PSC 2240-001 Fall 2026

International Political Economy

M/W/F 10:40–11:30AM

https://elearning.villanova.edu/ Bartley Hall 026

Instructor: Prof. Ryan Weldzius
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COURSE DESCRIPTION:

Economics is the study of the production, distribution, and consumption of scarce resources. *Political economy* considers the role that the state plays in such production, distribution, and consumption. *International political economy* considers the flows of production, distribution, and consumption across national borders, recognizing that these outcomes are shaped not only by national governments, but also by foreign governments and international institutions.

In this course, you will be exposed to theoretical models of IPE in order to analyze current and historical moments in international politics. Questions we seek to answer in this course include: Why, in some periods, do most countries practice free trade, but at other times wall off international markets? How and when do the leading countries of the world agree on the "rules of the road" of international trade and finance, and what happens when they fail to agree? Why was international migration almost totally unrestricted between 1850 and 1914 but beginning in the 1920s strongly restricted and remains a salient issue in contemporary politics? Why do some countries choose to give up independent monetary authority and fix their exchange rates while others choose to allow for a freely floating exchange rate? What causes the occasional catastrophic collapse of the international economy? And what does this all mean for your generation as you enter the global economy after Villanova?

As we will see, causation runs both ways: the international economy affects, and is affected by, domestic and international politics. In the most extreme example, the collapse of the world economy in the 1930s led almost inevitably to World War II. But we will also see that U.S. populism (late 19^{th} century and today), Latin American protectionism (1970s-2000s), and European social democracy (1930s-today) and populism (today), make a lot more sense in the context of the international economic changes of their time. We will also see that the international political economy is often profoundly affected by technological changes and crises.

The course is designed not just to understand these historical and contemporary challenges

to the international political economy, but also to stimulate your curiosity to pursue new research questions. An important goal of the course is to equip you with the analytical tools required to pursue such research.

Core Topics

1. International trade and migration
2. International finance and monetary politics
3. Backlash against globalization

Course goals

1. Sharpen analytical skills
2. Understand the interplay of international economics and politics
3. Read, interpret, and evaluate original political science research
4. Analyze contemporary issues in international political economy

LEARNING METHODOLOGY:

This course follows a consistent weekly rhythm. **Mondays and Wednesdays** are reading-and-lecture days. **Fridays** are for exams or for structured, applied work.

No prior coursework in economics is required. All of the underlying economic and theoretical machinery—comparative advantage, the Stolper-Samuelson and Ricardo-Viner models, collective action, the monetary policy trilemma—will be introduced and developed in lecture. You do not need to buy a textbook to follow the lectures.

What you *do* need to do is read one academic article before every Monday and Wednesday class. This is the central discipline of the course. Many of you have never read an international political economy journal article before; by December you will have read twenty-five of them and you will be able to tell me, for any of them, what the puzzle was, what the argument was, what evidence was brought to bear, and where the argument is vulnerable. That skill transfers to law school, to graduate school, to consulting, and to any job where somebody hands you a long technical document and expects a judgment by Friday.

Read for structure, not for every word. For each article you should be able to answer five questions:

1. What is the **puzzle**? What did we expect to see, and what do we see instead?
2. What is the **argument**? State it in one sentence, in the form "X causes Y because . . . "
3. Who are the **winners and losers** implied by the argument?
4. What **evidence** does the author use, and what would have falsified the argument?
5. What is the strongest **objection** you can raise?

Bring written answers to these five questions to every M/W class. I will call on people. This is the single best preparation for the exams, which are drawn directly from the articles and the lectures.

Each class opens with a 15–20 minute micro-lecture that frames the day's analytical question

and supplies the theory. The rest of the period is discussion of the assigned article and its application to a current case.

Fridays that are not exam days are **workshop days**. Each begins with a 10-minute **team case brief** (see below), followed by a structured group activity—identifying winners and losers, mapping political coalitions, negotiating a trade dispute, reading exchange-rate data, debating a policy choice—and closes with a whole-class debrief.

READINGS:

There is no required textbook and nothing to purchase. All readings are academic journal articles, and all of them will be posted as PDFs on Brightspace.

Lectures follow the structure of Thomas Oatley's *International Political Economy* (6^{th} Edition, Routledge). You are *not* assigned any of it, but if a lecture concept isn't landing, the corresponding chapter is a good place to go for a second explanation. The full text is free through Falvey's online course reserves (access it here). I will tell you which chapter maps onto which week.

I also strongly encourage you to read a national or international newspaper on a regular basis. The Friday workshops and your final project both draw directly on current coverage, and I will refer to current events constantly.

The best newspaper for this class is the *Financial Times* of London, which—along with the *Wall Street Journal*, *New York Times*, and *Washington Post*—offers excellent day-to-day coverage of international political and economic events. These publications are required reading for policymakers, who often use op-eds and interviews in these outlets to signal priorities or float potential policy changes.

Falvey Library provides online access to all of these publications (links below), and the School of Business offers free print copies of the *Wall Street Journal* each morning. You are strongly encouraged to take advantage of this free access.

- *Financial Times* access: here (and sign up for Alan Beattie's free *Trade Secrets* newsletter)
- *Wall Street Journal* access: here
- *New York Times* access: here
- *Council on Foreign Relations* daily news brief, sent to your inbox: here

REQUIREMENTS:

Five exams (15% each)	75%
Final project: community reportage	15%
Attendance, participation, and team case brief	10%
Total	**100%**

- **Five exams (15% each, 75% total):** There is an exam approximately every third

Friday: **September 11, October 2, Wednesday October 21, November 13, and December 4**. There is no separate midterm and no final exam during the final exam period.

Each exam is written, in class, closed-book, and designed for the full 50-minute period; we will use Respondus Lockdown Browser so you should make sure you have a personal laptop prepared. Format: term identifications, short answer, and one short analytical essay that asks you to apply a theory from the unit to a case you have not seen before. Questions are drawn from the assigned articles, the lectures, and the Friday workshops in roughly equal measure.

Exams are **not cumulative** in content, but the analytical tools compound: you cannot do the monetary politics exam without the distributive logic from the trade unit.

There are no make-up exams. If you miss an exam for a documented, university-recognized reason, notify me *in advance where possible*, and the weight of that exam will be redistributed across your remaining exams. An undocumented absence is a zero.

- **Final project: community reportage (15%):** Working in **teams of two**, you will interview someone in the community about how the international political economy has affected them, and write it up as a piece of **reportage**—not a research paper. Full details on page 6.

- **Attendance, participation, and team case brief (10%):** Attendance is expected at every meeting and is taken. This grade has two components.

  (a) Participation. During M/W classes I will pose short conceptual and application questions drawn from the assigned article, and I will call on people. Come with your five answers written down. Friday workshops are graded on presence and evident engagement in your group's work, not on being right.

  (b) Team case brief. In the first week you will be assigned to a standing team of 4–5. Each team is responsible for opening *one* Friday workshop with a 10-minute **case brief**, prepared outside of class. A case brief takes one real, current case—a tariff action, a plant closing, a currency intervention, a visa rule change, an IMF program, a port dispute—and does four things:

  1. States the facts of the case in 90 seconds (who did what, when, to whom);
  2. Names the theory or concept from the preceding two weeks that best explains it;
  3. Identifies the winners and losers the theory predicts, and shows whether the observed political conflict lines up with that prediction;
  4. Ends with one **open question** for the class, which launches the day's activity.

  Slides are required (four maximum) and must be posted to Brightspace by 8:00PM the night before. Every member of the team speaks. I will assign your team its date and a rough topic area in the second week of the semester.

  The case brief is deliberately the same intellectual move as the final project—find something real, connect it to theory, defend the connection out loud—at one-tenth the

scale. Treat it as a rehearsal.

GRADE DISTRIBUTION:

Grade Scale: 94-100, A; 90-93, A-; 88-89, B+; 84-87, B; 80-83, B-; . . . 0-60, F.

Grade Appeals. If you believe you received an incorrect grade on an exam or on the final project, you may formally appeal it to me. The appeal will consist of a one-page typed explanation that identifies the problem and presents a reasoned argument for the proposed change. Appeals must be submitted within one week of receiving the grade.

OFFICE HOURS:

I am available for office hours on Wednesdays between 2:30 and 4:30PM in SAC 257. Please sign up for a 15-minute time slot here. If you cannot make these times, please write to me with your availability and we'll find a time that is suitable for us both. Teams working on the reportage project are strongly encouraged to come see me together at least once—and note that Wednesday afternoons fill up fast in November, so book early rather than the week your dossier is due.

LAPTOPS, PHONES, AND NOTE-TAKING

Laptops, tablets, and phones stay closed and put away during class. Take your notes by hand.

The reason is not that I distrust you. It is that writing by hand is slower than typing, and the slowness is the point. You cannot transcribe a lecture longhand, so you are forced to decide what matters and put it into your own words—and that decision is where most of the learning happens. A typed record of my sentences proves you were in the room; it is not evidence that you understood anything.

The second reason is arithmetic. We have fifty minutes together, three times a week. That is not much, and a room where everyone is present for the whole period is a different room from one where a third of the screens are open to something else. Your attention is the only input this course actually requires of you.

I will not post lecture slides. The slides exist to structure the conversation we have in that room; they are not a substitute for having been in it. Posting them creates a quiet incentive to disengage now and catch up later, and catching up later does not work. If you miss a class, get notes from someone on your team and bring me whatever is still unclear in office hours.

Exceptions. Exam days are the obvious one—you will need a personal laptop for Respondus Lockdown Browser, so make sure yours is ready well before September 11. The team presenting a Friday case brief uses the classroom display, and I will tell you in advance about any workshop activity that calls for a device. Our Zoom meeting on November 23 is,

unavoidably, a Zoom meeting. Otherwise, assume devices are away.

If you have an accommodation through the Office of Disability Services that involves a device, it applies here in full. You do not need to explain it to me or to anyone else in the room—just have the letter on file.

If I am going too fast, raise your hand and say so. Please do this. It is not an interruption and it is not a confession of anything. It is the most useful thing you can do for yourself and for the several other people who are also lost and waiting for somebody else to ask first. Tell me to slow down, to say it again, to define the term, to redraw the figure on the board. I would far rather spend two extra minutes than have all of you writing down a sentence none of you follow.

AI POLICY

All written work in this course must reflect the student's own reading, thinking, and writing. The use of generative artificial intelligence tools (including but not limited to ChatGPT, Claude, Gemini, or similar systems) is **strictly prohibited** for the final project and all other written assignments. This prohibition includes (but is not limited to) generating text, outlining, paraphrasing, summarizing, editing, or revising drafts. It also expressly includes using an AI tool to summarize an assigned article in place of reading it.

The final project is designed around this policy. A machine cannot sit in a kitchen in Upper Darby and listen to a woman describe what happened to her husband's shift hours when the plant's supplier moved. That is the work, and it is yours.

Any assignment found to involve the use of generative AI will receive a grade of zero and will be referred for disciplinary action under the College Academic Integrity policy. If you are uncertain whether a tool or use case is permitted, assume that it is not and consult me **before** submitting your work.

LEARNING SUPPORT, ACADEMIC INTEGRITY, AND ABSENCES:

Office of Disabilities (ODS) and Learning Support Services (LSS): It is the policy of Villanova to make reasonable academic accommodations for qualified individuals with disabilities. All students who need accommodations should go to Clockwork for Students via myNOVA to complete the Online Intake or to send accommodation letters to professors. Go to the LSS website (http://learningsupportservices.villanova.edu) or the ADS website (https://www1.villanova.edu/university/student-life/ods.html) for registration guidelines and instructions. If you have any questions please contact LSS at 610-519-5176 or learning.support.services@villanova.edu, or ADS at 610-519-3209 or ods@villanova.edu.

Academic Integrity: All students are expected to uphold Villanova's Academic Integrity Policy and Code. Any incident of academic dishonesty will be reported to the Dean of the College of Liberal Arts and Sciences for disciplinary action. For the College's statement on Academic Integrity, you should consult the Student Guide to Policies and Procedures.

You may view the University's Academic Integrity Policy and Code, as well as other useful information related to writing papers, at the Academic Integrity Gateway web site.

Absences for Religious Holidays: Villanova University makes every reasonable effort to allow members of the community to observe their religious holidays, consistent with the University's obligations, responsibilities, and policies. Students who expect to miss a class or assignment due to the observance of a religious holiday should discuss the matter with their professors as soon as possible, normally at least two weeks in advance. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the absence. See the Provost's policies on religious holidays.

FINAL PROJECT: COMMUNITY REPORTAGE (15%)

The assignment. In teams of two, find someone in the community whose life or work has been shaped by the international political economy, interview them, and write a 1,800–2,200 word piece of reportage about it. Think of this as something you would file to a magazine, not something you would submit to a journal. It should have a scene, a person, a voice, and quotation. It should be a pleasure to read.

Who to interview. Anyone in the Philadelphia region—or your hometown, if you can get there—whose situation is downstream of trade, migration, finance, currency, or supply chains. Some examples, not a list of options:

- A small manufacturer paying tariffs on inputs, or an importer who reroutes shipments
- A restaurant owner whose food costs move with the dollar
- A longshoreman, trucker, or warehouse worker at the port
- A nurse, engineer, or researcher who came to the U.S. on a work visa
- Someone who sends remittances home, and the person who receives them
- A farmer, a car dealer, a pharmacist, a solar installer, a steel fabricator
- A retiree whose pension is exposed to global markets
- A union representative, a customs broker, a freight forwarder, an immigration attorney

Do not interview a fellow student about their opinions. Interview someone with something concrete at stake.

Do not ask theory questions. Your interviewee is not a political scientist and should not be asked to be one. Do not ask "do you think Stolper-Samuelson explains your situation?" Ask about experience: What changed? When did you first notice? What did you do about it? Who did you call? What did it cost you? What would you want from Washington if you could have one thing? **The theory is your job, not theirs.**

The analytical requirement. Your piece must be in genuine conversation with **at least two theories or findings from the course**: one from the *first half* (anything covered on Exams 1–3) and one from the *second half* (Exams 4–5). Weave them into the piece as analysis—a paragraph that steps back and says what is going on here and why—rather than

bolting a literature review onto the end.

Your evidence may contradict the theory. That is a finding, not a failure. A piece that says "the factor-endowments model predicts this worker should oppose trade liberalization, and she doesn't, and here is what she says instead" is a better piece than one that finds a tidy confirmation. Say clearly which it is.

Ethics. Tell your interviewee, up front and in plain language, that this is a class assignment, that you may quote them, and that they may decline any question or stop at any time. Offer them the option of a pseudonym and honor it. Do not record without explicit permission. Do not interview minors. Do not interview anyone who is in a position of dependence on you (an employee, a subordinate, a patient). If a conversation turns toward something legally sensitive—immigration status, undeclared work—stop, and come talk to me before you write a word of it.

Deliverables and deadlines.

- **Team and subject proposal** (1 page) — due **Friday, October 9**, 5:00PM. Names, who you plan to interview and why, what you expect the IPE connection to be, your backup subject, and your access plan. *(2% of course grade)*
- **Interview dossier** — due **Friday, November 20**, 5:00PM. Dated notes or a transcript, your question list, a record of consent, and a half-page memo on what surprised you. *(3%)*
- **Full draft** — bring to class **Monday, December 7** for peer workshop. Ungraded but required; showing up without a full draft costs participation.
- **Final piece** — due **Friday, December 18** by 5:00PM, submitted on Brightspace. *(10%)*

How it is graded. Reporting (did you actually get something real?); writing (is it clear, structured, and worth reading?); and analysis (are the two theories correctly stated and honestly applied?). The last of these carries the most weight.

COURSE SCHEDULE:

*The schedule is subject to change. All readings are posted on Brightspace.

WEEK 1 (Aug 24–28) — What Is International Political Economy?

Class 1: (*M 08/24*) Introduction: the two-way street between politics and markets

Read: the syllabus (see why, here).

Due: online survey about your academic background by 5:00PM (see email from instructor)

Class 2: (*W 08/26*) Open Economy Politics: the field's workhorse framework

Read:

1. Lake, David A. 2009. "Open economy politics: A critical review." *The Review of International Organizations* 4(3): 219–244.

Class 3: (*F 08/28*) **Workshop:** team assignments; how to read a journal article; case-brief schedule set

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WEEK 2 (Aug 31–Sep 4) — Trade: Gains, Agreements, and Institutions

Class 4: (*M 08/31*) What do trade agreements actually do?

Read:

1. Rodrik, Dani. 2018. "What Do Trade Agreements Really Do?" *Journal of Economic Perspectives* 32(2): 73–90.

Lecture: comparative advantage, gains from exchange, and who pays for them (Oatley Ch. 2–3)

Class 5: (*W 09/02*) Do international institutions matter? The GATT/WTO puzzle

Read:

1. Goldstein, Judith L., Douglas Rivers, and Michael Tomz. 2007. "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade." *International Organization* 61(1): 37–67.

Lecture: the prisoner's dilemma and the logic of trade cooperation

(*F 09/04*) **NO CLASS** — instructor at the American Political Science Association annual meeting, Boston

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WEEK 3 (Sep 7–11) — Who Wants Protection? Factors and Sectors

(*M 09/07*) **NO CLASS** — Labor Day

Class 6: (*W 09/09*) Political cleavages and changing exposure to trade

Read:

1. Rogowski, Ronald. 1987. "Political Cleavages and Changing Exposure to Trade." *American Political Science Review* 81(4): 1121–1137.

Lecture: Stolper-Samuelson vs. Ricardo-Viner; factor mobility as the hinge (Oatley Ch. 4)

Class 7: (*F 09/11*) **EXAM 1 (15%)** — covers Classes 1–6 and the Week 1 workshop

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WEEK 4 (Sep 14–18) — Individual Trade Preferences

Class 8: (*M 09/14*) What determines individual trade-policy preferences?

Read:

1. Scheve, Kenneth F., and Matthew J. Slaughter. 2001. "What determines individual trade-policy preferences?" *Journal of International Economics* 54(2): 267–292.

Class 9: (*W 09/16*) Beyond self-interest: sociotropic politics and out-group anxiety

Read:

1. Mansfield, Edward D., and Diana C. Mutz. 2009. "Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-Group Anxiety." *International Organization* 63(3): 425–457.

Class 10: (*F 09/18*) **Workshop:** winners and losers — mapping a real tariff to a real district

Team case brief #1

WEEK 5 (Sep 21–25) — Identity, Representation, and Trade Shocks

Class 11: (*M 09/21*) Gender and the politics of trade protection

Read:

1. Betz, Timm, David Fortunato, and Diana Z. O'Brien. 2021. "Women's Descriptive Representation and Gendered Import Tax Discrimination." *American Political Science Review* 115(1): 307–315.

Class 12: (*W 09/23*) The China Shock and political polarization

Read:

1. Autor, David, David Dorn, Gordon Hanson, and Kaveh Majlesi. 2020. "Importing Political Polarization? The Electoral Consequences of Rising Trade Exposure." *American Economic Review* 110(10): 3139–3183.

Class 13: (*F 09/25*) **Workshop:** the trade-shock map — what happened to Pennsylvania, 1999–2011

Team case brief #2

WEEK 6 (Sep 28–Oct 2) — The State Strikes Back

Class 14: (*M 09/28*) Green industrial policy and the state's position in supply chains

Read:

1. Allan, Bentley B., and Jonas Nahm. 2025. "Strategies of Green Industrial Policy: How States Position Firms in Global Supply Chains." *American Political Science Review* 119(1): 420–434.

Lecture: the state-centered approach; infant industry, strategic trade, CHIPS and IRA (Oatley Ch. 5)

Class 15: (*W 09/30*) Weaponized interdependence: networks as instruments of coercion

Read:

1. Farrell, Henry, and Abraham L. Newman. 2019. "Weaponized Interdependence: How Global Economic Networks Shape State Coercion." *International Security* 44(1): 42–79.

Class 16: (*F 10/02*) **EXAM 2 (15%)** — covers Classes 8–15 and Workshops 10 and 13

WEEK 7 (Oct 5–9) — Immigration

Class 17: (*M 10/05*) Who is against immigration?

Read:

1. Mayda, Anna Maria. 2006. "Who Is Against Immigration? A Cross-Country Investigation of Individual Attitudes toward Immigrants." *The Review of Economics and Statistics* 88(3): 510–530.

Lecture: labor as a factor of production; why the trade model travels to migration

Class 18: (*W 10/07*) Open trade, closed borders

Read:

1. Peters, Margaret E. 2015. "Open Trade, Closed Borders: Immigration in the Era of Globalization." *World Politics* 67(1): 114–154.

Class 19: (*F 10/09*) **Workshop:** designing a visa regime — a negotiation exercise
Team case brief #3
DUE 5:00PM: Final project team and subject proposal (2%)

WEEK 8 (Oct 12–16) — FALL BREAK

No class meetings.

WEEK 9 (Oct 19–23) — Trade and Development

Class 20: (*M 10/19*) Systemic vulnerability and the origins of developmental states

Read:

1. Doner, Richard F., Bryan K. Ritchie, and Dan Slater. 2005. "Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective." *International Organization* 59(2): 327–361.

Lecture: import-substitution industrialization vs. the East Asian model (Oatley Ch. 6–7)

Class 21: (*W 10/21*) **EXAM 3 (15%)** — covers Classes 17–20 and Workshop 19

(*F 10/23*) **NO CLASS** — instructor at the International Political Economy Society annual

meeting, Yale

WEEK 10 (Oct 26–30) — Firms, Supply Chains, and Foreign Investment

Class 22: (*M 10/26*) The charmed life of superstar exporters

Read:

1. Osgood, Iain, Dustin Tingley, Thomas Bernauer, In Song Kim, Helen V. Milner, and Gabriele Spilker. 2017. "The Charmed Life of Superstar Exporters: Survey Evidence on Firms and Trade Policy." *The Journal of Politics* 79(1): 133–152.

Lecture: why the firm, not the industry, became the unit of analysis (Oatley Ch. 8)

Class 23: (*W 10/28*) Regime type and foreign direct investment

Read:

1. Jensen, Nathan M. 2003. "Democratic Governance and Multinational Corporations: Political Regimes and Inflows of Foreign Direct Investment." *International Organization* 57(3): 587–616.

Lecture: the obsolescing bargain, tax competition, and the global minimum tax (Oatley Ch. 9)

Class 24: (*F 10/30*) **Workshop:** where is this thing made? Tracing a product through the supply chain
Team case brief #4

WEEK 11 (Nov 2–6) — Money I: Who Wants a Strong Currency?

Class 25: (*M 11/02*) Invested interests: national economic policy in a world of global finance

Read:

1. Frieden, Jeffry A. 1991. "Invested Interests: The Politics of National Economic Policies in a World of Global Finance." *International Organization* 45(4): 425–451.

Lecture: exchange rates for people who have never thought about them; the trilemma (Oatley Ch. 10, 12)

Class 26: (*W 11/04*) The political economy of international monetary relations

Read:

1. Broz, J. Lawrence, and Jeffry A. Frieden. 2001. "The Political Economy of International Monetary Relations." *Annual Review of Political Science* 4: 317–343.

Class 27: (*F 11/06*) **Workshop:** the currency table — assign each group a sector and fight over the dollar
Team case brief #5

WEEK 12 (Nov 9–13) — Money II: States, Regimes, and the Euro

Class 28: (*M 11/09*) Regime type and exchange-rate policy

Read:

1. Steinberg, David A., and Krishan Malhotra. 2014. "The Effect of Authoritarian Regime Type on Exchange Rate Policy." *World Politics* 66(3): 491–529.

Lecture: central bank independence and the commitment problem (Oatley Ch. 13)

Class 29: (*W 11/11*) The euro and international monetary power

Read:

1. McNamara, Kathleen R. 2008. "A rivalry in the making? The euro and international monetary power." *Review of International Political Economy* 15(3): 439–459.

Class 30: (*F 11/13*) **EXAM 4 (15%)** — covers Classes 22–29 and Workshops 24 and 27

WEEK 13 (Nov 16–20) — Capital Flows, Debt, and the IMF

Class 31: (*M 11/16*) Dilemma, not trilemma: the global financial cycle

Read:

1. Rey, Hélène. 2015. "Dilemma not Trilemma: The Global Financial Cycle and Monetary Policy Independence." NBER Working Paper 21162.

Lecture: sudden stops, capital controls, and the Latin American debt crisis (Oatley Ch. 14–15)

Class 32: (*W 11/18*) Master or servant? The politics of IMF lending

Read:

1. Copelovitch, Mark S. 2010. "Master or Servant? Common Agency and the Political Economy of IMF Lending." *International Studies Quarterly* 54(1): 49–77.

Class 33: (*F 11/20*) **Workshop:** you are the IMF mission chief — conditionality under political constraint

Team case brief #6

DUE 5:00PM: Interview dossier (3%)

WEEK 14 (Nov 23–27) — Sovereign Debt & Thanksgiving

Class 34: (*M 11/23*) **ZOOM MEETING** — Sovereign borrowing and democratic institutions

Read:

1. Ballard-Rosa, Cameron, Layna Mosley, and Rachel L. Wellhausen. 2021. "Con-

tingent Advantage? Sovereign Borrowing, Democratic Institutions and Global Capital Cycles." *British Journal of Political Science* 51(1): 353–373.

Zoom link posted on Brightspace. Cameras on.

(*W 11/25 – F 11/27*) **NO CLASS** — Thanksgiving Break

WEEK 15 (Nov 30–Dec 4) — Crisis, Inequality, and the Backlash

Class 35: (*M 11/30*) Going to extremes: politics after financial crises

Read:

1. Funke, Manuel, Moritz Schularick, and Christoph Trebesch. 2016. "Going to Extremes: Politics after Financial Crises, 1870–2014." *European Economic Review* 88: 227–260.

Class 36: (*W 12/02*) The backlash against globalization

Read:

1. Walter, Stefanie. 2021. "The Backlash Against Globalization." *Annual Review of Political Science* 24: 421–442.

Class 37: (*F 12/04*) **EXAM 5 (15%)** — covers Classes 31–36 and Workshop 33

WEEK 16 (Dec 7–9) — Reportage Workshop

Class 38: (*M 12/07*) Reportage workshop I: structured peer review

Bring a complete draft. Each team reads and responds to two other teams' drafts using a supplied rubric.

Class 39: (*W 12/09*) Reportage workshop II: the analysis paragraph

We work in class on the two theoretical passages—first-half theory and second-half theory—and on the honest statement of whether your evidence supports or contradicts them. Individual consultations with me during the period.

FINALS WEEK

Our final examination period is Friday, December 18, 2:30–5:00PM. There is no final exam and we will not meet.

The slot functions only as your deadline: **the final reportage is due on Brightspace by 5:00PM that day**. Do not come to the classroom.

Your fifth and last exam was December 4. Everything between now and the 18th belongs to the reportage.