

# **GVPT 761 Seminar in International Political Economy**

## **Contact Information**

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## **Course Information**

University of Maryland, College Park  
Fall 2023  
Tydings 2109  
Monday: 2 pm-4:45 pm

## **Course Description and Objectives**

This course is the second in a two-part sequence on international political economy (IPE) for the Master of Arts in International Relations program. Following GVPT 605, which established a foundational understanding of the field, this seminar delves deeper into contemporary issues within IPE. This course aims to achieve two primary objectives. First, it intends to acquaint students with the latest developments in IPE research. Topics covered in this course include barriers to trade, migration, China's growing economic influence in the world, digital currencies, etc. The secondary objective is to foster the growth of students' abilities as adept scholars and proficient researchers. The course's readings and assignments will closely emulate the dynamic of scholarly communities, including identifying new areas of inquiry, serving as discussants of research during class presentation, and writing critical reviews of scholarship. These are transferable analytical skills that will serve students who want to continue in academia or pursue other careers in international relations such as policy analysts. This dual set of goals will enable students to build their expertise within the field of IPE and facilitate their scholarship related to the Capstone project.

## **Learning Outcomes**

After successfully completing this course, students will be able to:

- Demonstrate a deep understanding of recent literature in IPE
- Identify the puzzles and enduring debates in contemporary IPE
- Evaluate the strengths and weaknesses of literature
- Apply research findings in literature to formulate policy recommendations

## **Course Structure**

The class will meet every Monday from 2 pm to 4:45 pm, with a 15-minute break in the middle of the class. If meetings cannot be held in person, the class will meet via Zoom. The Zoom link (and any updates to the course) will be announced on the course ELMS page. The primary purpose of each class session is to have a detailed discussion of the assigned research articles, focusing on the motivation of the research, research questions, methodologies, and the findings. Students are expected to complete all assigned readings before each class session and prepare to participate in the discussion. Students' attendance and participation are crucial to their success in the class. In case of an emergency or illness that prevents the student from participating in the class session, the student will need to email the instructor and will be required to submit a make-up written assignment.

## **Major Assignments**

### **Participation in Class**

Students' participation each week will be assessed based on their attendance and participation in the class. Students can expect to earn full credit for participation by (1) being present and punctual for each class, (2) being prepared to discuss each of the readings, and (3) remaining actively engaged in class sessions. If students are unable to attend class for any reason, a written make-up assignment will be assigned and will be the basis of the participation assessment for the week. This alternative assignment may be submitted up to two times per semester to excuse a course absence. More than two absences will necessitate a meeting with the instructor.

### **Class Discussion Leader**

Each student will serve as a discussion leader twice throughout the semester. Each week of the course will cover a different topic. With the exception of the final week (December 4th), three students will take on the role of discussion leaders each week. The responsibilities of discussion leaders are:

- (1) Before noon on the preceding Friday, each student is required to email the instructor with at least three discussion questions. The questions should be related to the assigned readings. For example, what are the underlying assumptions of the article? Are they reasonable? Why did the author(s) choose the methods in the paper? What are the policy implications of the research?
- (2) On the day of class, each student will do a 10-12 minute presentation based on one of the readings. The three students should coordinate beforehand to avoid overlapping presentations on the same article. The presentation should include context information about the article, key concepts, research questions, research design, and key findings, etc.
- (3) After the class, the three students need to email their slides to the instructor.

In preparation for forming groups, each student should email the instructor by 12:00 pm on August 29<sup>th</sup>, indicating their interest in five topics. The instructor will organize groups and communicate with the class. Students missing the deadline will be randomly assigned to a specific week.

### **Article Critique**

Students are required to submit a critical evaluation of an article no later than October 30th. Early submissions are welcome. Students may choose any article on the syllabus that the class has covered. The evaluation should be no more than 1,000 words and should at least cover the following points:

- (1) Motivation of the research: What prompted the author(s) to choose this topic? Did they spot a puzzle, identify a flaw, detect an error, or recognize a gap in existing literature?
- (2) Research question: Summarize the research question in one or two sentences.
- (3) Research design: How did the author(s) study the question? What methods did they use?
- (4) Findings and conclusion: Provide a concise summary of the research's main findings.
- (5) Strengths: Highlight at least three strengths of the research and explain.
- (6) Weaknesses: Highlight at least three weaknesses of the research and explain.
- (7) Room for improvement: Should the author(s) have the opportunity to redo this research, what are three potential areas for improvement? Explain.

Students are encouraged to email the instructor for prompt feedback before submit their assignment.

### **Take-home Final Exam**

At the conclusion of the course, students will be asked to complete a short-essay take-home final. Students will select a question from a range of provided options, with each question directly related to a topic covered in the course. Citing research not on the syllabus is welcome. It is expected that students will elucidate pertinent concepts, highlight essential arguments and research findings from literature, identify shortcomings in the research, and formulate policy recommendations. Take-home final questions and more information regarding the exam will be provided on the day of the last class meeting on December 4<sup>th</sup> and due on **December 11<sup>th</sup>**.

### **Grading Structure**

Assignment	Percentage (%)
Participation in Class	15%
Discussion leader (2)	30%
Article Critique	25%
Final Exam	30%
Total	100%

### **Grading Scale**

A+	>97	C	73-76
A	93-96	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	<60
C+	77-79		

### **Required Resources**

- Course website: <https://elms.umd.edu/>
- All signed readings will be available online or via the course webpage

### **Course Policies**

- (1) Attendance: Attendance in each class session is required. Students who have a reason for missing a class that aligns with university policy for excused absence should email the instructor in advance of the class when possible. Students who are unable to attend for any reason will be required to complete a makeup assignment that is due within one week of the missed class session, unless alternative arrangements are made in advance.
- (2) Late assignments: Assignments that are turned in past the due date will be penalized one letter grade per day for each day or a fraction thereof that the assignment is late.

- (3) Re-grading policy: Requests for a re-grade must be made in writing within 10 days of receiving feedback, clearly specifying why the feedback received that resulted in a lower grade is incorrect. Grades will only be changed if the basis for the original grade is found to be erroneous.
- (4) Mental health and unanticipated challenges: Although I am hoping that the Covid-19 pandemic is behind us, a lot of us are still dealing with additional stress and anxiety. I am open to being flexible should life events arise that make it hard for you to keep up with the class. Such events might include things happening to you personally or things happening to family members. Please know that I want to do everything I can to support you. To do this, though, I need to know a problem when it starts, not after it has already derailed your ability to keep up with the class. I do not need to know details. Whatever you are comfortable telling me is fine. You can email me or make an appointment to discuss your needs in person or over Zoom.
- (5) Accessibility and Disability Services: The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The Accessibility & Disability Service (ADS) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact the instructor as soon as possible so that I have sufficient time to make arrangements.
- (6) University-wide policies: It is our shared responsibility to know and abide by the University of Maryland's policies that related to all courses, which include topics like:
  - Academic integrity
  - Student and instructor conduct
  - Attendance and excused absence
  - Grades ad appeals
  - Copyright and intellectual property
- (7) Please visit <https://gradschool.umd.edu/faculty-and-staff/course-related-policies> for the Graduate School's full list of campus-wide policies and follow up with the instructor if you have any questions.

### **Policies on Artificial Intelligence (AI)**

This course is designed to foster the development of students' own critical thinking. The students are not allowed to use any artificial intelligence (AI)-powered programs such as ChatGPT to help them with the assignments. Any use of AI-generated work to outline, write, create, or edit the assignments will be considered an academic integrity violation. If you have any questions about this policy or are not sure if a resource you have found will violate this policy, please ask.

In specific situations, students might find it necessary to use AI tools to assist them in programming languages for tasks like generating figures, tables, or slides. Students need to engage in prior communication with the instructor to seek permission before utilizing such tools.

## **Course Outline**

*Note: This is a tentative schedule, and subject to change as necessary.*

### **Week 1 August 28 Syllabus Review**

### **Week 2: September 4**

Labor Day: no class

### **Week 3: September 11**

#### **Barriers to Trade**

Carter, David B., and Paul Poast. "Barriers to trade: how border walls affect trade relations." *International Organization* 74, no. 1 (2020): 165-185.

Yeung, Eddy SF, and Kai Quek. "Relative gains in the shadow of a trade war." *International Organization* 76, no. 3 (2022): 741-765.

Nowakowski, Adam. "Do unhappy citizens vote for populism?." *European journal of Political economy* 68 (2021): 101985.

Kuk, John Seungmin, Deborah Seligsohn, and Jiakun Jack Zhang. "From Tiananmen to outsourcing: the effect of rising import competition on congressional voting towards China." *Journal of Contemporary China* 27, no. 109 (2018): 103-119.

Marshall, Wesley C., and Eugenia Correa. "Populism and (Neo) Liberalism: The Polanyian Perspective Seen from Latin America." *International Journal of Political Economy* 49, no. 2 (2020): 124-138.

### **Week 4: September 18**

#### **Illicit Economies and Black Markets**

Andreas, Peter. "Illicit globalization: myths, misconceptions, and historical lessons." *Political Science Quarterly* 126, no. 3 (2011): 403-425.

Liss, Carolin, and Jason C. Sharman. "Global corporate crime-fighters: Private transnational responses to piracy and money laundering." *Review of International Political Economy* 22, no. 4 (2015): 693-718.

Kronick, Dorothy. "Profits and violence in illegal markets: Evidence from Venezuela." *Journal of conflict resolution* 64, no. 7-8 (2020): 1499-1523.

Meehan, Patrick. "Drugs, insurgency and state-building in Burma: Why the drugs trade is central to Burma's changing political order." *Journal of Southeast Asian Studies* 42, no. 3 (2011): 376-404.

Passas, Nikos, Sara Hsu, and Jianjun Li. "Development and legitimacy of Chinese informal finance." *The Pacific Review* 25, no. 4 (2012): 495-511.

## **Week 5: September 25**

### **Environment**

Clapp, Jennifer, and Eric Helleiner. "International political economy and the environment: back to the basics?." *International affairs* 88, no. 3 (2012): 485-501.

Kennard, Amanda. "The enemy of my enemy: when firms support climate change regulation." *International Organization* 74, no. 2 (2020): 187-221.

Schröder, Enno, and Servaas Storm. "Economic growth and carbon emissions: The road to "hothouse earth" is paved with good intentions." *International Journal of Political Economy* 49, no. 2 (2020): 153-173.

Perry, Keston K. "Structuralism and human development: A seamless marriage? An assessment of poverty, production and environmental challenges in CARICOM countries." *International Journal of Political Economy* 49, no. 3 (2020): 222-242.

Baines, Joseph, and Sandy Brian Hager. "Commodity traders in a storm: financialization, corporate power and ecological crisis." *Review of International Political Economy* 29, no. 4 (2022): 1053-1084.

## **Week 6: October 2**

### **Foreign Air Delivery and Motivations**

Gamso, Jonas, and Farhod Yuldashev. "Targeted foreign aid and international migration: Is development-promotion an effective immigration policy?." *International Studies Quarterly* 62, no. 4 (2018): 809-820.

Honig, Dan, and Catherine Weaver. "A race to the top? The aid transparency index and the social power of global performance indicators." *International Organization* 73, no. 3 (2019): 579-610.

Olivié, Iliana, and Aitor Pérez. "Whose and what aid securitisation? An analysis of EU aid narratives and flows." *Third World Quarterly* 42, no. 8 (2021): 1903-1922.

Sakue-Collins, Yimovie. "(Un) doing development: a postcolonial enquiry of the agenda and agency of NGOs in Africa." *Third World Quarterly* 42, no. 5 (2021): 976-995.

Dzhumashev, Ratbek, and Abebe Hailemariam. "Foreign aid and the quality of economic institutions." *European Journal of Political Economy* 68 (2021): 102001.

## **Week 7: October 9**

### **International Organizations**

Goldstein, Judith L., Douglas Rivers, and Michael Tomz. "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade." *International organization* 61, no. 1 (2007): 37-67.

Allee, Todd L., and Jamie E. Scalera. "The divergent effects of joining international organizations: Trade gains and the rigors of WTO accession." *International Organization* 66, no. 2 (2012): 243-276.

Nelson, Stephen C. "Playing favorites: how shared beliefs shape the IMF's lending decisions." *International Organization* 68, no. 2 (2014): 297-328.

Nelson, Stephen C., and Geoffrey PR Wallace. "Are IMF lending programs good or bad for democracy?." *The Review of International Organizations* 12 (2017): 523-558.

Pelc, Krzysztof J. "Googling the WTO: what search-engine data tell us about the political economy of institutions." *International Organization* 67, no. 3 (2013): 629-655.

## **Week 8: October 16**

### **Sanctions**

Baldwin, David A. "The sanctions debate and the logic of choice." *International security* 24, no. 3 (1999): 80-107.

Whang, Taehee. "Playing to the home crowd? Symbolic use of economic sanctions in the United States." *International Studies Quarterly* 55, no. 3 (2011): 787-801.

Drezner, Daniel W. "How not to sanction." *International Affairs* 98, no. 5 (2022): 1533-1552.

Tama, Jordan. "Forcing the president's hand: How the US congress shapes foreign policy through sanctions legislation." *Foreign Policy Analysis* 16, no. 3 (2020): 397-416.

Peterson, Timothy M. "Sending a message: The reputation effect of US sanction threat behavior." *International Studies Quarterly* 57, no. 4 (2013): 672-682.

## **Week 9: October 23**

### **China**

Dreher, Axel, Andreas Fuchs, Roland Hodler, Bradley C. Parks, Paul A. Raschky, and Michael J. Tierney. "African leaders and the geography of China's foreign assistance." *Journal of Development Economics* 140 (2019): 44-71.

Lu, Yue, Wei Gu, and Ka Zeng. "Does the Belt and Road Initiative promote bilateral political relations?." *China & World Economy* 29, no. 5 (2021): 57-83.

Ross, Robert S. "On the fungibility of economic power: China's economic rise and the East Asian security order." *European Journal of International Relations* 25, no. 1 (2019): 302-327.

McCauley, John F., Margaret M. Pearson, and Xiaonan Wang. "Does Chinese FDI in Africa inspire support for a China model of development?." *World Development* 150 (2022): 105738.

Wang, Guan, Margaret M. Pearson, and Scott L. Kastner. "Do China's Foreign Economic Ties Lead to Influence Abroad? New Evidence from Recent Events." *Foreign Policy Analysis* 19, no. 4 (2023): orad016.

## **Week 10: October 30**

### **Migration**

Naumann, Elias, Lukas F. Stoetzer, and Giuseppe Pietrantuono. "Attitudes towards highly skilled and low-skilled immigration in Europe: A survey experiment in 15 European countries." *European Journal of Political Research* 57, no. 4 (2018): 1009-1030.

Fitzgerald, Jennifer, David Leblang, and Jessica C. Teets. "Defying the law of gravity: The political economy of international migration." *World Politics* 66, no. 3 (2014): 406-445.

Alarian, Hannah M., and Sara Wallace Goodman. "Dual citizenship allowance and migration flow: An origin story." *Comparative Political Studies* 50, no. 1 (2017): 133-167.

Burgoon, Brian. "Immigration, integration, and support for redistribution in Europe." *World Politics* 66, no. 3 (2014): 365-405.

Leblang, David. "Familiarity breeds investment: Diaspora networks and international investment." *American political science review* 104, no. 3 (2010): 584-600.

## **Week 11: November 6**

### **Terrorism**

Burgoon, Brian. "On welfare and terror: Social welfare policies and political-economic roots of terrorism." *Journal of conflict resolution* 50, no. 2 (2006): 176-203.

Masera, Federico, and Hasin Yousaf. "The Charitable Terrorist: State Capacity and the Support for the Pakistani Taliban." *Journal of Conflict Resolution* 66, no. 7-8 (2022): 1174-1207.

Krieger, Tim, and Daniel Meierrieks. "The rise of capitalism and the roots of anti-American terrorism." *Journal of Peace Research* 52, no. 1 (2015): 46-61.

Savun, Burcu, and Daniel C. Tirone. "Foreign aid as a counterterrorism tool: more liberty, less terror?." *Journal of Conflict Resolution* 62, no. 8 (2018): 1607-1635.

Lee, Chia-yi. "Oil and terrorism: Uncovering the mechanisms." *Journal of Conflict Resolution* 62, no. 5 (2018): 903-928.

## **Week 12: November 13**

### **Conflict Recovery**



Donaubauer, Julian, Dierk Herzer, and Peter Nunnenkamp. "The effectiveness of aid under post-conflict conditions: a sector-specific analysis." *The Journal of Development Studies* 55, no. 4 (2019): 720-736.

True, Jacqui, and Aida A. Hozic. "Don't mention the war! International financial institutions and the gendered circuits of violence in post-conflict." *Review of International Political Economy* 27, no. 6 (2020): 1193-1213.

Beber, Bernd, Michael J. Gilligan, Jenny Guardado, and Sabrina Karim. "The promise and peril of peacekeeping economies." *International Studies Quarterly* 63, no. 2 (2019): 364-379.

Edward Flores, Thomas, and Irfan Nooruddin. "Democracy under the gun understanding postconflict economic recovery." *Journal of Conflict Resolution* 53, no. 1 (2009): 3-29.

Le Billon, Philippe. "Natural resources and corruption in post-war transitions: matters of trust." *Third World Quarterly* 35, no. 5 (2014): 770-786.

### **Week 13: November 20**

#### **Natural Resources and Governance**

Brooks, Sarah M., and Marcus J. Kurtz. "Oil and democracy: endogenous natural resources and the political "resource curse"." *International Organization* 70, no. 2 (2016): 279-311.

Le Billon, Philippe, and Samuel Spiegel. "Cleaning mineral supply chains? Political economies of exploitation and hidden costs of technical fixes." *Review of International Political Economy* 29, no. 3 (2022): 768-791.

Sovacool, Benjamin K., and Götz Walter. "Internationalizing the political economy of hydroelectricity: security, development and sustainability in hydropower states." *Review of International Political Economy* 26, no. 1 (2019): 49-79.

Shin, Adrian J. "Primary resources, secondary labor: Natural resources and immigration policy." *International Studies Quarterly* 63, no. 4 (2019): 805-818.

Draper, Jamie. "Labor migration and climate change adaptation." *American Political Science Review* 116, no. 3 (2022): 1012-1024.

### **Week 14: November 27**

#### **International Debt**

Brooks, Sarah M., Raphael Cunha, and Layna Mosley. "Categories, creditworthiness, and contagion: How investors' shortcuts affect sovereign debt markets." *International studies quarterly* 59, no. 3 (2015): 587-601.

Nelson, Stephen C., and David A. Steinberg. "Default positions: What shapes public attitudes about international debt disputes?." *International Studies Quarterly* 62, no. 3 (2018): 520-533.

Beramendi, Pablo, and Daniel Stegmueller. "The political geography of the Eurocrisis." *World Politics* 72, no. 4 (2020): 639-678.

Schneider, Christina J., and Jennifer L. Tobin. "The political economy of bilateral bailouts." *International Organization* 74, no. 1 (2020): 1-29.

Bortz, Pablo G., Gabriel Michelena, and Fernando Toledo. "A gathering of storms: The impact of COVID-19 pandemic on the balance of payments of Emerging Markets and Developing Economies (EMDEs)." *International Journal of Political Economy* 49, no. 4 (2020): 318-335.

## **Week 15: December 4**

### **Digital Currencies and Financial System Implications**

Dow, Sheila. "Monetary reform, central banks, and digital currencies." *International Journal of Political Economy* 48, no. 2 (2019): 153-173.

Chey, Hyung-kyu. "Cryptocurrencies and the IPE of money: an agenda for research." *Review of International Political Economy* (2022): 1-16.

Chorzempa, Martin. "China, the United States, and central bank digital currencies: how important is it to be first?." *China Economic Journal* 14, no. 1 (2021): 102-115.

Fama, Marco, Andrea Fumagalli, and Stefano Lucarelli. "Cryptocurrencies, monetary policy, and new forms of monetary sovereignty." *International Journal of Political Economy* 48, no. 2 (2019): 174-194.

Malherbe, Léo, Matthieu Montalban, Nicolas Bédu, and Caroline Granier. "Cryptocurrencies and blockchain: Opportunities and limits of a new monetary regime." *International Journal of Political Economy* 48, no. 2 (2019): 127-152.