Welcome to ITRN 500, “Global Political Economy.” This course deals with international political economy, which is principally concerned with the nature and implications of globalization and the evolving relationship between states and markets.

The course is particularly relevant at a time of deepening distrust and a searching reconsideration of the current liberal international economic and political order. Many have been unsettled by Trump Administration’s pronouncements on trade, immigration, investment and security, among others, and by developments such as Brexit in the United Kingdom, the economic situation in Italy, Greece, Ireland, and Spain, the resurgence of nationalism in Germany, Hungary and elsewhere in Europe, all of which threaten the prospects for a continued European Union.

Other developments in Asia add to policymakers’ concerns, including the bilateral U.S.-China relationship, the U.S.-South Korean trade relationship in light of regional nuclear security concerns, potential linkages of trade and national climate policies, to name a few.

The role of effective institutions in governance and managing economic and social risks is a particular focus of the course: how is the global economy managed, in whose interests, and with what consequences for human well-being? This fundamental question points us to a number of critical issues that arise from the functioning of the global economic system.

We will discuss important economic concepts, current global political and economic trends, and leading ideas about globalization. We will examine the dynamics among the primary concern for all economies: economic growth, wealth and income equality, security, and the health of the environment. We’ll also tackle the nature of economic and social risk, efforts to reduce vulnerability to economic change, and the strength and scope of governmental institutions.

We will devote considerable time to looking national political and economic development strategies, beginning with Europe, whose rise to industrial might has important lessons for all other countries, but whose future may now be in doubt. The economic and political challenges around inequality, and its causes (trade? technology?) and potential remedies (tariffs? training?), is also a primary concern.

We’ll also look at the rise of Asian countries, especially the background to the emergence of China and India, and how Russia and the other Eastern European transitional countries are faring in the era of diminished hopes for democratic reforms and the rise of authoritarian regimes.

We’ll also look at the situation of the Islamic world in the global system in the troubled aftermath Arab Spring, including mass immigration and its implications for Europe. Several weeks will focus on the problems of developing countries, especially in Africa, and whether foreign aid works, and if so, how.

Finally, we will also look at several critical global governance issues, in particular the politics and economics of climate and energy, and of food security and hunger in developing nations, and the problem of “deviant globalization,” or the well-developed and organized trade and finance of illicit goods and services.
Major class activities

Policy briefing paper: A major activity of the course is the preparation and briefing of a non-partisan policy research paper on an assigned topic, such as might be produced by the Brookings Institution, the Center for Global Development, or the Congressional Research Service. Class members will function as the staff of a non-partisan think-tank asked to prepare background materials for a Congressional committee. The committee must grapple with a host of pressing international policy problems. To sort them out, it badly needs our help. Task force teams of two to four students will work together to research, write and present the work: more details will be given in class.

Weekly electronic discussion: We will also engage in weekly electronic discussions about the themes and issues that arise from the class reading: regular posting is required. You are expected to review in advance the assigned readings, and to discuss the important themes, findings and surprises of the readings (see “Blackboard Posting and Reading Discussion” section below).

Exam: At the end of the term there will be a take-home exam to assess your ability to integrate the insights from the course into a coherent analysis of international political economy issues.

This is a demanding course, but one I think you will find fascinating and enlightening.

Learning outcomes

Knowledge and understanding

1. The student should be able to recognize current research issues in international political economy and discuss the core principles and schools of thought about politics and economics as they relate to these issues and to formulating policy.

2. The student should be able to explain and discuss the role of institutions in economic and political development, and how institutions shape policy responses in both developed and developing nations.

3. The student should be able to discuss how economic growth and inequality are related in political and economic systems, and how such levels are affected by political structures, economic development strategies and policy interventions.

4. The student should be able to explain and discuss the roles of economic risk and social vulnerability in influencing levels and types of political support for economic development policies in both developing and developed countries, and sources and methods of analyzing data on these phenomena.

5. The student should be able to discuss the problems and opportunities of economic and political development in specific countries and regions, including countries in Africa, Europe, North America, Latin America and Asia. The student should be able to discuss these cases in their broad historical context.

6. The student should be able to discuss and analyze the problems of global governance such as environmental degradation and climate change, dysfunctional aspects of the global food system, and “deviant capitalism,” in the context of global political economic activity, institutions, and policies.
Skills and abilities

1. The student should be able to articulate and apply theoretical concepts from international political economy and economic development to specific country and regional cases.

2. The student should be able to search for, collect, organize, deploy, assess, and critically interpret relevant evidence, data and information concerning a given issue or topic in international political economy.

3. The student should be able to independently and in small groups identify, formulate, investigate, and analyze problems in international political economy, perform tasks within given time frames, and manage his or her learning with support and guidance. The student should be able to demonstrate effective and productive participation in group work.

4. The student should be able to demonstrate command of concepts, ideas and cases in international political economy through effective written analyses and public presentations.

Requirements, Grades and Examinations

There are four main requirements for the course:

Blackboard postings and discussion 30%
Task force project: 4,000 word policy brief 30%
and presentation 10%
Final exam 30%

Texts

The course is based on the following course texts, available at the Arlington Campus Bookstore. However, I recommend looking first at used book websites, such as Alibris. Access them via http://www.addall.com, which searches about 30 new and used books sites and lists results by price. Used book prices are in many cases substantially lower than bookstore prices.

Required books


Periodical literature

Students are required to read regularly the New York Times, the Wall Street Journal, the Washington Post, or The Guardian (UK). Motivated students should take note of the field’s specialized journals or press, such as The Economist magazine, Foreign Policy, or Foreign Affairs.

Be sure to sign up for your own New York Times and Financial Times accounts under the Libraries’ umbrella account. See http://infoguides.gmu.edu/politics/news for details on both, as well as the already-free Washington Post access for academics.

Enjoy direct access to The Economist http://www.economist.com/mutex.gmu.edu/. You must use the link given here, as they route you through the libraries’ proxy server.

The Library also has indirect access to most newspapers-- can get the articles through one of their databases. The Wall Street Journal is a good example of this – see Factiva News Pages for the most reader-friendly access.

If you read a foreign language, make a habit of reading the comparable journals and media from abroad. Diversity of perspective is important: don’t limit yourself to publications that support only your own point of view.

LinkTank

LinkTank provides a weekly listing of policy events and jobs around the region. I highly recommend subscribing to it their e-mail service: https://www.linktank.com/events-washington-dc. Also sign up directly a selection of think tanks and newsletters in the field. I get several myself, including: Environment and Energy newsletters, Brookings, World Resources Institute, the Hudson Institute, the Center for Global Development, the New York Times, the Wilson Center. Just by reading what they send out helps keep you abreast of the public conversations going on in politics and policy.

Announcements for conferences and events are listed weekly. Go to one or two of them, as soon as you can manage it. These are outstanding opportunities to see the places and people that drive the policy agendas in DC, and to get familiar with how they work. They are also opportunities for them to see you in action, too -- the best way to make your way into a career is to look like you already belong there.

Group work

I strongly encourage you to join with students in study and writing groups to share perspectives on the readings, the concepts, and writing, both yours and others.

Writing expectations

This course demands a lot of writing. Writing is essential in the policy world, and good writing will serve you well in your career. I offer the following observations to help focus your attention on the importance of good writing.

Most common writing problems:

- Poorly formed arguments. Citations and references used out of context.
- Failure to utilize concepts from course literature to make observations, frame arguments, etc.
Writing abilities I expect:

- Produce well-crafted paragraphs that work together to produce strong and clear arguments, well supported by facts, data, observations.
- Write succinct but lively sentences and paragraphs that are appropriate length for their purpose. Employ correct grammar and usage.
- Use the best literature or sources. Use citations and references to support non-trivial arguments. Use concepts from course literature in observations, framing arguments, etc.

The one writing skill all students should acquire: **Write grammatically and logically.** Don’t make your reader work to understand what you are saying. If you yourself don’t have a clear idea, your reader won’t either.

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**Getting your mind in shape: How to read for university education**

This will be (I hope) a fascinating but (I know) demanding class. Video and audio program are also required from time to time; they break up the routine of readings. The material itself is compelling: time flies when the reading is good. Group work is strongly encouraged as a way to manage the workload, as well as to connect with fellow classmates. If you have concerns about the time required to get all this done, please let me know.

But there is a larger issue associated with the work this course demands: studying at a university should be thought of as a way of getting your mind in shape. It is more about learning how pose cut-to-the-core questions than it is about finding specific answers. It is more about learning to learn, a skill that never loses its currency, and less about learning concrete but often time-limited information. It is more about making an investment in critical thinking than it is about the consumption of entertaining stories or factoids.

Getting in shape intellectually takes a lot of work. Some activities help, others get in the way. Things that help include:

Read hard copies of the best daily newspapers. Digital editions are great, but they risk allowing you to over-tailor your exposure to the specific slants or issues news, which can contribute to intellectual myopia. There is nothing like flipping through actual pages of the New York Times, the Wall Street Journal, or the Economist, glancing at stories you thought you’d never be interested in, and finding something that grabs your attention. I’ve been experimenting with paper, web and smartphone editions of the New York Times and the Washington Post, and I find I read more widely and deeply and retain information better when I have a paper copy in my hands.

Read books and long-form journalism, not just summaries or newsfeeds. Reading sustained treatments of arguments, ideas or stories exercises the mind by exposing it to nuance, subtlety, and complexity. Thinking critically depends on knowing more, and more deeply, than thin or hypertext-linked articles that give you little context or depth. Serious professionals don’t ignore less-demanding media, but they limit its reach. Skim the book review pages of the Times or the Journal and make it a point to read the New Yorker or the Atlantic Monthly.

**Spend time in book places and book people. Visit a good bookstore or active library, sign up for their newsletters, and attend book or author events.** Being in places where people read and talk about books helps you to cultivate a familiarity with the world of ideas and analysis. Frequent the University or your community library and browse widely and borrow frequently. Politics and Prose bookstore in DC is an excellent place to hear authors present new work and to interact with them personally.

Avoid substituting commercial television for serious journalism or academic writing. Commercial television is a wonderful medium in its place and time, but is a serious impediment to improved understanding of public
issues. It attracts and distracts viewers by raising anxiety levels by surrounding news and reporting about ideas with sensationalist techniques, compresses information into extremely short sound and image bites, and tailors its coverage to the implicit, and sometimes explicit, interests paying advertisers.

Sign up for electronic newsletters for publications in your field. Every profession or occupation has a trade publication specializing in news and analysis pertinent to the field. Make it a point to subscribe and at least skim the contents on a regular basis. Watch for conferences or reports on specific topics that interest you and develop an understanding of what experts consider the pressing issues of the day. This is the best route to becoming a leading participant yourself. The librarians here at GMU can help you identify which publications to subscribe to, and in many cases can provide access for free.

Use libraries and other professional research assistance rather than relying too heavily on Internet search. The Internet has revolutionized access to information but has not yet solved the problem of acquiring knowledge or, even more difficult, wisdom. Google searches are so convenient that most of us indulge ourselves with snippets of instantly-discovered information, but put off doing real research using vetted, peer-reviewed or otherwise well-chosen sources that often reside in library databases.

The temptation to do a quick search online is like the challenge to public health posed by junk food: the fat, salt, and sugar are so attractive, and the marketing is so overwhelming, that it is difficult to resist. But a healthy intellectual “diet” should also seek out the fruits and vegetables of critical analytical thinking and is necessary to give your mind a vigorous mental workout.

Make it a point to actually go into the library stacks to look for books. Because books are arranged by subject, not alphabetically, you can easily find a trove of materials based on a single call number. This enables you to browse the collection much more efficiently than searching on line: you can scan books while standing or sitting in the stacks themselves, and quickly get a sense of what the subject is about, what treatment it’s been given by writers and scholars, and what is most relevant to you.

Talk about what you are reading and thinking about with family, friends and classmates. Most of what you will actually learn you will learn from people you interact with. Teachers can serve as guides to what to learn and can provide some feedback on how you are doing. But by and large it is your classmates and friends that provide the best sounding board for what you think about what you are reading. Explaining new ideas to others is a form of teaching and learning: by talking to others, by teaching them, you are learning the material yourself. Doing so helps you see how new information fits with what you already know, and helps you find gaps in your knowledge. Talking about what you’re reading helps you to think more critically about it, and ultimately enables you to master the material.

**Blackboard and library databases**

Book chapters and some other readings will be available through Blackboard. Journal articles are available through the Library's databases (journals or newspapers: use E-journal finder).

**Blackboard posting and reading discussions**

We will use the public Discussion Board function on Blackboard to jumpstart the class discussions of the weekly readings. Posting weekly is required. Comments and critiques online will give you time to consider what your classmates have to say about the readings and help us focus on core issues more quickly. Blackboard comments can also be useful as summaries and discussions of readings, useful for preparing for the final exam.
There are two kinds of comments: Start-off Comments and Response Comments. The class will be divided into two groups. **People whose last names begin with letters A through Li are in Group A, everyone else in is Group B.**

Everyone in each group will post Start-off or Response Comments on alternate weeks, i.e, Group A will post Start-off Comments on weeks 1, 3, 5, etc., and Group B will post Response Comments in those weeks. Group B will post Start-off Comments on weeks 2, 4, 6, etc., and in those weeks, Group A will post Response Comments.

Start-off Comments are to be posted to Blackboard no later than 6 pm, 48 hours before class. Your contribution should be about 300-400 words, in which you:

1. Articulate any special insight or inspiration that week’s reading has given you, or any issues or problems you are having with it;
2. Raise and give initial thoughts on one or two questions the readings suggest that you would like your classmates to reflect on and discuss in class
3. Begin to analyze and synthesize the readings, both within a session (i.e. discuss how readings relate to one another) and across the whole course (i.e. discuss how your view of the general themes and issues of the course are shaped by the readings and class discussions).

Response Comments are to be posted by the group that has not posted Start-off Comments that week. They must be posted no later than 6 pm, 24 hours before class, and should also be about 300-400 words. Response Comments respond to the Start-off Comments and begin (not end!) discussion on the topics raised.

*Please do not post attachments of documents; cut and paste from documents into Blackboard directly, so we can all read discussion threads without leaving the Discussion Forum area.*

**Late postings.** I will not give credit for late postings.

**Writing help**

The University has made significant investments in helping students with their writing. I highly recommend **everyone** to get in touch with the Writing Center staff, even if you think you write well – if there is one thing that will help advance your career, it is writing well and easily. And if you know you have difficulty with particular aspects of writing, by all means make it a priority to meet them: [https://writingcenter.gmu.edu/](https://writingcenter.gmu.edu/) or contact me for advice.

**Disabilities**

If you need an academic disability accommodation, please see me and contact the Disability Resource Center (DRC) at 993-2474. All accommodations must be arranged through the DRC.

**Grading criteria**

To do well in this course, it is essential that you write well and use the literature we’ve read as a foundation for your arguments.

Grades of A or A- are reserved for sustained excellence and outstanding performance on all aspects of the course. B and B+ are used to denote mastery of the material and very good performance on all aspects of the course. B- denotes marginal quality work that is not quite up to graduate level standards. C means work that is adequate for undergraduate performance but is not acceptable at the graduate level. The grade of F means the failure to perform adequately.
See details about grading criteria in the separate document on Blackboard.

I occasionally return substandard work to students to revise and resubmit. Comments on written work are to be taken as general guides and feedback, not specific problems that need fixing.

**Missed classes**

*Missing class is strongly discouraged. I will not admit students who do not attend the first class, even with notice.* More than one absence may jeopardize your grade, if not your ability to keep up with our rapid pace.

If you cannot attend a class, keep up participation grade by providing me a 750-word summary and analysis of the week’s readings, with special attention to the critical questions they raise. This is to ensure that you have dug into the material, and lessen the risk falling behind the rest of the class.

**Plagiarism**

All work must be your own. In general, where the work of others is used, even in paraphrased form, it must appropriately referenced. When in doubt, cite! Plagiarism is an Honor Code violation: [http://www.gmu.edu/facstaff/handbook/aD.html](http://www.gmu.edu/facstaff/handbook/aD.html)

The main things to keep in mind:

- Know your sources and what they say.
- Keep track of your sources when you copy and paste, and cite them accurately.
- If you quote a key source, explain what the author says in your own words.
- Avoid the temptation to simply change a few words or sentence order in a copied text. This is not original writing, but instead is incorrect paraphrasing, which is a form of plagiarism.
- If deadline pressure leads you to even consider passing off others’ work as your own, DON’T DO IT. Contact me to discuss your situation. There are better ways to deal with stress that don’t risk expulsion.

If you have any questions about correct citation, paraphrasing and writing, let me know. The following resources will also help:

GMU University Writing Center: Plagiarism [https://writingcenter.gmu.edu/guides/plagiarism](https://writingcenter.gmu.edu/guides/plagiarism)


Indiana University: Plagiarism: What It is and How to Recognize and Avoid It [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)

Here follows the official Schar School Policy on Plagiarism:

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of Schar School. It constitutes a serious breach of professional ethics and it is unacceptable.
Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of Schar School takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the Schar School policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The Schar School policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

'Nuf said.

COURSE SYLLABUS

Week 1: Introduction to Global Political Economy

In this week, we’ll get introduced to one another and go over important administrative details. We’ll also open up our discussion with the topic of “globalization: what is it and what does it mean?” and we’ll discuss the questions below. Be sure to come to the first class prepared for a vigorous discussion. You may be asked to summarize the basic arguments of one of these pieces in this week.

The Commanding Heights video and webcast was adapted as a 6-hour PBS series from the book of the same name by Daniel Yergin and Joseph Stanislaw. It plays like a thriller and is exciting to watch. The book on which the video is based is easy to read and contains more nuance and information. Choosing the “Got broadband?” connection speed and click on “Storyline” to view the broadcast episodes. You are also strongly encouraged to read the entire book.

The articles follow from this first broad documentary film overview. The first is a conversation between two leading British academic experts on globalization, David Held and Paul Hirst. They address a number of important issues as seen from different points of view.

David Brooks, a prominent conservative columnist for the New York Times, offers his view of the tensions between the quality of governance in private-sector-led and state-led capitalisms. This tension is central to debates in the field of international political economy and national economic strategy.

The piece by Tom Friedman, also a New York Times columnist, on “The Power of Green” introduces an additional theme that runs throughout the course: the environmental sustainability of current global
economic and consumer practices and the need for new thinking about economic competitiveness.

**Assignment:** Post your reactions, questions and thoughts about the readings on the Blackboard Discussion Board. Specifically address the following questions:

- Why does it matter who occupies the “commanding heights” of the economy?
- What is contemporary globalization, according to our authors, and what drives it? Is it a technological, an economic, or a cultural phenomenon? How does it matter?
- Environmental sustainability may be at risk without new thinking about the workings of the global political economy. What is the case for “the power of green”?

*The Commanding Heights,* [http://www.pbs.org/wgbh/commandingheights/](http://www.pbs.org/wgbh/commandingheights/) (especially episode 1, but all episodes are worth watching).


**Week 2: Liberalism, Mercantilism and Structuralism: Classical Theoretical Perspectives**

*Group A post Start Off Comments, Group B Response Comments*

It will help our thinking about the international political and economic system if we structure our thinking with some frameworks or theories. This week will be devoted to sketching the main lines of such theories as, liberalism, mercantilism, structuralism, and newer alternatives, of which dependency theory is an important variant. It will briefly discuss how IPE differs from, but is broadened by, theories of globalization that come from cultural and media studies. *Neo-liberalism* is thought by many to be the reigning politico-economic paradigm, though recent political and economic developments in many developed and developing countries suggest its future may be less certain.


**Week 3: Economic Development**

*Group B post Start Off Comments, Group A Response Comments*

Even in a more globalized or tightly interconnected world, states are still important international actors. Governments respond to international challenges, political pressures, and ideological trends. How they respond is due to a number of factors, which we will examine in this week.

We’ll begin with a new classic in the field, Bates’ *Prosperity and Violence,* which outlines a theory of state formation that relies on bargains between specialists in prosperity (nascent businesses) and specialists in violence (political and military leadership, often royalty and aristocracy).

This will lay the groundwork for deeper examination of modern development dynamics in the rest of the session. Simple explanations or lists of criteria will be shown to be insufficient to promote growth in countries
that vary widely in their geography, history, cultures, institutional arrangements and position in the international economy.


**Week 4: Markets, Risk, Institutions and States**

*Group A post Start Off Comments, Group B Response Comments*

As we have seen, debates about the roles of markets and states in economic development have see-sawed back and forth for centuries. In their most recent phase, the role of institutions has returned as more central than neo-liberal reformers had previously thought. This week will be devoted to an examination of the importance of effective states in providing the foundations for prosperity.


Rodrik, Dani and Arvind Subramanian, “Primacy of Institutions (and What This Does and Does Not Mean),” *Finance and Development*, June 2003, pp. 31-34.


**Week 5: Trade and Finance in a Globalizing Economy**

*Group B post Start Off Comments, Group A Response Comments*

The next two weeks are devoted to examining the global financial system through the lens of the global financial meltdown that began in 2008. This week looks at the evolution of the institutional architecture for global economic management, beginning with the Bretton Woods institutions that emerged from the wreckage of WWII. This is a standard institutional story, often told and widely understood: the purpose of these readings is to lay it all out in sufficient detail that we’ll be able to see all the moving parts.


**Week 6: Crisis of Global Economic Governance**

*Group A post Start Off Comments, Group B Response Comments*

The second part of this two-part look at the global economic system will examine the financial crises that periodically engulf the world and will look particularly at the evolution of finance in the core industrialized countries as a major contributor to the crisis. How and why did this institutional structure come about? Is it relevant anymore? Why do crises happen so often, and what could be done to prevent or mitigate them?


-OR-


-OR-


**Week 7: Rich Democracies: Dilemmas of the Welfare State**

*Group B post Start Off Comments, Group A Response Comments*

Economic policies vary in the rich democracies, and the outcomes differ significantly. Ideological battles rage between those who advocate for increasing laissez-faire market reforms, and those who argue that social safety nets need to be strengthened and that politics require major adjustment.

This can be seen in a number of areas: in policies designed to stimulate growth, in tax policy, in healthcare policies and in social security programs. Competition with low-wage developing countries threatens growth and the unraveling of social welfare protections. Budgetary pressures are particularly acute in Europe, where the strictures of economic and monetary union restrict governments' options to maintain generous social welfare policies. Inequality is rising in some countries, whereas in others it is evening out. Yet, the situation is clouded by ideological posturing.
This week explores the compares and contrasts social welfare policies and outcome in the United States and Europe to explore the sources of welfare policy in an increasingly competitive international environment, and against the backdrop of increasing global inequality.


**Recent news items**


**Recent statistical reports**


**Week 8: The Rising Powers and Their Prospects**

*Group A post Start Off Comments, Group B Response Comments*

For many, the end of the Cold War and the triumph of capitalism sounded the death knell of central planning and the communist system of economic organization. The three cases studies of Russia, China and India examine adaptation and transformation in the three biggest (formerly) communist or socialist countries.
China began its transformation earlier but resisted democratic change; Russia emerged out of the wreckage of the Soviet Union putting democratic reforms before dealing with economic transformation. India had long embraced Fabian socialism with elements of British administrative and legal structures. The result was that its democracy was vigorous, but its state was widely seen as overly bureaucratic and deeply ineffective. These cases will be used to sharpen our discussion of the importance of strong and effective institutions in helping states develop economically.


**China**


**Russia**


**India**


**Week 9: Oil and Economic Development**

*Group B post Start Off Comments, Group A Response Comments*
The Middle East and the Caucasus Mountains are among the most volatile regions in the world, with a combustible mix of politics, economics, religion and strategic geopolitical value. This week discusses these regions problems and prospects, and situates them in the context of colonialism, culture, and global energy and associated foreign policy concerns.


**Week 10: Development: Focus on Africa and the Role of Foreign Aid**

*Group A post Start Off Comments, Group B Response Comments*

Many argue that the process of globalization has emphasized or even accentuated the disparities between rich and poor countries; not reduced them. Africa stands out for being home to many countries where poverty and instability are rampant. Ravaged by HIV/AIDS, Africa seems mired in corruption, bad governance, economic exploitation, and pervasive hopelessness. For decades, this has been the story of Africa.

But is this changing? Is there another story about Africa to be told: one of reform, economic growth, improvements in human and social development, and an increase in business opportunities? This week looks at global development generally, with a particular focus on Africa. It explores topics such as aid and trade, debt relief, development effectiveness, the HIV/AIDS crisis, project finance, and the importance of good governance.


Barder, Owen, “Can Aid Work?” written testimony submitted to the UK House of Lords, July 2011, www.cgdev.org/content/publications/detail/1425286


**Week 11: Paying the Piper? Environment, Capitalism and Globalization**

*Group B post Start Off Comments, Group A Response Comments*

The environmental toll that growth is exacting has become a major concern for policy. Climate change, loss of biodiversity, stress on water supplies, land resources, food, air, energy: all signs are pointing to a rapid end of the seemingly limitless capacity of the Earth to absorb human industrial society. These concerns have been voiced for many years but have played mostly at the margins of international political economy. This is now changing. This week will examine the relationship between capitalism, growth and the environment, and will sketch the challenges that policymakers will inevitably have to face.


Click links for clips to be discussed:
- Externalizing Machines
- Environmental Dilemmas
- Spear to the Chest:

**Data visualizations and models**

Global footprint HDI


Trends in Atmospheric Carbon Dioxide

Mauna Loa: [https://www.esrl.noaa.gov/gmd/ccgg/trends/index.html](https://www.esrl.noaa.gov/gmd/ccgg/trends/index.html)

Movie: [https://www.esrl.noaa.gov/gmd/ccgg/trends/history.html](https://www.esrl.noaa.gov/gmd/ccgg/trends/history.html)


**C-ROADS climate model**

[https://croadsworldclimate.climateinteractive.org/](https://croadsworldclimate.climateinteractive.org/)

Experiment with this simple climate model to see if you can get global temperatures below the now-accepted upper limit to avoid dangerous climate change, 1.5° C. by 2030.
**Week 12: Deviant Globalization**

*Group A post Start Off Comments, Group B Response Comments*

“Deviant globalization” is the term used to describe illicit international trade and investment, conducted alongside and even in the same way that licit trade and investment occur. Black markets have existed for centuries, to be sure.

But just as conventionally understood globalization has accelerated the scale, scope and pace of international trade, investment, and production arrangements, so too has it exploded these activities in drug and trafficking, the sex trade, illegal environmental activities, such as resource extraction and disposal, and many others. This week will explore the dynamics of deviant globalization, will assess its causes, costs and contributions to global society, and will assess whether and how it might be confronted.


**Week 13: The Political Economy of Migration and Cities**

*Group B post Start Off Comments, Group A Response Comments*


  ch. 16: Migration and Tourism: People on the Move, pp. 405-418 (skip pp. 419-431).

Davis, Mike, “Planet of Slums,” *New Left Review*, vol. 26, March/April 2004, pp. 5-34.


**Week 14: What Next?**

*Group A post Start Off Comments, Group B Response Comments*

This week focuses on the most notable policy perspectives on the globalization that have dominated thinking over the past two or three decades. Each is a major theorist or commenter; all students should be familiar with their arguments. The final reading, a report from the National Intelligence Council, is relevant here, and will show how the study of IPE relates to real policy process, and will prime us for how scholarship and policy continue to interact. We will discuss how well accounts from the 1980s and 90s have tracked subsequent
developments, and we will make our own assessment of where we think the world is heading in the decades to come.

Past visions of the future

Current visions of the future

Global Trends 2030: Alternative Worlds: Report of the National Intelligence Council,

Take home final exam