

# INTA 3301

## International Political Economy

### Spring 2024

TR 5:00pm-6:15pm

Class: Habersham G17

**Leslie Dwolatzky**

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Office: G12 Habersham Building

Office Hours: TBD

**This is a Core IMPACTS course that is part of the Social Sciences area.**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

### **Core attributes fulfilled**

Social Science General Education requirement

INTA/IAML/EIA core course

## Course Description

This course introduces and provides an overview of the field of international political economy. It aims to equip you with an understanding of the key issues and topics within the field, and the analytical tools necessary to critically examine the relationships between political and economic forces both on the domestic and international levels. We will look at the core theories and literature that have developed in the field as well as real world case studies that illustrate the workings of the IPE system.

## Learning Objectives

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

- demonstrate knowledge of principal contemporary global challenges in the field of international affairs;
- describe the social, political, and economic forces that influence social behaviors associated with domestic and international economic policy and global economic system;
- analyze, interpret and explain challenges and developments in the world economy (Problem solving in international affairs);
- work effectively in small groups to produce policy-relevant analysis in a timely fashion (Professional development)
- develop and express arguments clearly and effectively (Professional development)

## Course Materials

This course is supported by a textbook. You are not required to buy it but if you feel it would be useful to your studies, you are encouraged to do so. All other readings are stated in the detailed course outline below and will be made available to you.

Oatley, T. 2023. *International Political Economy*. 7<sup>th</sup> Edition. Routledge.

## Course Requirements

Assignment	Date	Share of total
Participation	ongoing	10
Theory test	2/6	20
Debates and presentations	Varies in Unit 2	25
Data visualization	3/28	15
Research/Policy paper	4/18	30

## Assignments

Theory Test: 1/30 - 2/6

A take-home test on the core IPE theories and concepts discussed in Unit 1. You will have one week to complete it.

## Debates and Presentations: Unit 2

In groups, you will prepare a 15 minute presentation on a case study relevant to one of the Unit 2 topics. A full rubric for the assignment will be made available to you.

Topic	Prompt	Date
Interdependence and globalization	What makes 21 <sup>st</sup> Century globalization different from 20 <sup>th</sup> Century globalization?	2/13
Movement of goods: Trade	Trade profile between the US and Global South country X	2/20
Movement of people: Labor	Brain drain in Global South country X	2/27
Movement of money: Finance	Debate: Is the dollar in decline?	3/5
Movement of ideas	The pros of intellectual property and patents	3/12

## Data Visualization Activity: 3/28

Using real-world economic data and R or some other software, you will prepare a graph or some data visualization that shows the causal relationship between two variables. More instructions and information will be given in class in the tutorial on 3/14. A full rubric for the assignment will be made available to you.

## Research/Policy Paper: 4/18

You will write either a 1500 word research or policy paper relevant to one of the topics we will cover in the course. The paper should include one or two real-world case studies and at least one of the theories we will discuss in Unit 1. The topic and plan for your paper is due on 2/8 and must be approved by the instructor. A full rubric for the assignment will be made available to you.

## Grade Change Policy

Simple computational or clerical errors should be brought to my attention immediately. Legitimate requests for grade changes are welcome and encouraged. You should, however, resist the temptation to file a frivolous request just hoping to “get lucky”. Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence.

## Attendance Policy

In order to get the most out of this course and help your classmates get the most out of this course, attendance is required for all scheduled classes. The key principle of the attendance policy will be to treat me and your classmates with respect. Coming to class and actively engaging is a central part of this. Should you need to miss a class for whatever reason, I will ensure that the avenues to notify me are easily accessible to you. In return, I ask that you use these avenues and not abuse them.

Absences for medical or personal emergencies will be excused upon verification by the instructor. Absences for school athletics will be excused only if they are in accordance with the schedules approved and circulated by the Student Academic & Financial Affairs Committee for Travel or the Associate Athletic Director (Academic Services). Absences due to military service will be handled on a case-by-case basis and subject to verification.

## Special Accommodations

Students requesting academic accommodations based on a documented disability are required to register with the Access Disabled Assistance Program for Tech Students (ADAPTS). Please obtain a form from the ADAPTS office and turn it in to me during office hours or in class in the beginning of the semester. (<http://www.adapts.gatech.edu>)

## Academic Misconduct

According to the Georgia Tech honor code<sup>1</sup>, academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a Student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism)

## Course Overview

Unit 1. Introductions to IPE: Answering the Five Questions		
1/9	<b>What</b> is IPE?	
1/11	<b>Why</b> should we care?	
1/16	<b>How</b> do we study IPE: Preference aggregation and policy	Fire in the Blood worksheet
1/18	<b>How</b> do we study IPE: The Three Theories of IPE	
1/23	<b>Who</b> are the main actors?	
1/25	<b>Where</b> are they located?	
1/30	An economic interlude	
2/1	Unit 1 Review	
Unit 2. The Four Faces of Globalization		
2/6	Interdependence and Globalization I	Theory test
2/8	Interdependence and Globalization II	Research/policy paper topic
2/13	The Movement of Goods: Trade I	Interdep. and glob. presentation
2/15	The Movement of Goods: Trade II	
2/20	The Movement of People: Labor I	Trade presentation
2/22	The Movement of People: Labor II	
2/27	The Movement of Money: Finance I	Labor presentation
2/29	The Movement of Money: Finance II	
3/5	The Movement of Ideas I	Finance debate
3/7	The Movement of Ideas II	
3/12	Unit 2 Review	Ideas presentation
3/14	Data visualization tutorial	
3/19	Spring Break	
3/21	Spring Break	

<sup>1</sup> <http://www.osi.gatech.edu/plugins/content/index.php?id=46>

Unit 3. Development and Special Topics		
3/26	Understandings of development	
3/28	Causes of underdevelopment	Data visualization
4/2	Development strategies I	
4/4	Development strategies II	
4/9	Development assistance	
4/11	Environmental cooperation	
4/16	Climate change	
4/18	Review session	Research/policy paper
4/23	Review session	

## Detailed Course Outline for Unit 1

### Unit 1. Introduction to IPE: Answering the Five Questions

Week 1: What is IPE and Why should we care?

#### **1/9 Introduction: What is IPE?**

This class will provide an overview of the course content, syllabus, and requirements. We will then discuss what the field of IPE entails by breaking up the three words (international, political, and economy) and seeing how they fit together to create a definition.

#### **1/11 Introduction: Why should we care?**

The workings of the global economic system have very real and impactful effects on people's lives. As we study IPE, we must be careful to ground abstract theory in reality. This class will look at one of the real-world effects of the topics we discuss in IPE through a case study on the globalized market for antiretrovirals (a pharmaceutical used to combat HIV/Aids).

#### **Required viewing:**

*Fire in the Blood* documentary (Available on YouTube)

#### **Assessment assigned:**

*Fire in the Blood* Worksheet- due January 16<sup>th</sup>

Week 2: How do we study IPE?

#### **1/16 How do we study IPE? Preference aggregation and policy**

Conventionally, IPE is studied by looking at the preferences and interests of societal groups. We then assume that these preferences are aggregated in some way by the state to create an economic policy.

#### **Required Readings:**

Mutz, D. C., & Lee, A. H. Y. (2020). How Much is One American Worth? How Competition Affects Trade Preferences. *American Political Science Review*, 114(4), 1179-1194.

Economist (2016), "Globalization and Politics: Drawbridges Up," 30 July.

#### **Assessment due:**

*Fire in the Blood* Worksheet

**1/18 How do we study IPE? The Three Theories**

This class will look at the three core theories of IPE: Mercantilism, Liberalism and Marxism. These theories can be used as tools to explain the rationale and motivation behind a given economic policy. They each have their own theoretical assumptions and normative claims concerning the aims of politics in the economy.

**Required reading:**

Gilpin, Robert. *The political economy of international relations*. Princeton University Press, 1987. Chapter 2.

Week 3: Who are the main actors and where are they located?

**1/23 Who are the main actors?**

This class will look at the different types of actors we talk about in IPE. Specifically: social interest groups, states, and firms.

**Required readings**

Rogowski, R. "Commerce and Coalitions: How Trade Affects Domestic Political Alignments," in J.A. Frieden, D.A. Lake and J. L. Broz (eds), *International Political Economy*, 6th edition, W.W. Norton & Company, pp. 20-29.

Walker, E. T., & Rea, C. M. (2014). The political mobilization of firms and industries. *Annual review of sociology*, 40, 281-304.

Strange, S. (1988), *States and Markets*, Pinter, pp. 23-32

**1/25 Where are they located?**

This class will discuss 'levels of analysis'. When we answer a question in IPE, it is important to be explicit about whether we are talking about the local level, national level, or international level. We also need to understand how these levels relate to each other.

**Required Readings:**

Moravcsik, A. (1993), 'Introduction: Integrating International and Domestic Theories of International Bargaining,' in P. B. Evans, H. K. Jacobson and R. D. Putnam (eds), *Double-Edged Diplomacy: International Bargaining and Domestic Politics*, University of California Press, 23-32.

Week 4: Wrapping up Unit 1

**1/30 An Economic Interlude**

In this class, we take a step back and look at some fundamental economic theory and concepts. We will talk about employment, inflation, productivity, and growth. And discuss what happens when we bring these concepts into a political world.

**Assessment Assigned:**  
Theory Test

**2/1 Unit 1 Review**

In this class, we will close out Unit 1. We will reflect on what we've learnt, answer any unanswered questions, and preview what lies ahead.