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| **POLECON 201****International Political Economy****Fall 2022 (2)** |  |

Dates / Synchronous meeting time: TuTh 7:00-8:00 PM China Standard Time

Academic credit: 4

Course format: This course features a mix of online short lectures, online student presentations and in person zoom discussion-based learning totalling 5 hours of weekly instructional time.

## Instructor’s Information

Dr. Paula Ganga, Assistant Professor of Political Economy (feel free to call me “Dr. Ganga” or “Paula”)

pdg12@duke.edu

Office hours: TBD

As a comparative political economy scholar, I use my knowledge of advanced statistical methodologies, seven languages and travel to over 35 countries to examine the economic outcomes of political institutions, state-market interactions, the political actors driving the process and the inequalities between the winners and losers of this process.

I completed my Ph.D. at Georgetown University and I am working on a book manuscript dealing with the political determinants of switches between privatization and nationalization in Eastern Europe and beyond. My research bears directly on how we view the link between democracy and market capitalism, economic consequences of populism, rising illiberalism in recent political transitions and state capitalism. Before DKU I was a Postdoctoral Research Fellow at Columbia University’s Harriman Institute, a Postdoctoral Fellow at the [Skalny Center for Polish and Central Eastern European Studies](https://www.sas.rochester.edu/psc/CPCES/newsletter/2019/index.php) at the University of Rochester and a George F. Kennan Short-term Scholar at the [Woodrow Wilson Center for International Scholars](https://www.wilsoncenter.org/person/paula-ganga).

For more information about my research go to [www.paulaganga.com](http://www.paulaganga.com/) .

## What is this course about?

Why do many countries choose to give development aid? Why do most countries enter free trade agreements? Why do certain countries fix their exchange rate while others do not? Why do certain interest groups oppose globalization? This international political economy (IPE) course aims to equip you with the tools to answer these questions. This is a survey course designed to introduce you to the leading theories and evidence-based research relating to international political economy (IPE). It first introduces some of the main theories of IPE, which is the study of how political forces impact the workings of the global economy and how the global economy—simultaneously—shapes politics. It then explores the history and contemporary workings of the international trade and monetary systems from an IPE perspective. Finally, it delves into specific topics that IPE can help shed light on, such as foreign aid, resources competition, and international environmental protection agreements.

## What background knowledge do I need before taking this course?

A background in economics or political science could be useful for this course, but the most important element for success in this class is an enthusiasm to learn about international political economy .

## What will I learn in this course?

By the end of this course, you will be able to:

* locate IPE theories within their historical context and to contrast the ideas of the most prominent IPE thinkers in terms of their merits and limitations.
* learn how national politics—and in particular the role of domestic interest groups—shape the economic objectives of governments and how international relations shape the outcomes they achieve.
* identify the political incentives faced by governments when making economic decisions and to analyze the consequences of these decisions for individuals and interest groups across countries.
* coherently present in English information on international political economy topics to a group of peers.
* write short articles/papers analyzing international political economy trends in various contexts.

## What will I do in this course?

This course will feature a mix of lectures and discussion-based learning. The first part of each session will consist of a short lecture about the key topics covered in the assigned readings. The second part of the sessions will consist of group discussions. As part of this course, you will be evaluated on your class participation and engagement and short discussion essays addressing key course concepts, in addition to a midterm examination and a final paper.

You will achieve the course goals by:

1. Completing the weekly readings. These readings will introduce key concepts, problems, and current trends in international political economy.

2. Participating actively in the class discussions and activities. During class sessions we will discuss the reading materials, apply these concepts to address real world problems and questions, and debate questions of political, economic, and moral complexity. Online asynchronously, you will listen to the lectures and come to class with questions on these lectures.

3. With guidance and feedback from me as well as your classmates, formulating an actionable, focused research question related to international political economy, and developing an analytical argument in response to this question. Your argument will be supported with empirical evidence, and communicated in a research proposal and final written essay, which draws ideas and evidence from both our class readings and your own research, and cites all sources appropriately (Chicago author-date format is strongly recommended). You will receive detailed instructions about each assignment in class at the appropriate time.

## How can I prepare for the class sessions to be successful?

You will be assessed on your attendance record and class participation over the course of the session. You are expected to show up to class having read all assigned readings and having prepared questions and discussion points based on the readings. You are also expected to bring note-taking materials to class.

## What required texts, materials, and equipment will I need?

This course will make use of the Poll Everywhere software. You will be responsible for bringing a clicker to class or having the appropriate software on your mobile phone.

The following books will be used extensively throughout the course and should be purchased (though they can also be borrowed from the library). All additional readings will be available on electronic reserve.

Oatley, T. (2018). International Political Economy (6th Edition). London, UK: Routledge. ISBN 9781138490741.

## What optional texts or resources might be helpful?

Staying up to date with the news—especially as they pertain to the global economy—will be very useful for this class. I also recommend reading the Economist as a way to apply the knowledge learned in class.

## How will my grade be determined?

**Class Participation** (20 percent):

You will be assessed on your class participation over the course of the session. You are expected to read all assigned readings and prepare questions and discussion points based on the readings, which is critically important for your learning outcomes. You will be assessed on your participation during every class session and receive a grade between 1 and 3 depending on your participation. Depending on class size–bigger classes make it harder for everyone to contribute–there will be an adjustment to the level of participation expected, but this will be clearly communicated at the beginning of the semester. Additionally, you will receive a mid-term evaluation on your participation. Focus on substantive contributions to class discussions rather than sheer number of times you interject during the discussion.

**Discussion Essay** – 500 words (10 percent):

As part of this short essay, you will be asked to reflect on international political economy theories and their broader implications. More information provided later.

**Midterm Examination** (25 percent):

The midterm examination will feature a mix of multiple choice questions. I will provide a midterm examination review document outlining what you are expected to know for the examination. Please be advised that, because of the heavily condensed nature of the course, you will have relatively little time to prepare for the midterm examination. Therefore, please be proactive about gaining a good understanding of the course material as it comes up!

**Quizzes** (10 percent):

The quizzes will take place in the second half of the course (after the midterm examination). They will take place at the start of our simultaneous seminars and feature a mix of true or false, multiple choice, and short answer questions. They are meant to keep you engaged with the course material and help you remember the important concepts covered in the readings and recorded lectures.

**Final Essay Proposal** – 250 words (5 percent):

You will submit a proposal of your final paper on which you will receive detailed feedback. The proposal should clearly indicate your research question, hypothesis, proposed methodology to test that hypothesis, and some potential sources you may use.

**Final Essay** – 1,500 words (30 percent):

The final paper is your opportunity to apply the material you have learned in the class to address an important international political economy question. The final paper will be evaluated on whether it addresses a topic of importance, the quality of the research you conducted to better understand this topic, and the persuasiveness of the conclusions you reach on the basis of your research. More information on the final paper will be provided during the session.

**Grading Scale**: **A+**=97% - 100% **A** = 93% - 96.99%; **A-** = 90% - 92.99%; **B+** = 87% - 89.99%; **B** = 83% - 86.99%; **B-** = 80% - 82.99%; **C+** = 77% - 79.99%; **C** = 73% - 76.99%; **C-** = 70% - 72.99%; **D+** = 67% - 69.99%; **D** = 63% - 66.00%; **D-** = 60% - 62.99% **F** = 59.99% and below

What is the grading rubric for the essays?

A+ to A- : Excellent, consistently meets criteria below

B + to B - : Good, usually meets criteria below

C+ to C- : Fair, sometimes meets criteria below

D+ to D - : Needs improvement, generally does not meet criteria below

F: Plagiarism, no work handed in, work is unintelligible

**Discussion Essay**

Structure:

- The paragraphs of the essay each have a clear purpose and fit together to form a coherent argument.

Style:

- The paper is clear, free of grammar mistakes and useless jargon, and succinct (brevity is the soul of wit).

Quality:

- The essay presents a cogent argument as well as independent and original thinking that shows engagement with class material.

Sources and Citations:

- Sources are properly cited in a consistent format and directly copied text is enclosed in quotation marks.

- Sources consulted are reliable, reputable, and appropriate to an academic setting.

**Final Essay**

Introduction:

- The introduction presents a clear, specific, and relevant thesis.

- The introduction gives readers a summary of the paper’s argument.

Body:

- The paper is structured judiciously—in a way that effectively supports the argument.

- Each paragraph of the paper makes a clear and meaningful contribution to its key point.

Conclusion:

- The conclusion clearly and accurately summarizes the paper’s key points.

- The conclusion highlights the paper’s broader implications and/or policy relevance.

Structure:

- The paragraphs of the essay each have a clear purpose and fit together to form a coherent argument.

Style:

- The paper is clear, free of grammar mistakes and useless jargon, and succinct (brevity is the soul of wit).

Thesis:

- The thesis highlights independent and original thinking and is supported by credible empirical evidence.

- The essay considers key objection(s) to the thesis and responds to them adequately.

Sources and Citations:

- Sources are properly cited in a consistent format and directly copied text is enclosed in quotation marks.

- Sources consulted are reliable, reputable, and appropriate to an academic setting.

## What are the course policies?

**Instructor Contact:**

* You are welcome (and strongly encouraged!) to come to my office hours and ask any question relating to the course materials and topics, your assignments, my research interests, or political science and political economy more widely.
* I generally aim to answer student emails within 24 hours during the working week. Please make sure that your emails have a clear subject line, use your Duke Kunshan email account rather than a personal email account, and if you are responding to an email sent by me, hit “Reply” rather than starting a new email chain (so that I can easily see the previous emails).
* Please check your email at least once a day during the working week. I do not expect you to check your email on weekends or evenings, and I generally will not send you emails on evenings or weekends.
* To be fair to all students, I will not read drafts of written work before they are due. However, I am very happy to discuss your ideas for your written work and answer any questions during office hours.

**Communications:**Due to COVID-19 restrictions, our class will take place online.

* On Zoom, please:

o Make sure your name is set to your full name (so that I and other students can easily see who you are, and I can easily see that you are attending class).

o Keep your camera turned on (unless you can’t do so due to internet connectivity issues) – I and your classmates want to engage with you and see your faces!

o Feel free to unmute yourself and ask or answer questions at any time. In the event of appearances from your cat/dog/younger sibling/other background noise, please don’t worry, we all know that these things can happen in an online classroom.

o Feel free to use Zoom backgrounds (Zoom backgrounds relating to our course content are encouraged).

o If you can’t hear or see me, let me know (if there’s a problem, I need to know in order to fix it).

* Outside of class, we will communicate primarily using the Sakai site and email.
* **All deadlines, class times, and other communications use China standard time.**

 **Discussion Guidelines:**

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor. Active interaction with peers and your instructor is essential to success in this course, paying particular attention to the following:

* Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
* Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
* Read your online discussion posts carefully before submitting them.

**Late Assignments**:

Assignments submitted late without prior approval will be docked five percentage points per day—for up to five days. Assignments submitted more than five days late will receive a grade of zero.

**Academic Integrity:**

As a student, you should abide by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: “Duke Kunshan University is a community comprised of individuals from diverse cultures and backgrounds.  We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflecting upon and upholding these principles in all academic and non-academic endeavors, and to protecting and promoting a culture of integrity and trust.” For all graded work, students should pledge that they have neither given nor received any unacknowledged aid.

**Academic Policy & Procedures:**

You are responsible for knowing and adhering to academic policy and procedures as published in University Bulletin and Student Handbook. Please note, an incident of behavioral infraction or academic dishonesty (cheating on a test, plagiarizing, etc.) will result in immediate action from me, in consultation with university administration (e.g., Dean of Undergraduate Studies, Student Conduct, Academic Advising).  Please visit the Undergraduate Studies website for additional guidance related to academic policy and procedures. Academic integrity is everyone’s responsibility.

**Academic Disruptive Behavior and Community Standard:**

Please avoid all forms of disruptive behavior, including but not limited to: verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently without notice of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members.  Please turn off  phones, pagers, etc. during class unless instructed otherwise.  Laptop computers may be used for class activities allowed by the instructor during synchronous sessions. If you choose not to adhere to these standards, I will take action in consultation with university administration (e.g., Dean of Undergraduate Studies, Student Conduct, Academic Advising).

**Academic Accommodations:**If you need to request accommodation for a disability, you need a signed accommodation plan from Campus Health Services, and you need to provide a copy of that plan to me. Visit the Office of Student Affairs website for additional information and instruction related to accommodations.

## What campus resources can help me during this course?

**Academic Advising and Student Support**

Please consult with me about appropriate course preparation and readiness strategies, as needed.  Consult your academic advisors on course performance (i.e., poor grades) and academic decisions (e.g., course changes, incompletes, withdrawals) to ensure you stay on track with degree and graduation requirements. In addition to advisors, staff in the Academic Resource Center can provide recommendations on academic success strategies (e.g., tutoring, coaching, student learning preferences).  **All ARC services will continue to be provided online.** Please visit the [Office of Undergraduate Advising website](https://dukekunshan.edu.cn/en/academics/advising) for additional information related to academic advising and student support services.

**Writing and Language Studio**

For additional help with academic writing—and more generally with language learning—you are welcome to make an appointment with the Writing and Language Studio (WLS). **To accommodate students who are learning remotely as well as those who are on campus, writing and language coaching appointments are available in person and online.** You can register for an account, make an appointment, and learn more about WLS services, policies, and events on the [WLS website](https://dukekunshan.edu.cn/en/academics/language-and-culture-center/writing-and-language-studio). You can also find writing and language learning resources on the [Writing & Language Studio Sakai site](https://sakai.duke.edu/x/mQ6xqG).

**IT Support**

If you are experiencing technical difficulties, please contact IT:

* China-based faculty/staff/students 400-816-7100, (+86) 0512- 3665-7100
* US-based faculty/staff/students (+1) 919-660-1810
* International-based faculty/staff/students can use either telephone option (recommend using tools like Skype calling)
* Live Chat:  <https://oit.duke.edu/help>
* Email:  service-desk@dukekunshan.edu.cn

## Course schedule

## Week 1 - Session 1:

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| --- | --- |
| Date | (Synchronous Seminar) |
| Topic | **Introduction – 1** |
| Assignments | N/A |
| Agenda | - Introductions**- Course objectives and expectations** |
| Readings | - Oatley. Chapter 1. (Required text)**- Kuk, J. S., Seligsohn, D. and Zhang, J. J. (2018). Why Republicans Don’t Push back on Trump’s China Tariffs — In One Map. Washington, DC: Monkey Cage. (Link)** |

## Week 1 - Session 2:

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| --- | --- |
| Date | (Recorded Lecture) |
| Topic | **Introduction – 2** |
| Assignments | N/A |
| Agenda | - What is international political economy?**- What questions can international political economy help address?** |
| Readings | - Oatley. Chapter 1. (Required text)**- Kuk, J. S., Seligsohn, D. and Zhang, J. J. (2018). Why Republicans Don’t Push back on Trump’s China Tariffs — In One Map. Washington, DC: Monkey Cage. (Link)** |

## Week 1 - Session 3:

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| --- | --- |
| Date | (Synchronous Seminar) |
| Topic | **Introduction – 3** |
| Assignments | N/A |
| Agenda | - What is international political economy?**- What questions can international political economy help address?** |
| Readings | - Oatley. Chapter 1. (Required text)**- Kuk, J. S., Seligsohn, D. and Zhang, J. J. (2018). Why Republicans Don’t Push back on Trump’s China Tariffs — In One Map. Washington, DC: Monkey Cage. (Link)** |

## Week 2 - Session 1:

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| --- | --- |
| Date | (Recorded Lecture) |
| Topic | **Thinkers and Theories – 1** |
| Assignments | N/A |
| Agenda | - The thinkers: Smith, Malthus, Ricardo, and Marx**- The theories: Mercantilism, Liberalism, and Marxism** |
| Readings | - Gilpin, R. (1987). The Political Economy of International Relations. Princeton, NJ: Princeton University Press. Chapter 2. (To be posted)**- Marlin-Bennett, R. (2010). International Political Economy: Overview and Conceptualization. Oxford, UK: Oxford University Press. (Link)** |

## Week 2 - Session 2:

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| --- | --- |
| Date | (Synchronous Seminar) |
| Topic | **Thinkers and Theories – 2** |
| Assignments | N/A |
| Agenda | - The thinkers: Smith, Malthus, Ricardo, and Marx**- The theories: Mercantilism, Liberalism, and Marxism** |
| Readings | - Gilpin, R. (1987). The Political Economy of International Relations. Princeton, NJ: Princeton University Press. Chapter 2. (To be posted)**- Marlin-Bennett, R. (2010). International Political Economy: Overview and Conceptualization. Oxford, UK: Oxford University Press. (Link)** |

## Week 2 - Session 3:

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| Date | (Recorded Lecture) |
| Topic | **A Brief History of the International Trade and Monetary Systems – 1** |
| Assignments | N/A |
| Agenda | - The first wave of international trade**- The long shadow of mercantilism** |
| Readings | - Vanham, P. (2019). A Brief History of Globalization. Geneva, CH: World Economic Forum. (Link)**- Harari, Y. N. (2011). Sapiens: A Brief History of Humankind. New York, NY: Harper Collins. Chapter 10. (To be posted)** |

## Week 2 - Session 4:

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| Date | (Synchronous Seminar) |
| Topic | **A Brief History of the International Trade and Monetary Systems – 2** |
| Assignments | N/A |
| Agenda | - The first wave of international trade**- The long shadow of mercantilism** |
| Readings | - Vanham, P. (2019). A Brief History of Globalization. Geneva, CH: World Economic Forum. (Link)**- Harari, Y. N. (2011). Sapiens: A Brief History of Humankind. New York, NY: Harper Collins. Chapter 10. (To be posted)** |

## Week 3 - Session 1:

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| Date | (Recorded Lecture) |
| Topic | **A Brief History of the International Trade and Monetary Systems – 3** |
| Assignments | N/A |
| Agenda | - The importance of banking for the global economy**- The classical gold standard** |
| Readings | - Gilpin, R. (1987). The Political Economy of International Relations. Princeton, NJ: Princeton University Press. Chapter 4. (To be posted)**- Eichengreen, B. (1992). Golden Fetters: The Gold Standard and the Great Depression, 1919–1939. Oxford, UK: Oxford University Press. Chapter 1. (To be posted)** |

## Week 3 - Session 2:

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| Date | (Synchronous Seminar) |
| Topic | **A Brief History of the International Trade and Monetary Systems – 4** |
| Assignments | **Discussion Essay Due** |
| Agenda | - The importance of banking for the global economy**- The classical gold standard** |
| Readings | - Gilpin, R. (1987). The Political Economy of International Relations. Princeton, NJ: Princeton University Press. Chapter 4. (To be posted)**- Eichengreen, B. (1992). Golden Fetters: The Gold Standard and the Great Depression, 1919–1939. Oxford, UK: Oxford University Press. Chapter 1. (To be posted)** |

## Week 3 - Session 3:

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| Date | (Recorded Lecture) |
| Topic | **The International Trade and Monetary Systems since WWII – 1** |
| Assignments | N/A |
| Agenda | - The second wave of international trade**- The rise (and fall?) of international trade institutions** |
| Readings | - Oatley. Chapter 4. (Required text)**- Oatley. Chapter 5. (Required text)** |

## Week 3 - Session 4:

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| Date | (Synchronous Seminar) |
| Topic | **The International Trade and Monetary Systems since WWII – 2** |
| Assignments | N/A |
| Agenda | - The second wave of international trade**- The rise (and fall?) of international trade institutions** |
| Readings | - Oatley. Chapter 4. (Required text)**- Oatley. Chapter 5. (Required text)** |

## Week 4 - Session 1:

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| Date | (Recorded Lecture) |
| Topic | **The International Trade and Monetary Systems since WWII – 3** |
| Assignments | N/A |
| Agenda | - The rise and fall of the Bretton Woods gold standard**- The role of the International Monetary Fund** |
| Readings | - Oatley. Chapter 10. (Required text)**- Stiglitz, J. (2002). Globalization and its Discontents. New York, NY: Norton. Chapter 8. (To be posted)** |

## Week 4 - Session 2:

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| --- | --- |
| Date | (Synchronous Seminar) |
| Topic | **The International Trade and Monetary Systems since WWII – 4** |
| Assignments | N/A |
| Agenda | - The rise and fall of the Bretton Woods gold standard**- The role of the International Monetary Fund** |
| Readings | - Oatley. Chapter 10. (Required text)**- Stiglitz, J. (2002). Globalization and its Discontents. New York, NY: Norton. Chapter 8. (To be posted)** |

## Week 4 – Session 3:

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| --- | --- |
| Date | (Recorded Lecture) |
| Topic | **Multinational Firms – 1** |
| Assignments | N/A |
| Agenda | - The rise of multinational firms and its effect on the global balance of power**- A case study of governments’ ferocious competition for investment** |
| Readings | - Oatley. Chapter 8. (Required text)**- Oatley. Chapter 9. (Required text)** |

## Week 4 - Session 4:

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| --- | --- |
| Date | (Synchronous Seminar) |
| Topic | **Multinational Firms – 2** |
| Assignments | N/A |
| Agenda | - The rise of multinational firms and its effect on the global balance of power**- A case study of governments’ ferocious competition for investment** |
| Readings | - Oatley. Chapter 8. (Required text)**- Oatley. Chapter 9. (Required text)** |

## Week 4 - Session 5:

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| Date | **No Recorded Lecture – Replaced by Midterm Examination Review** |
| Topic | **Midterm Examination Review** |

## Week 4 - Session 6:

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| Date | **No Simultaneous Seminar – Replaced by Midterm Examination** |
| Topic | **Midterm Examination** |

## Week 5 - Session 1:

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| --- | --- |
| Date | (Recorded Lecture) |
| Topic | **Financial Crises – 1** |
| Assignments | N/A |
| Agenda | - The causes and consequences of financial crises**- Case studies: The 1997 Asian Financial Crisis and the 2008 Global Financial Crisis** |
| Readings | - Rajan, R. J. (2010). Fault Lines: How Hidden Fractures Still Threaten the World Economy. Princeton, NJ: Princeton University Press. Introduction. (To be posted)**- Stiglitz, J. (2002). Globalization and its Discontents. New York, NY: Norton. Chapter 4. (To be posted)** |

## Week 5 - Session 2:

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| --- | --- |
| Date | (Synchronous Seminar) |
| Topic | **Financial Crises – 2** |
| Assignments | N/A |
| Agenda | - The causes and consequences of financial crises**- Case studies: The 1997 Asian Financial Crisis and the 2008 Global Financial Crisis** |
| Readings | - Rajan, R. J. (2010). Fault Lines: How Hidden Fractures Still Threaten the World Economy. Princeton, NJ: Princeton University Press. Introduction. (To be posted)**- Stiglitz, J. (2002). Globalization and its Discontents. New York, NY: Norton. Chapter 4. (To be posted)** |

## Week 6 - Session 1:

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| --- | --- |
| Date | (Recorded Lecture) |
| Topic | **Development Aid – 2** |
| Assignments | N/A |
| Agenda | - The political and economic determinants of foreign aid**- Case study: The impact of UN voting patterns on foreign aid** |
| Readings | - Alesina, A. and Dollar, D. (2000). Who Gives Foreign Aid to Whom and Why? Journal of Economic Growth 5(1): 33–63. (Link)**- Kuziemko, I. and Werker, E. (2006). How Much Is a Seat on the Security Council Worth? Foreign Aid and Bribery at the United Nations. Journal of Political Economy 114(5): 905–930. (Link)** |

## Week 6 - Session 2:

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| --- | --- |
| Date | (Synchronous Seminar) |
| Topic | **Development Aid – 2** |
| Assignments | N/A |
| Agenda | - The political and economic determinants of foreign aid**- Case study: The impact of UN voting patterns on foreign aid** |
| Readings | - Alesina, A. and Dollar, D. (2000). Who Gives Foreign Aid to Whom and Why? Journal of Economic Growth 5(1): 33–63. (Link)**- Kuziemko, I. and Werker, E. (2006). How Much Is a Seat on the Security Council Worth? Foreign Aid and Bribery at the United Nations. Journal of Political Economy 114(5): 905–930. (Link)** |

## Week 6 - Session 3:

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| Date | (Recorded Lecture) |
| Topic | **Energy and Natural Resources – 2** |
| Assignments | N/A |
| Agenda | - The “resource curse” and the “presource curse”**- Case study: China’s rise and resources competition** |
| Readings | - Collier, P. (2007). The Political Economy of Natural Resources. Social Research 77(4): 1105–1132. (Link)**- Zirin, J. (2014). Does China's Quest for Resources Imperil US Interests? Economy, Levi. New York, NY: Conversations with Jim Zirin. (Link)** |

## Week 6 - Session 4:

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| --- | --- |
| Date | (Synchronous Seminar) |
| Topic | **Energy and Natural Resources – 2** |
| Assignments | **Final Essay Proposal Due** |
| Agenda | - The “resource curse” and the “presource curse”**- Case study: China’s rise and resources competition** |
| Readings | - Collier, P. (2007). The Political Economy of Natural Resources. Social Research 77(4): 1105–1132. (Link)**- Zirin, J. (2014). Does China's Quest for Resources Imperil US Interests? Economy, Levi. New York, NY: Conversations with Jim Zirin. (Link)** |

## Week 7 - Session 1:

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| --- | --- |
| Date | (Recorded Lecture) |
| Topic | **Environmental Protection – 1** |
| Assignments | N/A |
| Agenda | - Is effective and sustained multilateral environment protection possible?**- Case study: The Paris Agreement** |
| Readings | - Hardin, G. (1968). The Tragedy of the Commons. Science 162: 1243–1248. (Link)**- Ostrom, E. (2010). Polycentric Systems for Coping with Collective Action and Global Environmental Change. Global Environmental Change 20: 550–557. (Link)** |

## Week 7 - Session 2:

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| --- | --- |
| Date | (Synchronous Seminar) |
| Topic | **Environmental Protection – 2** |
| Assignments | N/A |
| Agenda | - Is effective and sustained multilateral environment protection possible?**- Case study: The Paris Agreement** |
| Readings | - Hardin, G. (1968). The Tragedy of the Commons. Science 162: 1243–1248. (Link)**- Ostrom, E. (2010). Polycentric Systems for Coping with Collective Action and Global Environmental Change. Global Environmental Change 20: 550–557. (Link)** |

## Week 7 - Session 3:

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| --- | --- |
| Date | (Recorded Lecture) |
| Topic | **Technological Change – 1** |
| Assignments | N/A |
| Agenda | - The economic and political implications of technological change**- Case study: The rise of artificial intelligence** |
| Readings | - Mokyr, J. (1998). The Political Economy of Technological Change: Resistance and Innovation in Economic History. Evanston, IL: Northwestern University. (Link)**- Goldin, I. (2019). Will AI Kill Development? London, UK: BBC Radio. (Link)** |

## Week 7 - Session 4:

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| Date | (Synchronous Seminar) |
| Topic | **Technological Change – 2** |
| Assignments | N/A |
| Agenda | - The economic and political implications of technological change**- Case study: The rise of artificial intelligence** |
| Readings | - Mokyr, J. (1998). The Political Economy of Technological Change: Resistance and Innovation in Economic History. Evanston, IL: Northwestern University. (Link)**- Goldin, I. (2019). Will AI Kill Development? London, UK: BBC Radio. (Link)** |

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