Nino Famines and the Making of the Third World*. London and New York: Verso, 2001, pp. 279-310 (31 pages)

Lecture 4. Globalization and the internationalization of production (November 10, 2015, 10am-12pm) **Development research day**

Required readings:

- Broome, Ch. 7
- Ravenhill, Ch. 11
- Richard Caves, "The Multinational Enterprise as an Economic Organization," in *The Multinational Enterprise and Economic Analysis*, Cambridge: Cambridge University Press, pp. 157-168 (11 pages)
- Scheve, Kenneth, and Matthew J. Slaughter. 2004. "Economic Insecurity and the Globalization of Production." *American Journal of Political Science* 48 (4): 662- 74. (12 pages)
- Shah Tarzi, "Third World Governments and Multinational Corporations: Dynamics of Host Bargaining Power", pp. 169-179 (10 pages)

Recommended readings:

- Cox, Robert. *Production, Power and World Order: Social Forces in the Making of History*. New York: Columbia University Press, 1987. (Chapters 1 & 8)
- Wallerstein, Immanuel. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis", *Comparative Studies in Society and History*, 16, 4 (1979), pp. 387-415.
- Barrientos, Stephanie (2009) "Gender, Flexibility and Global Value Chains", *IDS Bulletin*, 32 (3): 83-93. (10 pages)
- Barrientos, Stephanie and Sally Smith. "Do workers benefit from ethical trade? Assessing codes of labour practice in global production systems," *Third World Quarterly*. 28.4 (2007), pp. 713-29. (16 pages)

Lecture 5. Domestic sources of trade policy orientation (November 15, 2016, 13-15pm)

Required readings:

- Broome Ch. 4, 10 & 15
- Ravenhill Ch. 4
- Alt, James E., Jeffrey Frieden, Michael J. Gilligan, Dani Rodrik, and Ronald Rogowski, "The Political Economy of International Trade: Enduring Puzzles and an Agenda for

- Inquiry,” *Comparative Political Studies* 29, 6 (1996), pp. 689-717. (28 pages)
- Bailey, Michael A., Judith Goldstein, and Barry R. Weingast, “The Institutional Roots of American Trade Policy: Politics, Coalitions and International Trade,” *World Politics* 49, 3 (1997), pp. 309-338. (29 pages)
 - Rogowski, Ronald. (1987) “Political Cleavages and Changing Exposure to Trade,” *American Political Science Review*, 81 (4): 1121- 37. (16 pages)

SEMINAR 2. Book review: *The Emergence of a Global Economy* (November 17, 2016, 13-15pm & 15-17pm)

No additional readings. The review should focus exclusively on the book. However, you will find the readings from the previous lectures useful to better understand the nuances in the book’s argument. You might find chapters 9 and 12 in Ravenhill’s textbook useful as well.

Lecture 6. Regional integration (November 22, 2016, 13-15pm)

Required readings:

- Ravenhill, Ch. 6
- Mansfield, Edward D., and Helen V. Milner. “The New Wave of Regionalism.” *International Organization* 53, 3 (1999), pp. 589-627. (38 pages)
- Wilfried J. Ethier, “The New Regionalism,” *Economic Journal* 108, 449 (1998), pp. 1149-1161. (12 pages)
- Anne O. Krueger, “Are Preferential Trading Arrangements Trade-Liberalizing or Protectionist?” *Journal of Economic Perspectives* 13 (1999), pp. 105-124. (19 pages)

Lecture 7. The multilateral trade regime (November 24, 2016, 13-15pm)

Required readings:

- Broome, Ch. 5, 6, 8
- Ravenhill, Ch. 3 & 5
- Hoekman, Bernard M, and M. M Kostecki. *The Political Economy of the World Trading System: The WTO and Beyond*. 2nd ed. Oxford: Oxford University Press, 2001, pp. 74-99 (25 pages)
- Goldstein, Judith L., Douglas Rivers, and Michael Tomz. 2007. "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade." *International Organization* 61 (1):37-67. (30 pages)

Recommended readings:

- Hopewell, Kristen (2015) “Different paths to power: The rise of Brazil, India and China at the World Trade Organization”, *Review of International Political Economy*, 22 (2): 311-338. (27 pages)
- Keohane, Robert O., Andrew Moravcsik, and Anne-Marie Slaughter, “Legalized Dispute Resolution: Interstate and Transnational,” *International Organization* 54:3 (Summer 2000), 457-488. (31 pages)
- Rosendorff, B. Peter, and Helen V. Milner. 2001. "The Optimal Design of International Trade Institutions: Uncertainty and Escape." *International Organization* 55 (4):829-57. (28 pages)

Lecture 8. International monetary systems (November 29, 2016, 13-15pm)

Required readings:

- Broome, Ch. 11
- Ravenhill, Ch. 7
- Broz, J. Lawrence, and Jeffrey A. Frieden. 2001. The Political Economy of International Monetary Relations. *Annual Review of Political Science* 4 (1):317-343. (26 pages)

Recommended readings:

- Helleiner, Eric. "From Bretton Woods to Global Finance: A World Turned Upside Down". *Political Economy and the Changing Global Order*. Dir. Richard Stubbs and Geoffrey Underhill. Toronto: McClelland & Stewart, 1994. 163-75. (12 pages)
- Simmons, Beth A. 2000. "International Law and State Behavior: Commitment and Compliance in International Monetary Affairs." *American Political Science Review* 94 (4):819-35. (16 pages)

SEMINAR 3. Debate: International trade and its effects (December 1, 2016, 13-15pm & 15-17pm.)

Required readings:

- Review Broome Ch. 10
- Ravenhill, Ch. 10
- Frieden, Jeffrey A., and Ronald Rogowski. 1996. "The Impact of the International Economy on National Policies: An Analytical Overview." In *Internationalization and Domestic Politics*, ed. R. O. Keohane and H. V. Milner, eds. Ch. 2 (pp. 25- 47). (22 pages)
- Collier, Paul. *The Bottom Billion. Why the Poorest Countries are Failing and What Can Be Done about It*, Oxford: Oxford University Press. Chapter 10 (pp. 157-75) (18 pages)
- Paul Krugman, "Is Free Trade Passé?" *The Journal of Economic Perspectives* 1(2) (1987): 131-144. (13 pages)
- Jeffrey G. Williamson, "Globalization and Inequality, Past and Present" *World Bank Research Observer*, Vol. 12, No. 2 Pp. 117-135. (18 pages)
- Mosley, Layna, and Saika Uno. 2007. "Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights." *Comparative Political Studies* 40 (8):923-48. (25 pages)
- Rudra, Nita, and Stephan Haggard. 2005. "Globalization, Democracy, and Effective Welfare Spending in the Developing World." *Comparative Political Studies* 38 (9):1015-49. (34 pages)
- Rudra, Nita. 2005. "Globalization and the Strengthening of Democracy in the Developing World." *American Journal of Political Science* 49 (4):704-30. (26 pages)
- Thomas, Caroline. 2001. "Global Governance, Development and Human Security: Exploring the Links." *Third World Quarterly* 22 (2):159-75. (16 pages)
- Gray, Mark M., Miki Caul Kittilson, and Wayne Sandholtz. 2006. "Women and Globalization: A Study of 180 Countries, 1975-2000." *International Organization* 60 (2):293-333. (40 pages)
- Milner, Helen V., and Bumba Mukherjee. 2009. "Democratization and Economic Globalization." *Annual Review of Political Science* 12 (1):163-81. (18 pages)

**Lecture 9. Sovereign debt, debt relief and international lending agencies
(December 6, 2016, 13-15pm)**

Required readings:

- Broome, Ch. 14
- Eichengreen, Barry, "Historical Research on International Lending and Debt," *Journal of Economic Perspectives* 5, 2. (1991), pp. 149-169. (20 pages)
- Stone, Randall W. "The Political Economy of IMF Lending in Africa," *American Political Science Review* 98:4 (November 2004), 577-591. (14 pages)
- Easterly, William (2001) "Think Again: Debt Relief", *Foreign Policy*, 127: 20-26. (pp. 6) (6 pages)

Recommended readings:

- Gould, Erica R. "Money Talks: Supplementary Financiers and International Monetary Fund Conditionality," *International Organization* 57 (Summer 2003), 551-586. (35 pages)
- James, Harold. 1998. From Grandmotherliness to Governance: The Evolution of IMF Conditionality. *Finance and Development* 35 (4): 44-47. (3 pages)
- Bank, World. 2005. *Review of World Bank Conditionality*. Washington: World Bank. (38 pages)

**Lecture 10. Systemic risk and financial crises
(December 8, 2016, 15-17pm)**

Required readings:

- Broome, Ch. 9, 13
- Ravenhill, Ch. 8
- Stiglitz, Joseph. "The Anatomy of a Murder: Who Killed America's Economy," *Critical Review*. 21.2/3 (2009): pp. 329-339. (10 pages)
- Wade, Robert. "The First-World Debt Crisis of 2007-2010 in Global Perspective," *Challenge* 51(4) (July/Aug 2008), pp. 5-24. (19 pages)
- Best, Jacqueline. "How to Make a Bubble: Towards a Cultural Political Economy of the Financial Crisis," *International Political Sociology* 3 (4), 2009, pp. 461-5. (4 pages)

Recommended readings:

- Wallison, Peter J. "Cause and Effect: Government Policies and the Financial Crisis" *Critical Review*. 21.2: pp. 365-376. (11 pages)
- Best, Jacqueline. 2010. The Limits of Financial Risk Management: Or, What We Didn't Learn from the Asian Crisis. *New Political Economy* 15 (1): 29-49. (20 pages)
- De Goede, Marieke. "Repoliticizing Financial Risk." *Economy and Society* 33.2 (2004): 197- 217. (20 pages)

**Lecture 11. Capital mobility and development
(December 14, 2016, 13-15pm)**

Required readings:

- Broome, Ch. 12
- Blonigen, Bruce A. "A Review Of The Empirical Literature On FDI Determinants,"

Atlantic Economic Journal, 2005, v33 (4,Dec), 383-403. (20 pages)

- Haggard, Stephan and Sylvia Maxfield, "The Political Economy of Financial Internationalization in the Developing World," *International Organization* 50, 1 (1996), pp. 35-68. (33 pages)
- Simmons, Beth A. "The International Politics of Harmonization: The Case of Capital Market Regulation." *International Organization* 55, no. 03 (2003): 589-620. (31 pages)

Recommended readings:

- Cohen, Benjamin J., "Phoenix Risen: The Resurrection of Global Finance," *World Politics* 48, 2 (1996), pp. 268-296. (28 pages)
- Li, Quan, and Adam Resnick. 2003. "Reversal of Fortunes: Democratic Institutions and Foreign Direct Investment to Developing Countries." *International Organization* 57 (1):175-211. (36 pages)

SEMINAR 4. Think piece: Globalization, Development, and Global Challenges (December 16, 2016, 13-15pm & 15-17pm)

Required readings:

- Broome, Ch. 16, 17, 18
- Ravenhill, Ch. 13, 14
- Dreher, Axel, Jan-Egbert Sturm, and James Raymond Vreeland. 2009. "Development Aid and International Politics: Does Membership on the UN Security Council influence World Bank decisions?" *Journal of Development Economics* 88 (1):1-18. (18 pages)
- Easterly, William and Tobias Pfütze, "Where Does the Money Go? Best and Worst Practices in Foreign Aid" *Journal of Economic Perspectives*, Vol. 22, No. 2, Spring 2008, pp. 29-52 (23 pages)
- Easterly, William. 2003. "Can Foreign Aid Buy Growth" *Journal of Economic Perspectives*, 17 (3): 23-48. (25 pages)
- McLean, Kate (2013) "Gender, Risk and Micro-Financial Subjectivities", *Antipode*, 45 (2): 455-473. (18 pages)
- Montgomerie, Johnna (2008) "Bridging the critical divide: global finance, financialisation and contemporary capitalism", *Contemporary Politics*, 14 (3): 233-252. (19 pages)

Lecture 12. Conclusion and deadline to submit take-home exam to Live@Lund (January 10, 2017, 15-17pm)

No readings assigned

INSTRUCTIONS FOR SEMINARS:

There will be four seminars over the course of the term. There are two time-slots for each seminar. The instructor will divide the group and let you know during the first lecture of the course in which time-slot you are expected to attend the seminars. Students are expected to attend all four seminars in that time-slot. The reason behind this is to ensure that the number of participants is appropriate to have a meaningful discussion. If you cannot attend a seminar in the time-slot that you have been assigned, please contact the instructor in advance.

For each seminar, students are expected to (1) submit a written assignment, (2) to present orally their work and (3) to comment on their peers' presentations. All written assignments should be submitted to Live@Lund before the beginning of the seminar.

Below are specific instructions regarding the assignments for each seminar. The instructor will also explain these instructions during the lectures.

SEMINAR 1. Visual maps of the literature: Discussing approaches to IPE (November 3, 2016, 13-15pm and 15-17pm)

In this seminar we will discuss different approaches to the study of IPE based on the assigned readings for lectures 1 and 2. In order to prepare for this seminar, each student will design a visual map / figure / diagram of how the different approaches in IPE relate to one another based on the readings. **The deliverables are a written explanation of the diagram and a presentation during the seminar** (more on this below).

As you read these papers, here are some questions to keep in mind that will help you draw connections between sources:

- 1) Is the paper that you are reading a literature review that identifies different approaches in the discipline or is it an exemplar of one of those approaches? If the former, what are the criteria or parameters that the author uses to differentiate between approaches? How does it differ from other literature reviews among the assigned readings? Which of those strategies of organizing the literature do you find more useful / efficient / compelling? Can two or more of those strategies of organizing the literature be merged into a single one?
- 2) Is the paper neutral in its assessment of different approaches or advocates for a particular one? If the latter, where does the author see disagreements between approaches and what makes her prefer one approach over another?
- 3) Does the author cite specific examples of works that fit in one approach? What are the traits that make those examples good illustrations of an approach?
- 4) More generally, approaches are likely to vary in important ways depending on the positions they adopt on the following issues. Identifying how each approach positions itself in relation to these criteria will help you identify points of overlap, disagreement, connections, contradictions, complementarities, etc.
 - a. *Intellectual purpose*: does it seek to explain why something happens (explanatory purpose) or does it seek to evaluate whether something is good / desirable / appropriate (normative purpose)?
 - b. *Theoretical foundations*: is it based on a larger theory of social science or IR from which it borrows concepts, vocabulary and theoretical expectations about the world?
 - c. *Level of analysis*: at what level does it seek to study IPE (i.e., individual actors, organizations, states, world-systems)?
 - d. *Method of analysis*: what kind of evidence does it rely on to make an argument (i.e., statistics, historical data, personal stories, logical consistency of ideas)?

- e. *Topics of interest*: is the approach limited to the study of certain topics or does it represent a general lens from which to view anything related to IPE?

As you begin to design your diagram, remember that any model is always a stylized representation of the material. It does not have to cover every single detail, but rather highlight the most important points that help you organize the literature in an efficient and illuminating way. You might decide to classify the approaches differently from your peers, depending on which of the aspects of point (4) above you choose to emphasize. That is fine, just be prepared to justify those choices in your written assignment and presentation (see below). Be creative, you can use any kind of figure: e.g., network diagrams, arrow diagrams, hierarchical flow charts, Venn diagrams, tables, plots, etc. Here are some ideas that may be useful to keep in mind as you choose a particular type of diagram:

- *Venn diagrams*: what are the areas of agreement and disagreement between these approaches?
- *Network diagrams*: is it possible to map out a conversation based on the topics or issues that each approach emphasizes?
- *Arrow diagrams*: is there a logical progression in the arguments that these approaches make or in the topics that they focus on?
- *Hierarchical flow charts / Family trees*: is there a hierarchy between these approaches (i.e., some approaches focus on more general issues, while others focus on more specific topics that are nested in the higher-order ones)?
- *Tables*: do we learn something from tabulating the position of each approach in relation to the criteria of point (4) above?
- *Plots and charts*: can we think about differences between these approaches as different positions along one or two continuous dimensions?

Deliverables:

- 1) ***EVERY STUDENT will submit to Live@Lund the visual map with a 1000 word explanation of the reasoning behind it, with explicit references to all of the readings. Why did you choose to organize the different approaches in that way? What do we learn about the discipline by looking at it from this perspective?***
- 2) ***EVERY STUDENT will give a 5-minutes presentation of the visual map during the seminar. Please bring hard copies of your maps to distribute to seminar participants. The presentation should be 4-5 minutes long.***

SEMINAR 2. Book review: The Emergence of a Global Economy (November 17, 2016, 13-15pm & 15-17pm)

This seminar will focus on three different views about the origins of global capitalism and its effects on cross-national variation in economic development. Before the first lecture of the course, the instructor will form 3 teams for each seminar group. Each team will be in charge of reading one of the three books in the reading list, collectively writing a book review, and presenting it during the seminar.

Here are some questions to keep in mind while reading the books and drafting the book review:

- 1) What is the specific research question that the author is trying to address?
- 2) What are some alternative explanations that have been proposed to explain this research question and why does the author think that they are insufficient or incorrect?
- 3) What is the main argument / answer that author is putting forward? Try to summarize the argument in one sentence, one paragraph, and one page. This will help you make sure that you understand both the main ideas as well as the nuances in the author's claims.
- 4) How does the author build her argument? Is she mostly applying a theory and showing how it helps us make sense of specific cases, or is she rather starting from the cases and extracting general insights from them in order to present a general explanation?
- 5) What type of evidence does the author use to back up her claims?
- 6) All of these books are trying to explain the emergence of global capitalism and its effects on contemporary levels of economic development across countries. What are the main factors that the author emphasizes? Do these factors refer to the actions of concrete actors (people, organizations, states) or to larger historical processes that no single actor can possibly control? How should we / can we allocate responsibility for how things worked out? If we wanted to change the state of affairs, where do we need to focus our interventions according to the authors?
- 7) What is your assessment of the book? Go beyond whether you liked it or not and whether you agree with its claims or not. Instead ask yourself: is the argument logically consistent (ideas follow progressively from one another)? Are you persuaded by the evidence that the author presents? Can you think of important factors that the author fails to consider in her analysis? If so, how exactly would taking those factors into account would change her conclusions or challenge / complement her explanation? What are the risks and opportunities for trying to change the state of the world based on the analysis and recommendations made by the author?

Deliverables:

- 1) ***Each GROUP will submit a book review of 2000 words where they summarize the main argument of the book and offer an assessment of its strengths and weaknesses based on the above guiding questions.***
- 2) ***Each GROUP will present the book they reviewed during the seminar. Each presentation must be 30 minutes long and involve a summary of the main argument of the book, a discussion of cases / examples discussed in the book, and a Q&A with the other participants. ALL group members must speak during the presentation. Each team is also responsible for asking at least one question to the other groups' presentations. Questions that seek to compare and contrast the arguments of the books are especially encouraged.***

SEMINAR 3. Debate: International trade and its effects (December 1, 2016, 13-15pm & 15-17pm.)

This seminar is devoted to exploring the consequences of international trade on various aspects of contemporary societies. Each seminar group will be divided into two teams (different from the teams for Seminar 2) that the instructor will form and communicate to students before the first lecture of the course. Each team will be assigned to defend a position for or against the following statement:

“International trade has primarily been good for contemporary societies. Its positive effects on economic, political, social and cultural development are larger in magnitude and importance than its negative consequences.”

In preparation for the debate, students must rely on three types of sources (and refer to them in their written deliverable as well as in the debate during the seminar):

- 1) The required readings for the seminar (see reading list above);
- 2) The episodes from the “t-shirt project” by the podcast *Planet Money*; and
- 3) Additional sources based on independent research.

Planet Money is a podcast created by National Public Radio in the US. They produced in 2013 a series of 11 episodes where they follow the process of making a t-shirt through a global production chain, from the farmers that grow the cotton to the retailers that sell new t-shirts, to the afterlife of clothes as they are thrown away. You can listen to all the episodes for free through this link <http://www.npr.org/series/248799434/planet-moneys-t-shirt-project> , or download them and listen to them using any podcast app.

As you listen to these episodes, think about how international trade affects the following dimensions of human life and relate those concrete examples to the claims made by the authors in the readings:

- 1) Democratic governance
- 2) Inequality
- 3) Economic development
- 4) Human capital
- 5) Peace and conflict
- 6) Environment

As you prepare your positions for the debate, be very specific and explicit about how exactly (through which mechanisms) international trade affects these six aspects of contemporary societies. Draw extensively on the readings to make your points. Use the episodes to exemplify some of your claims, as well as additional sources to present evidence for your arguments from other illustrative cases and examples.

Deliverables:

- 1) ***Each GROUP must submit a position paper. The length of the paper should be approximately 2000 words. The paper should present a general argument about the assessment of the consequences of international trade on contemporary societies, discuss in detail how this assessment comes out of an analysis of its effects on the six areas mentioned above, and offer illustrative examples to support those claims.***
- 2) ***The first half of the seminar will be structured as a debate. Each GROUP will have 10 minutes to make their case in favor or against the claim that international trade has been overall positive for contemporary societies. After both teams present their positions, they will have 5 minutes to discuss a strategy to respond to the other***

group's arguments; then each team will have 10 minutes to present their rebuttal. The second half of the seminar will be a discussion where seminar participants no longer have to defend a particular position, but rather where we will collectively identify and organize the various ways in which international trade has affected political and economic development.

SEMINAR 4. Think piece: Globalization, Development, and Global Challenges (December 16, 2016, 13-15pm & 15-17pm)

This seminar is devoted to examining global problems from the perspective of IPE and the practice of international development. In preparation for this seminar, each student will write a think piece where they reflect on the strengths, weaknesses, risks and opportunities of common development practices (e.g., economic aid, project specific aid, democratic conditionality, technical assistance, military assistance, humanitarian assistance, debt relief) in relation to one of the following three issues:

- a) gendered inequalities,
- b) environmental sustainability,
- c) democracy promotion.

It is strongly recommended that students focus only on one particular development strategy so that their analysis explores the topic in depth. The readings assigned for this seminar should offer a good starting point for this task, and the think-piece should explicitly refer to those readings that are relevant to the topic in question. However, students should also explore other sources, especially to provide evidence and examples to back up their claims. Possible sources involve other academic papers, evaluation reports carried out by development agencies, think-tanks, NGO's, and international organizations (e.g., UNDP, OECD, etc.), and international declarations (e.g., the Paris Declaration on Aid Effectiveness).

Deliverables:

- 1) *EACH STUDENT must submit a think-piece of approximately 2000 words. The paper should present a general assessment of the strengths, weaknesses, risks and opportunities of common practices of international development, based on the student's independent research. In order to do this, the think-piece should focus on one specific practice, and explain in detail how it is implemented, and what are its strengths, weaknesses, risks and opportunities in relation to one of the three global problems. The paper must include at least 6 sources other than the required readings.***
- 2) *EACH STUDENT will give a short 5-min presentation of her main findings, and will participate in a general discussion about how the features of the global economy (e.g., internationalization of production and trade, capital mobility, systemic risk, regional integration) may affect the efficacy of development practices to address those global challenges.***

FINAL ASSIGNMENT: TAKE HOME EXAM

The final assignment for the course will be a take-home exam. **The questions of the exam will be made available through Live@Lund on Tuesday, January 3rd, 2016 at 9:00 am. The deadline to submit the take-home exam is Friday, January 6th, 2016 at 11:59 pm.**

The exam will pose three open-ended questions, from which students **will have to choose two** to write essays on. **Answers for each question should be around 1500 words.** You are free to use any materials in your answers, but make sure that you cite them properly. Your answers should demonstrate your command over the course material, so include and discuss as many of the readings as possible. The take-home exam is an individual assignment, so be aware that your answers will not only be assessed based on your knowledge of the course material, but also based on the depth and originality of the analysis.

The questions will ask you to look at a particular feature of the global economy and analyze it from the perspective of one of the approaches studied in the course. Your answers should (1) present existing arguments advanced from that approach; (2) synthesize those insights into a single argument; (3) justify (methodologically, theoretically and normatively) why this approach is the most pertinent or useful way to address that question; and (4) point out potential shortcomings resulting from adopting such a perspective.