

STVC05: International Political Economy and Development

Department of Political Science, Lund University (Fall 2017)

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 part of the course focuses on defining IPE as a discipline, taking stock of the main theories and approaches, discussing their epistemological, methodological, and normative implications, and going over the historical origins of global capitalism. The second part 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, economic migration, and global challenges related to security, democracy, 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: 15%

Seminar assignments (4)

Seminar 1. Visual maps of the literature (individual)	15%
Seminar 2. Book review (group work)	15%
Seminar 3. Debate (group work)	15%
Seminar 4. Draft for final paper (individual)	

Final paper: 40%

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.
- Ostrom, Elinor. 1990. *Governing the Commons. The Evolution of Institutions for Collective Action*. New York: Cambridge University Press, pp. 280
- Streeck, Wolfgang. 2016. *How Will Capitalism End? Essays on a Failing System*. London: Verso Books, pp. 262

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 30, 2017, 15:00-17:00, Eden 230)

Recommended readings:

Broome, Ch. 1
Ravenhill, Ch. 1, 13

Lecture 2. Development of markets and the origins of political economy (November 2, 2017, 15:00-17:00, Eden 230)

Required readings:

- Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*. Any edition. (Book I, Chapters 1 & 2)
- Ricardo, David. *Principles of Political Economy and Taxation*. Any edition. (Preface and Chapters 4, 5, 6, 7, 8, 28, and 30)
- Marx, Karl. *Manifesto of the Communist Party*. Any edition. (20 pages)
- Karl Polanyi, *The Great Transformation*. Any edition. (Chapters 3-6)

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 3. Alternative approaches to IPE (November 7, 2017, 16:00-18:00, Eden 230)

Required readings:

- Broome, Ch. 2 & 3
- Ravenhill, Ch. 2
- 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)
- Lake, David. 2009. "Open Economy Politics: A critical review." *The Review of International Organizations* 4 (3):219-44 (25 pages)
- Cox, Robert W. 1981. "Social Forces, States and World Orders: Beyond International Relations Theory", *Millennium: Journal of International Studies*, 10 (2): 126–155.
- 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).

Recommended readings:

- Milner, Helen V. 2005. "Globalization, Development, and International Institutions: Normative and Positive Perspectives." *Perspectives on Politics* 3 (4):833-54. (21 pages)
- Strange, Susan (1970) "International Economics and International Relations: A Case of Mutual Neglect", *International Affairs*, 46 (2): 304-315 (11 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).

SEMINAR 1. Visual map of the literature: Discussing approaches to IPE

(November 9, 2017, 13:00-15:00 and 15:00-17:00, Eden 236)

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

Lecture 4. Globalization and the internationalization of production (November 14, 2017, 15:00-17:00, Eden 230)

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. 1-28 (28 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) (*focus on the theory, skim only the econometric models*)
- Shah Tarzi, "Third World Governments and Multinational Corporations: Dynamics of Host Bargaining Power", pp. 169-179 (10 pages)
- 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 (November 16, 2017, 15:00-17:00, Eden 222 A)

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)
- 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 21, 2017, 13:00-15:00 & 15:00-17:00, Eden 222 B)

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 23, 2017, 15:00-17:00, Eden 236)

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)*
- Anne O. Krueger, "Are Preferential Trading Arrangements Trade-Liberalizing or Protectionist?" *Journal of Economic Perspectives* 13 (1999), pp. 105-124. (19 pages)*

Read the articles by Mansfield & Milner and Krueger carefully. We will discuss them in class.

Lecture 7. The multilateral trade regime (November 28, 2017, 15:00-17:00, Eden 222 A)

Required readings:

- Broome, Ch. 5, 6, 8 **OR** Ravenhill, Ch. 3 & 5 **OR** 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, Ch. 1 & 2 (80 pages)
- 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)
- Panitch, Sam & Leo Gindin. 2005. Superintending Global Capital. *New Left Review* 35, pp. 101-123

Recommended readings:

- 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)
- 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)

Lecture 8. International monetary systems (November 30, 2017, 15:00-17:00, Eden 236)

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)

SEMINAR 3. Debate: International trade and its effects

(December 5, 2017, 13:00-15:00 & 15:00-17:00, Eden 222 B)

Required readings:

- Review Broome Ch. 10, 16, 17, 18
- Ravenhill, Ch. 10, 14
- 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)
- Krugman, Paul. "Is Free Trade Passé?" *The Journal of Economic Perspectives* 1(2) (1987): 131-144. (13 pages)
- Williamson, Jeffrey G. "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)
- Clapp, Jennifer & Peter Dauvergne. 2011. *Paths to a Green World. The Political Economy of the Global Environment*. 2nd ed. Cambridge: MIT Press. (336 pp) chapters 1-3 & 8, plus one of 4, 5, 6, or 7

Lecture 9. Sovereign debt, debt relief and international lending agencies

(December 7, 2017, 15:00-17:00pm, Eden 235)

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 11, 2017, 15:00-17:00, Eden 236)

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 13, 2017, 15:00-17:00, Eden 222 A; **DEADLINE TO SUBMIT OUTLINE / DRAFT OF FINAL PAPER FOR SEMINAR 4**)

Required readings:

- Broome, Ch. 12
- 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)
- Montgomerie, Johnna (2008) "Bridging the critical divide: global finance, financialisation and contemporary capitalism", *Contemporary Politics*, 14 (3): 233-252. (19 pages)
-

Recommended readings:

- Cohen, Benjamin J. 1996. "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)

Lecture 12. Political economy and migration

(December 15, 2017, 15:00-17:00, Eden 236)

- Wayne A. Cornelius and Marc R. Rosenblum. 2005. *Annual Review of Political Science* 08, pp. 99-119 (20 pages) **OR** Freeman, Gary P. 2011. Comparative Analysis of Immigration Politics: A retrospective. *American Behavioral Scientist* 55(1), pp. 1541-1560 (19 pages)
- Freeman, Gary & Alan K. Kessler. 2008. Political Economy and Migration Policy. *Journal of Ethnic and Migration Studies* 34(4), pp. 655-678 (23 pages)
- Peters, Margaret. 2015. Open Trade Closed Borders. Immigration in the Era of Globalization. *World Politics* 67(1), pp. 114-154 (40 pages)

SEMINAR 4. Outlines and drafts for final paper: Political Economy and Global Challenges

(December 19, 2017, 13:00-15:00 & 15:00-17:00, Eden 222A)

No required readings.

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. To ensure that the number of participants is appropriate, students must attend all four seminars in that time-slot. If you cannot attend a seminar in the time-slot that you have been assigned, please contact the instructor in advance.

Read carefully the instructions for each seminar. In most cases, students are expected to (1) submit a written assignment (except for seminar 3), (2) present orally their work and (3) comment on their peers' presentations. All written assignments should be submitted to Live@Lund by the deadline.

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 9, 2017, 13:00-15:00 and 15:00-17:00, Eden 236)

In this seminar, we will discuss different approaches to the study of IPE based on the assigned readings for lectures 1, 2 and 3. 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 those readings. **The deliverables are the diagram, a written explanation, 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 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 every 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 or chronological sequence 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 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 21, 2017, 13:00-15:00 & 15:00-17:00, Eden 222 B)

This seminar will focus on four 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 four teams for each seminar group. Each team will be in charge of reading one of the 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 the 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 either trying to explain the emergence of global capitalism, its effects on contemporary levels of economic development across countries, the challenges it faces, or other possibilities for organizing economic activities. Which of these questions is the book's central purpose? At what level of analysis is the book operating (e.g., the actions of specific individuals and organizations, the operation of certain institutions, the unfolding of macro-historical structural processes)?
- 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 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 20 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 5, 2017, 13:00-15:00 & 15:00-17:00, Eden 222 B)

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 presentation and rebuttal arguments during the debate):

- 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 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:

The first half of the seminar will be structured as a debate. Each GROUP will have 15 minutes to make their case in favor or against the claim that international trade has overall been 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. NOTE THAT THERE IS NO WRITTEN ASSIGNMENT FOR THIS SEMINAR.

SEMINAR 4. Outlines and drafts for final paper: Political Economy and Global Challenges
(December 19, 2017, 13:00-15:00 & 15:00-17:00, Eden 222A)

DEADLINE TO SUBMIT DRAFTS (December 13, 2017, at 23:59)

This seminar is meant to push students to start working on their final assignment way in advance, and to give them the opportunity to present, discuss, and receive feedback on their outlines and drafts. Students will be expected to submit the drafts that they want to discuss during the seminar by December 13, 2017, in order to provide enough time for their peers and the instructor to read them and prepare comments. There is no minimum length for the assignment. Students can present merely a paper outline or a fairly advanced draft. Keep in mind that the more progress you have made before this seminar, the better feedback you will receive and the less work you will have to do during the winter break.

During the seminar, each student will be in charge of presenting and commenting on the draft of one of her peers. Here is some advice about how to provide useful and respectful academic feedback:

- Begin by summarizing what the paper is trying to do. What is its purpose (its research question or motivating puzzle)? What is its argument? What is its strategy to present that argument (structure, sources, cases, etc.)?
- Focus on around 3-4 big points rather than two dozen little points; focus on big picture issues—such as the strength of the argument, the relevance of the cases or evidence chosen to support its claims, major aspects/theories/perspectives of IPE that are overlooked but could contribute to make the argument stronger, more insightful, more sophisticated—not on small-picture things like writing errors, missing references, and so on. The latter can be shared with authors in private.
- Develop fully the logic of each point you make. Short, quick statements usually aren't enough. What exactly is the nature of the problem or issue you're pointing to? This may require first restating, in your own words, what the paper is currently doing on this issue. Then, why it is a problem: in particular, *what are the implications of this problem for the validity of the paper's argument?* If you can suggest a possible solution or two that's even better. What would be the benefits -- though also potential costs or limitations -- of this solution?
- Usually, you want to take the basic goals of the paper as given, and suggest changes that would help the paper to better meet those goals. In most cases, you want to avoid suggesting that the author do something completely different from what s/he is doing -- because s/he'll probably reject that advice! At the same time, don't hesitate to suggest that the author do quite a lot more work on the paper if that's what you think it needs: read a new set of literature; explore certain cases; add and cut major sections. Also, it sometimes *is very* useful to point out if you think that the kind of analysis the author is engaging in or the kind of argument they are making actually addresses a somewhat *different* question from the one that is set out in the paper. This kind of shift in goals may be doable with a pretty easy reframing of the paper's setup, and may make for a much better fit of evidence with conclusions.
- Comments don't all have to be criticisms. You can say what you like about papers but also ask real questions -- e.g., "I was trying to figure out how this would work in this context, but couldn't see it..." or "You put a lot of effort into doing X, but I couldn't figure out why this was so important to you..."
- Be polite and considerate but still tough. Keep in mind that the main point of giving feedback is to be **helpful**.

On December 14, the instructor will upload to Live@Lund the roster with the discussants for each paper. Please do not submit your papers late because then you will not have a discussant assigned. It is better to submit on time whatever you have already completed by the deadline.

Remember this is meant to be work in progress.

Finally, all students are expected to read and provide comments on the work of the other seminar participants, although not necessarily with the same level of detail as the comments that they will prepare for the paper they will be assigned to discuss.

Deliverables:

- 1) ***EACH STUDENT must submit an outline or draft of her final paper by the deadline of December 13. The assignment will not be graded but you will receive extensive feedback from the instructor.***
- 2) ***EACH STUDENT will present and discuss the work of one of her peers. Your performance in this presentation and your comments to the other seminar participants will count towards your participation grade.***

FINAL ASSIGNMENT:
RESEARCH PAPER ON POLITICAL ECONOMY AND GLOBAL CHALLENGES

The final assignment will consist of a research paper that the student will develop over the course of the term. The paper should reflect on a global challenge from the perspective of International Political Economy. Examples of global challenges are:

- 1) Climate change and environmental degradation
- 2) International security
- 3) Global gender inequalities
- 4) Economic inequality
- 5) Democracy

You can choose to focus on one of these global challenges or to focus on a more specific aspect of one of them: e.g., deforestation, global warming, international terrorism, transnational criminal networks, tax evasion, fiscal havens, financial crises, economic inequality within developing or developed countries, economic inequality between countries, the erosion of democracy at the national level, the democratization of global governance, the rise of nationalist attitudes, etc. Keep in mind that the more focused your topic is, the better able you will be to analyze it in depth and provide a more sophisticated and insightful argument.

Here are some motivating questions that can help you get started:

- 1) What do we learn about these global challenges by looking at them from the perspective of IPE or from a particular IPE approach?
- 2) What are the effects of global flows of capital, labor and commodities on those issues?
- 3) How do institutions (political, economic, national, transnational) affect these issues?
- 4) In what ways are transformations in the global economy related to those global challenges?

The paper should put forward an original argument based on your own thoughts on this issue. Of course, that argument can (and should) be grounded on a careful engagement with the relevant literature. The readings and topics covered in the lectures and seminars will provide you with a first set of tools to start thinking about this issue carefully and rigorously, but you should also go beyond those resources and find material that is directly relevant to your topic. This will most likely involve reading a bit more specialized academic research. Similarly, you can also choose to focus your paper on a particular case or set cases, which will entail gaining more familiarity about that particular instance. Two things to keep in mind:

- 1) Be creative and rigorous.
- 2) Demonstrate your command of the course material.

Evaluation criteria:

- 1) Originality and depth of the argument
- 2) Engagement with the course material
- 3) Breadth of independent research
- 4) Clarity of ideas
- 5) Quality of writing

Requirements:

- 1) The paper must be 5000-6000 words long, including references.
- 2) All sources and citations must be properly referenced.
- 3) **The paper must be submitted to Live@Lund by FRIDAY, JANUARY 12, 2018 AT 11:59 PM.**

