

International Relations (INRE) 43800: International Political Economy

Autumn 2020

COMMITTEE ON INTERNATIONAL RELATIONS

THE UNIVERSITY OF CHICAGO

Tuesdays and Thursdays 8:00-9:20am CT (Section 1)
Tuesdays and Thursdays 9:40-11:00am CT (Section 2)

Matthias Staisch, Ph.D.

Group office hours: W, 3-5pm CT (via Zoom)

Individual office hours: F, 2-5pm CT (via Zoom)

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Course Description

This seminar stages the academic study of International Political Economy (IPE) as a dialogue between individualist and collectivist theories of politics. Whereas the former scale up from (individual) parts to (collective) wholes, the latter work in the opposite direction. In contrast to those disciplinarians who insist on their rigid separation as research programs, we will watch these theories intersect in the study of institutional and organizational forms. This will allow us to comprehend IPE as a theoretical system whose development can be assimilated to rules every student can learn to apply. Ranging widely across substantive domains of study including the cross-border movements of goods, money, and people, we will focus on building four sets of skills: (1) how to extract from each piece of scholarship its theoretical core; (2) how to reconstruct the theoretical and empirical puzzles that motivate IPE research; (3) how to productively extend the theories we encounter; and (4) how to diagnose and critique what avenues for research particular theories foreclose or even suppress.

Students will practice these skills in a variety of assignment formats including weekly discussion points, a joint in-class presentation, and a staged individual essay. This seminar is complementary to and offered in conjunction with the Committee on International Relations' core seminar in International Order and Security. The complementarity is not only substantive, but skill-oriented as well. The ultimate goal of both survey courses is to prepare students for theoretically informed and methodologically rigorous explorations of academic and policy questions they find interesting.

Course Materials

All course materials will be made accessible via the "Modules" link on Canvas. I will only post materials that you are required to review in advance of each seminar session.

Every now and then you may wish to consult a reference source other than Wikipedia. I recommend this online resource: Reinert, Kenneth A., and Ramkishan S. Rajan, eds. *The Princeton Encyclopedia of the World Economy*. Princeton, NJ: Princeton University Press, 2009.

Grading

The final course grade aggregates your performance as follows:

1. Class Participation (30%).
2. Joint Presentation (20%).
3. Individual Essay: Extension or Critique (30%); **due Monday, November 2, 1p CT** (*submit in Canvas*).
4. Individual Essay: Revision (20%); **due Thursday, December 10, 1p CT** (*submit in Canvas*).

Student Responsibilities

Reading

It is essential that you complete the assigned readings in the order they appear on the Course Schedule below. Since this is a reading-intensive seminar, I encourage you to form study groups; not for the purpose of reducing the reading load each of you has to bear, but in order to be able to process the material in advance of each seminar, and to raise any clarification questions you may have.

Class Attendance and Participation

This course is designed to facilitate direct student engagement with the material. It is essential that everyone attend every class fully prepared to discuss the readings with each other. To motivate discussion, you digest the readings by submitting discussion points. I will assign students to an A Group and a B Group. Students in the A Group will submit one discussion point of up to 300 words in preparation for our Tuesday seminars. Students in the B Group will submit one discussion point of up to 300 words in preparation for our Thursday seminars. Discussion points are **due at 1pm CT on the day before seminar**.

I reward your effort to contribute to an inclusive and equitable conversation in class. It is important that we are each willing to learn and help others improve the conversational moves that together constitute safe and rigorous collective debate about unfamiliar and controversial ideas.

Joint Presentation

I will assign the readings marked **[P]** for presentation by 2 (in one case: 3) persons. You will collaborate to deliver a 5-7 minute presentation, followed by Q&A. Learning objectives:

- Read academic work holistically instead of narratively;
- Extract from academic work an empirical puzzle;
- Reconstruct from academic work a theoretical/conceptual puzzle;
- Observe how authors derive theoretical puzzles from empirical ones and vice versa;
- Critically evaluate the contribution of academic work;
- Synthesize academic work for a peer audience;
- Moderate Q&A in a collaborative and constructive way.

Individual Essay: Extension or Critique

This essay will allow each of you to translate the conceptual and theoretical training we will undergo during each seminar session into your own preferred research domain. Learning objectives:

- Search for and retrieve quality scholarship that is suitable for extension or critique;
- Extract from academic work its core claim/argument;
- Distinguish among different kinds of claims/arguments;
- Understand claims/arguments as an intellectual architecture you can extend;

- Understand claims/arguments as an intellectual architecture whose foundations you can critique;
- Decide whether and how to extend an intellectual architecture;
- Decide whether and how to critique an intellectual architecture;
- Discover the power of intellectual architectures to promote some research questions while inhibiting others.

The assignment will unfold in 3 steps:

- Choose a peer-reviewed research article whose argument you wish to extend or critique. Due by email to mstaisch@uchicago.edu no later than **Monday, October 12, 1pm CT**.
- Write and submit a design document for your essay (600-900 words). Due in Canvas no later than **Monday, October 19, 1pm CT**.
- Write and submit your essay (1,800-2,400 words). Due in Canvas no later than **Monday, November 2, 1pm CT**.

Individual Essay: Revision

This assignment builds on the previous one. I will return your individual essays with my comments on **Thursday, November 12**. You will then revise your essay in light of my comments for a second submission no later than **Thursday, December 10, 1pm CT**. Learning objectives:

- Receive feedback;
- Build up resilience in the face of critical feedback;
- Appreciate the iterative nature of quality academic work;
- Adjudicate among multiple suggestions for revision;
- Revise an existing draft paper;
- Resist the urge to start from scratch.

Academic Honesty

It is imperative that we all know how to distinguish between our own statements or ideas of work and those of others. As students and scholars, we are positioning ourselves in debates with other members of the worldwide community of thinkers and writers. We expect students to properly acknowledge the contributions of these members as they present their own work. In addition to the resources we provide during the Perspectives course, I recommend that you consult Charles Lipson's *Doing Honest Work in College* (Chicago, IL: University of Chicago Press, 2008). If you have any questions or concerns about acceptable and unacceptable use of others' intellectual property, you must reach out to me or your preceptor *before* submitting work.

Any violation of the University's standards of academic honesty will trigger disciplinary action.

Inclusive Excellence

The University of Chicago is dedicated to creating spaces where people of different backgrounds feel valued and where their ideas and contributions can flourish. Your cohort collects students whose identities, experiences, and beliefs cannot and should not be contained by disciplinary conventions. I ask that we, as a learning community, improvise ways to nurture and reflect on the inevitable friction between academic protocol and complex individuality. In doing so, we practice inclusive excellence: As individuals, we each feel valued, affirmed, and safe to experiment with new ways of experiencing, ordering, and changing the world around us; and as a community, we practice academic knowledge as the respectful and rigorous exercise of disagreement.

I invite suggestions for how I and the CIR program might further promote inclusive excellence both inside and outside the classroom.

Accessibility

The University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by Student Disability Services (SDS) and need a reasonable accommodation(s) to participate fully in this course should follow the procedures established by SDS for using accommodations. Timely notifications are required in order to ensure that your accommodations can be implemented. Please meet with your preceptor to discuss your access needs in this class after you have completed the SDS procedures for requesting accommodations.

Phone: (773) 702-6000

Email: disabilities@uchicago.edu

Please note that all posted Zoom sessions will be close-captioned.

Open and Equitable Communication; Office Hours

In order to enable each student to flourish academically, I am committed to creating equitable access to the spaces in which students are most comfortable to experiment with new ideas. These spaces are not limited to our twice-weekly seminars. They include office hours and on-line platforms such as Canvas and Discord. I encourage each of you to contact me with any problems, concerns, or questions about the course or your program of study as soon as they arise.

Each week (except for Thanksgiving week) I hold “office hour” meetings with groups of students and with individual students.

Please join my group office hours if you

- want to follow up on seminar discussion,
- want to talk more about assigned readings,
- have general questions about seminar assignments,
- have general program-related questions.

I ask that you schedule individual office hours if you

- have questions or concerns that are specific to your assignments for this class,
- want to discuss your class performance or grade,
- want to talk about your MA thesis project,
- are more comfortable talking one-on-one.

I hold group office hours every Wednesday (except on 11/25) from 3-5pm CT.

I hold individual office hours every Friday (except 11/27) from 2-5pm CT. You can sign up for a 30-minute slot through the Calendar on Canvas.

If none of the above times work for you, please send me an e-mail and propose a few time slots during which you are available. Given the volume of incoming e-mail, I ask that you give me up to 48 hours to respond.

Crisis Support and Self-Care

In addition to the stressors of graduate school, this year we are experiencing intensifying economic, health, and racial justice crises in our academic community and beyond. It is essential that we take care of ourselves and each other. In addition to the resources we provide during the Perspectives course, I want you to know that the University offers 24/7 crisis support plus an extensive suite of student wellness programming.

- Dean-on-Call (24/7 Emergency Hotline): (773) 702-8181
- Nurse Line (24/7) for urgent medical needs: (773) 702-4156
- Student Wellness Counseling and Psychiatry Office for urgent mental health needs: (773) 702-9800 and (773) 702-3625 (after hours)

- Office for Sexual Misconduct Prevention and Support; Renae DeSautel, Director: (773) 702-0438, desautel@uchicago.edu
- The Mental Health First Aid training program is designed to teach students the skills to help friends who are experiencing a mental health crisis.
- The Student Health and Counseling Services Events Calendar makes it easy for students to lean into the physical, mental, and spiritual aspects of health.
- The Academic Skills Assessment Program is designed to help students improve their academic performance by addressing a number of concerns (e.g. anxiety, perfectionism, and procrastination) that can interfere with effective learning.

For a more extensive list of support resources, go [here](#).

Recording and Deletion Policies

The Recording and Deletion Policies for the current academic year can be found in the Student Manual under Petitions, Audio & Video Recording on Campus.

- Do not record, share, or disseminate any course sessions, videos, transcripts, audio, or chats.
- Do not share links for the course to those not currently enrolled.
- Any Zoom cloud recordings will be automatically deleted 90 days after the completion of the recording.

Course Schedule

1a. September 29 - Structural Crisis and the Toolkit of International Political Economy

- Drezner, Daniel W. “The Song Remains the Same: International Relations After COVID-19.” *International Organization* Online Supplement (2020).
- McNamara, Kathleen R., and Abraham L. Newman. “The Big Reveal: COVID-19 and Globalization’s Great Transformations.” *International Organization* Online Supplement (2020).

1b. October 1 - An Illustrative Puzzle - Where do “Pandemic Pods” Come from?

- Nderitu, David, and Eunice Kamaara. “Gambling with COVID-19 Makes More Sense: Ethical and Practical Challenges in COVID-19 Responses in Communalistic Resource-Limited Africa,” *Journal of Bioethical Inquiry* (2020).
- Dwivedi, Supriya, host. "US Parents Scramble to Set Up Homeschool 'Pandemic Pods'." *The Morning Show* (podcast), July 31, 2020. <https://omny.fm/shows/am640-the-morning-show/us-parents-scramble-to-set-up-homeschool-pandemic>.
- Cooper, Melinda. *Family Values: Between Neoliberalism and the New Social Conservatism*. Brooklyn, NY: Zone Books, 2017, chapter 5.

2a. October 6 - The Division of Labor and the Gains from Trade

- Helpman, Elhanan. *Understanding Global Trade*. Cambridge, MA: Belknap Press of Harvard University Press, 2011, chapter 2.
- Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*. Chicago, IL: University of Chicago Press, 1977 [1776], book 1, chapters 1-3.

2b. October 8 - The Problem of Coordination for Mutual Gain

- Milgrom, Paul, Douglass C. North, and Barry Weingast. “The Role of Institutions in the Revival of Trade: The Law Merchant, Private Judges, and the Champagne Fairs.” *Economics & Politics* 2, 1 (1990): 1-23, **skip section 5**.
- Krasner, Stephen D. “State Power and the Structure of International Trade.” *World Politics* 28, 3 (1976): 317-347. **[P]**

3a. October 13 - The Problem of Distribution

- Helpman, Elhanan. *Understanding Global Trade*. Cambridge, MA: Belknap Press of Harvard University Press, 2011, chapter 3.
- Hiscox, Michael. "Class Versus Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade." *International Organization* 55, 1 (2001): 1-46.
- Madeira, Mary Anne. "New Trade, New Politics: Intra-Industry Trade and Domestic Political Coalitions." *Review of International Political Economy* 23, 4 (2016): 677-711. [P]

3b. October 15 - Domestic Mobilization

- Olson, Mancur. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press, 1965, selections.
- Gilligan, Michael J. *Empowering Exporters: Reciprocity, Delegation, and Collective Action in American Trade Policy*. Ann Arbor, MI: University of Michigan Press, 1997, chapter 1.

4a. October 20 - The Limits of Reciprocity

- LaCroix, Sumner J., and Christopher Grandy. "The Political Instability of Reciprocal Trade and the Overthrow of the Hawaiian Kingdom." *Journal of Economic History* 57, 1 (1997): 161-189.
- Manger, Mark S., and Kenneth C. Shadlen. "Political Trade Dependence and North-South Trade Agreements." *International Studies Quarterly* 58, 1 (2014): 79-91. [P]

4b. October 22 - The Silences of Reputation

- Tomz, Michael. *Reputation and International Cooperation: Sovereign Debt Across Three Centuries*. Princeton, NJ: Princeton University Press, 2007, chapter 2.
- Lienau, Odette. *Rethinking Sovereign Debt: Politics, Reputation, and Legitimacy in Modern Finance*. Cambridge, MA: Harvard University Press, 2014, chapter 2.

5a. October 27 - Beyond and Behind the Problem of Distribution: Access and Exclusion

- Wibbels, "Dependency Revisited: International Markets, Business Cycles, and Social Spending in the Developing World." *International Organization* 60, 2 (2006): 433-468. [P]
- Brooks, Sarah M., Raphael Cunha, and Layna Mosley. "Categories, Creditworthiness, and Contagion: How Investors' Shortcuts Affect Sovereign Debt Markets." *International Studies Quarterly* 59, 3 (2015): 587-601.
- Nelson, Stephen C. "Playing Favorites: How Shared Beliefs Shape the IMF's Lending Decisions." *International Organization* 68, 2 (2014): 297-328.

5b. October 29 - Unequal Before the Law

- Goldstein, Judith L., and Richard A. Steinberg. 2009. "Regulatory Shift: The Rise of Judicial Liberalization at the WTO," in Mattli, Walter, and Ngaire Woods, eds. *The Politics of Global Regulation*. Princeton, NJ: Princeton University Press, 2009, pp. 211-241.
- Pelc, Krzysztof J. "The Politics of Precedent in International Law: A Social Network Application." *American Political Science Review* 108, 3 (2014): 547-564.

6a. November 3 - Polarization

- Guisinger, Alexandra. *American Opinion on Trade: Preferences without Politics*. New York: Oxford University Press, 2017, chapters 5 and 6.
- Autor, David, David Dorn, Gordon Hanson, and Kaveh Majlesi. "Importing Political Polarization? The Electoral Consequences of Rising Trade Exposure." *American Economic Review* forthcoming (2020). <https://www.ddorn.net/papers/ADHM-PoliticalPolarization.pdf>.

6b. November 5 - Denying Mobility: Structural Equivalence

- Wallerstein, Immanuel. “The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis.” *Comparative Studies in Society and History* 16, 4 (1974): 387-415.
- Mahutga, Matthew. “The Persistence of Structural Inequality? A Network Analysis of International Trade, 1965-2000.” *Social Forces* 84, 4 (2006): 1863-1889.

7a. November 10 - Affirming Mobility: Fragmentation

- Owen, Erica, and Noel P. Johnston. “Occupation and the Political Economy of Trade: Job Routineness, Offshorability, and Protectionist Sentiment,” *International Organization* 71, 4 (2017): 665-699.
- Parreñas, Rhacel Salazar. 2000. “Migrant Filipina Domestic Workers and the International Division of Reproductive Labor,” *Gender & Society* 14, 4 (2000): 560-581. [P]

7b. November 12 - Fragmentation x Polarization

- Peters, Margaret E. “Integration and Disintegration: Trade and Labor Market Integration.” *Journal of International Economic Law* 23, 2 (2020): 391-412. [P]
- Kim, Sung Eun, and Yotam Margalit. “Tariffs as Electoral Weapons: The Political Geography of the U.S.-China Trade War,” *International Organization* forthcoming (2020).
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3491228.

8a. November 17 - Violence = Crisis

- Oatley, Thomas. *A Political Economy of American Hegemony: Buildups, Booms, and Busts*. New York: Cambridge University Press, 2015, chapter 4.
- Webb, Michael. “International Economic Structures, Government Interests, and International Coordination of Macroeconomic Adjustment Policies,” *International Organization* 45, 3 (1991): 309-342. [P]
- Oatley, Thomas. *A Political Economy of American Hegemony: Buildups, Booms, and Busts*. New York: Cambridge University Press, 2015, chapter 6.

8b. November 19 - Crisis = Violence

- Gilmore, Ruth Wilson. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley, CA: University of California Press, 2007, chapters 2 and 3.
- Danewid, Ida. “The Fire This Time: Grenfell, Racial Capitalism and the Urbanisation of Empire.” *European Journal of International Relations* 26, 1 (2020): 289-313. [P]

—THANKSGIVING BREAK—

9a. December 1 - Rights to Property

- Johns, Leslie, and Rachel L. Wellhausen. “Under One Roof: Supply Chains and the Protection of Foreign Investment,” *American Political Science Review* 110, 1 (2016): 31-51. [P]
- Bandelj, Nina. “The Global Economy as Instituted Process: The Case of Central and Eastern Europe.” *American Sociological Review* 74, 1 (2009): 128-149.

9b. December 3 - Property as Ideology

- Wood, Ellen Meiksins. *The Origins of Capitalism: A Longer View*. Brooklyn, NY: Verso, 2002, pp. 95-121, 125-65, and 174-81.
- Harris, Cheryl I. “Whiteness as Property.” *Harvard Law Review* 106, 8 (1993): 1707-1791, read 1710-1745.