

PLIR 3500

International Political Economy

Mo, Tu, We, Th, Fr, 3:30-5:45 pm EST, Web-based Course

Nicola Nones
nn6nc@virginia.edu
Web-based Course
Office Hours: By appointment.

Course Description:

The course examines the interaction between global economic integration and domestic politics, focusing on four main cross-border economic flows - international trade, foreign direct investment, international migration and international finance. The course devotes particular attention to globalization, i.e. the process by which the world's economies become connected and interdependent through the flows of goods, services, investment, people and capital. Globalization has a profound and differentiated impact on the economic activities of businesses and individuals, the country's overall wealth, and its people's living conditions. The course is structured around two main learning objectives. First, the course introduces students to the main theories behind individual preferences and how these preferences are aggregated at the national level within the constraints of globalization. Second, we will focus on the distributional consequences of economic globalization - e.g. the "winners" and "losers" of trade liberalization - and how they relate to political polarization.

Although this is not an introductory course, background in Politics or Economics is not a prerequisite.

Course Objectives: The main objective of this course is to provide students a general perspective on the issues at the intersection of politics and economics of globalization, help the student to have an enduring understanding of the underlying economic models of international flows as well as their effects on domestic politics and teach them the analytical skills necessary to critically engage with political science research. In the process, students will gain familiarity with political and economic data from both a qualitative and quantitative perspective. By the end of the course, students should have the analytical and conceptual skills necessary to address important debates at intersection of economics and politics at the national and international level. At the end of this course, students should be able to:

- Understand the underlying economic models and critically evaluate their assumptions.
- Identify the trade-offs linked to different economic policies.
- Recognize the "winners" and "losers" of economic policy-making and how they affect domestic politics, e.g. polarization.
- Critically assess the logical validity of the conclusions reached by international political economy research based on its theoretical foundations, data and statistical analysis.

- Formulate arguments and engage in debates over the advantages and disadvantages of economic liberalization.
- Develop familiarity with the basics of social science research, from both a qualitative and quantitative perspective.

Overview of Course Assignments:

Students will submit one final paper, a maximum of 4 pages (double space). Students will also prepare a final presentation in groups of around 4 on a topic of interest. While I am open to discuss the possibility to work on alternative topics, here are the five major topics that I would like to be covered:

- Gender.
- Race.
- Environment.
- Energy.
- Conflict.

Students will also write three short response papers after each workshop (see below). Students are also expected to actively participate in class discussions and exercises, and complete one film review. Further information on class assignments are on course Collab page.

Course Requirements:

Final Paper (40%)

Students must submit a final paper. Students will start working on their research paper earlier in the semester, and will have ample time to revise and resubmit before the deadline. Each week (except the last), we will have a writing workshops. These will take place on the Friday of the first and third week, and on Thursday of the second week. These workshops will be dedicated to improving critical reading and writing skills necessary for the final paper. Each workshop will have one assignment that counts as part of your participation grade.

The final paper should engage with one of the assigned readings by citing a weakness they observe in the paper and suggesting recommendations to the author to improve the paper. Each paper should start with a brief description of the main thesis, explanatory and outcome variables, their connection and main evidence of the reading. Students should then write about a weakness they spot in the paper and tell the reader how they would have strengthened the weakness if they were re-writing the paper. These weaknesses can be (and not limited to):

- A logical fallacy in the author's argument (internal validity).
- Important cases where the author's argument might not work (external validity).
- The evidence provided in the paper is not convincing.

The paper is four pages in length, double-spaced, 12-point font and one-inch margins. Final paper grade will be based on three submissions:

- First Draft - 10% - The deadline for turning in the first draft of the paper is **July 8th, 11:59pm**, after the Friday workshop.
- Peer Review - 5% - Once the first drafts are turned in, students will have time during the weekend to read their peer's paper (groups of 2 assigned by me). By Monday (July 11th) BEFORE CLASS, students will be asked to have written a review on each others' papers. The review is maximum one page in length, single-spaced. The review should include students' comments on the paper, highlighting strengths and weaknesses, and suggestions on how to improve. Students should submit their reviews by 5 pm.
- Final Paper - 25% - The deadline for turning in the final draft of the paper is **July 15th, midnight**. Later papers will not be accepted.

Each paper should be submitted to their related tab under Assignments on Collab. Papers should be submitted in PDF format. Paper filename should be: PLIR3500_PaperX_LastName.

Group Presentation (25%)

Each student will be assigned to a group consisting of 4 students. Each group will be assigned a topic. You are welcome to come up with your own topics, although you and your group should briefly discuss it with me first. Students are expected to choose a topic of interest and prepare a lecture on it. Students will be expected to prepare slide shows engaging in depth with the topic of their choice, and present it to their classmates. Each group member should present, groups will decide how to allocate their slides for presentation among themselves.

Groups are encouraged to create their own Collab sites (and adding me) and use Collab tools (such as Discussions or Chat) for group communications. Groups are also encourage to use Google Slides to collaborate on the slides. Groups should pre-record their presentations and show them to the class on their assigned dates.

Click [here](#) to learn about how to build a Collab site.

Click here [here](#) to learn about how to hold virtual group meetings on Collab.

Evaluation of group presentations will count for 25% of the grade from the quality of slides and presentation. Guidelines on how to create a good presentation can be found on Collab under Resources.

Film Reviews (10%)

Students will watch one of two documentaries and submit one-page, single-spaced film reviews for each film. You can choose one of two documentaries to watch. The first one is *Inside Job*, a 2010 American documentary about the 2008 financial crisis. The second one is *American Factory*, a 2019 American documentary about a Chinese company operating in the US.

Deadline to submit one of the two film reviews is Monday July 4th at midnight. I know it is Independence Day, but we will not have class on Friday July 1st, so you should have plenty of time to write your review that day or over the weekend.

You can find both movies on UVA Virgo.

Participation (25%)

Participation in class is a critical element of this course. You are expected to come to class prepared, having done the readings for that day. You are also expected to actively participate in discussions. You will regularly engage in teamwork, complete in-class assignments, respectfully engage with me and your peers in conversation, attend carefully to lectures, and provide insights during discussion. In addition, on some days we will have in-class activities. If you have not finished your in-class assignment by the end of class, you are supposed to finish it on your own time after class. In both cases, you will have to submit the in-class activity on collab by midnight of the same day. The submission of in-class activity (5%) + overall participation (20%) will count for 25% of your grade.

Keep in mind that participation is just as much about your classmates as about yourself. Be respectful and courteous toward one another. Build on and engage with each other's idea. Don't tear each other down or belittle one another's ideas. Agree and disagree constructively.

Course Policies: Your attendance is required and you are expected to attend every class period. I understand that we are going through extraordinary times, and problems may arise that prevents you from participating. In such cases, please let me know of your circumstances as soon as you get the chance to. Students can miss **two** lectures, without legitimate excuses and losing any points from participation. Excessive unexcused absences might result in deduction of participation grade or in your failing the course.

Late final papers will not be accepted, unless I grant you an extension. Later assignments, mid-term papers, and anything else you are supposed to upload will be accepted, but with a substantial grade penalty for each day late, unless I have explicitly granted you an extension.

The first half of the course (60-75 minutes) will be dedicated to the lecture on the day's theme and small group discussions. The second part of the course will be dedicated to a combination of synchronous and asynchronous class activites. You are expected to attend both parts. Please turn on your videos at each session and mute yourselves when you are not speaking. Students should refrain from using their cellphones or computers except for class purposes.

Honor Code: All students are subject to the University of Virginia's Honor Code. If a student has questions about any aspect of this code, he or she should consult the instructor for guidance. Students should take particular care to adhere to standard practices for the citation of published work. For further details see: <http://www.virginia.edu/honor/wnem/links.ktml>

Statement on Violence Prevention: The University of Virginia is dedicated to providing a safe and equitable learning environment for all students. To that end, it is vital that you know two values that I and the University hold as critically important:

1. Power-based personal violence will not be tolerated.
2. Everyone has a responsibility to do their part to maintain a safe community on Grounds.

If you or someone you know has been affected by power-based personal violence, more information can be found on the UVA Sexual Violence website that describes reporting options and resources available - www.virginia.edu/sexualviolence.

As your instructor and as a person, know that I care about you and your well-being and stand ready to provide support and resources as I can. As an instructor, I am a responsible employee, which means that I am required by University policy and federal law to report what you tell me to the University's Title IX Coordinator. The Title IX Coordinator's job is to ensure that the reporting student receives the resources and support that they need, while also reviewing the information presented to determine whether further action is necessary to ensure survivor safety and the safety of the University community. If you would rather keep this information confidential, there are Confidential Employees you can talk to on Grounds (See). The worst possible situation would be for you or your friend to remain silent when there are so many here willing and able to help.

These are unprecedented and challenging times. I will try my best to give you a high quality education experience under these circumstances. Online courses can be challenging and you may have to face additional difficulties during this time period. Please know that as an instructor I am aware of these challenges and would encourage you to come and talk to me if you need anything. Here are some UVA and external resources that you might like to use during the summer session:

- [Counseling and Psychological Services \(CAPS\)](#)
- [UVA Student Health Center](#)
- [Free Mental Health Tool](#)
- [Surviving and Resisting Hate](#)
- [Self Care for People of Color after Psychological Trauma](#)

The Writing Center is a wonderful way to enhance your writing ability throughout your time at UVA. Trained tutors work with you at any stage of the writing process on any writing assignment for any class with the ultimate goal of strengthening your ability and confidence as a writer. They will not proofread your papers, but they will help guide you through troublesome areas of the writing process or simply give you feedback that can help you learn things about yourself as a writer. This is a free and very valuable resource. Please, take advantage of it. The writing center is located at 314 Bryan Hall but will provide sessions online this summer. To make an appointment go to virginia.mywconline.com.

Required Resources:

There are two required books for the course. Required chapters will be uploaded on Collab but you may rent/buy the book on Amazon if you wish. Just make sure you have the correct edition as page numbers might differ.

Frieden, Jeffrey, Lake, David and Lawrence Broz. 2017. *International Political Economy* (Sixth edition), New York: W.W. Norton & Company

Oatley, Thomas. 2019. *International Political Economy* (Sixth edition), New York: Routledge

Additional required course readings are available on Collab.

Tentative Course Outline:

Date	Content - Week 1
06/20	<ul style="list-style-type: none"> ● Introduction to Course Material ● (Optional) Watch “From Globalization to Hyper-Globalization and Back” by Dani Rodrik on Youtube from this link. <p><i>In-class writing assignment: Write one or two paragraphs explaining: i) What is your understanding on international political economy? ii) What are your expectations from this course?</i></p>
06/21	<ul style="list-style-type: none"> ● The Politics of Globalization – Globalization: A Brief Overview (IMF, 2008) – Inglehart, R. & Norris, P. “Trump and the Populist Authoritarian Parties: The Silent Revolution in Reverse.” <i>Perspectives on Politics</i>, Vol 15 No 2.
06/22	<ul style="list-style-type: none"> ● International Trade I – Oatley, p. 47-54, 70-92 – Mutz, Diana C. “Status threat, not economic hardship, explains the 2016 presidential vote.” <i>Proceedings of the National Academy of Sciences</i> Vol 115 Issue 19.
06/23	<ul style="list-style-type: none"> ● International Trade II – Oatley, Chapter 2. – Levy, Philip. “Was Letting China into the WTO A Mistake?” <i>Foreign Affairs</i>. – Levy, Philip “Emerging countries, regionalization, and world trade” <i>Global Economy Journal</i>, 2006.
06/24	<ul style="list-style-type: none"> ● Research Workshop I <p><i>How to read political science articles.</i></p>

Date	Content - Week 2
06/29	<ul style="list-style-type: none"> ● Foreign Direct Investment I – Oatley, Chapter 8, FLB p.144-155. Watch the documentary.
06/29	<ul style="list-style-type: none"> ● Foreign Direct Investment II – Oatley Chapter 9 (skim p.198-205), FLB, p.156-166. – Sonal Pandya, 2014. “Democratization and Foreign Direct Investment Liberalization, 1970–2000”. <i>International Studies Quarterly</i>, Vol. 58 Issue 3, p. 475-488
06/27	<ul style="list-style-type: none"> ● Cross-Border Immigration I – FLB, p.357-377,394-412 – Jennifer Fitzgerald et al., 2014. “Defying the law of gravity: The political economy of international migration”. <i>World Politics</i>, Vol. 66 Issue 3.
06/28	<ul style="list-style-type: none"> ● Cross-Border Immigration II – Timothy J. Hatton. 2010. “The Cliometrics of International Migration: A Survey,” <i>Journal of Economic Surveys</i>. Vol 24 Issue 5, p.941-969. – Bartelby, “Refugees make great entrepreneurs and workers,” <i>The Economist</i>.
06/30	<ul style="list-style-type: none"> ● Research Workshop II <i>How to critically evaluate political science research papers.</i> <i>Prepare paper outline.</i>

Date	Content - Week 3
07/05	<ul style="list-style-type: none"> • Global Finance I <ul style="list-style-type: none"> – FLB, p.221-231,232-251
07/05	<ul style="list-style-type: none"> • Global Finance II - The Euro Crisis <ul style="list-style-type: none"> – FLB, p.252-266 – Jeffrey Frieden and Stefanie Walter, 2017. “Understanding the political economy of the Eurozone crisis”. <i>Annual review of political science</i>, Vol. 20, p.371-390.
07/06	<ul style="list-style-type: none"> • The EU Data Exercise <ul style="list-style-type: none"> – Becker, Sascha O, Thiemo Fetzer, Dennis Novy. “Who voted for Brexit? A comprehensive district-level analysis,” <i>Economic Policy</i>, Vol 32 No 92, (October)
07/07	<ul style="list-style-type: none"> • The Effects of Globalization: Inequality and Welfare State <ul style="list-style-type: none"> – FLB, p.461-488 – Joseph Stiglitz. “The Insider,” <i>The New Republic (April 17-24)</i>, p. 56-60. – Axel Dreher and Noel Gaston. “Has globalization increased inequality?” <i>Review of International Economics</i>, Vol. 16, Issue 3.
07/08	<ul style="list-style-type: none"> • Research Workshop III <p style="text-align: center;"><i>Finish the first draft of the paper!</i></p>

Date	Content - Week 4
07/11	<ul style="list-style-type: none"> • Research Paper Workshop IV <p style="text-align: center;"><i>Peer Review</i></p>
07/12	<ul style="list-style-type: none"> • Group Presentations
07/13	<ul style="list-style-type: none"> • Guest lecture <p style="text-align: center;">Digital Banking in the 21st Century</p>
07/14	<ul style="list-style-type: none"> • Conclusion - The Future of Globalization <ul style="list-style-type: none"> – Will the world enter a period of further globalization or nationalization? – What aspects of globalization do you expect to be more prominent in the future?
07/15	<ul style="list-style-type: none"> • Paper Writing Day