

## **POLS 4650 Politics of the Global Economy**

Spring 2021

Tuesdays and Thursdays 1:50-3:20 pm, Online (on Zoom)  
Zoom link for the class: <https://lmu.zoom.us/j/84389142335>

### **Professor Gabriele Magni**

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Pronouns: he, him, his

**Office Hours** (via Zoom): Tuesdays and Thursdays 12:00-1:30 pm or by appointment  
Please sign up here for office hours: <https://calendly.com/gabriele-magni/15-minutes>  
Zoom link for office hours: <https://lmu.zoom.us/j/83248399601>

### **Course Description**

This course examines the interaction between international economics, international politics, and domestic politics. After an introduction to the disciplines of international and comparative political economy, the course is organized around thematic sections. The first section focuses on international trade, i.e. the movement of goods across countries. It analyzes the global trading system, the domestic political dimension of international trade, and public opinion on trade. The second section explores international finance, i.e. the movement of capital across countries. It examines the role of multinational corporations, monetary and exchange rate policies, and public opinion on international transfers. The third section examines immigration, i.e. the movement of people across countries, exploring the political economy of migration, immigration attitudes, and the link between immigration and redistribution. The fourth section investigates the domestic effects of globalization, focusing on the impact of globalization on elections, populism, and economic inequality. In the last part of the course, students will present their research. The course has an *Information Literacy* flag. As a result, specific assignments and activities will reinforce students' ability to find, evaluate, and reflect on information from a variety of sources.

### **Course objectives and student learning outcomes**

- Students will gain knowledge. Students will gain a greater comprehension of the major theoretical approaches to understanding political economy. Students will learn how these approaches can help analyze substantive areas such as international trade, international monetary policy, immigration, globalization and other areas.

- Students will enhance critical thinking. Students will learn to critically examine the course material presented, including academic readings and lectures.
- Students will learn to apply critical thinking skills to analyze current events in the global political economy.
- Students will select information that provides relevant evidence for a topic (information literacy learning outcome).
- Students will find and use scholarly and discipline-specific professional information (information literacy learning outcome).
- Students will evaluate resources for reliability, validity, accuracy, authority, and bias (information literacy learning outcome).

## Course requirements

The course will meet twice a week synchronously on Zoom. The requirements for the course are class attendance, reading of the assigned materials, and on-time completion of all the assignments. I expect everyone to **join the Zoom sessions on time**. Late arrivals are disruptive and distracting. I appreciate your cooperation.

If you are **unable to attend the online class meetings** (for instance, because you are in a different time zone, or because you are not feeling well, or because of other valid reasons), you need to contact me during the first week of class or ahead of the class session that you plan to miss. If you miss a class, you are responsible for the material covered in class. Make sure you ask a colleague for class notes. When you are unable to join online, I will make the recorded class videos available to you.

Please come to **online office hours** or contact me by e-mail if you have questions or concerns. If you have any kind of problem with the course or with life, please communicate with me. Do not let missed classes and assignments get out of hand. I am happy to work with you to help you succeed, but I cannot do so retroactively at the end of the semester. Especially during the current times, it is very important that you keep me posted with any difficulty and disruption that you may be experiencing.

The following are some **guidelines for Zoom online classes**:

- ***Participate as much as you can.*** I understand that participating in online classes can be challenging. However, do not be afraid to ask questions or make comments. If you have a question, feel free to unmute yourself and ask it. I value class participation, and it is possible that other students have similar concerns.
- ***Respect one another.*** Differences of opinion are likely and desirable. Listen to other students' questions and comments, express your disagreements with respect, and always value and engage with your colleagues' opinions.
- ***Please mute yourself on Zoom when you are not speaking.*** Since there will be a lot of us in class, background noise is distracting and should be minimized.
- ***It is strongly encouraged that you keep your camera on.*** I understand some of us may not feel comfortable sharing the view of our room or apartment. For that reason, I suggest

you use a virtual background if you prefer not to show your place. Please let me know if you need help on how to do it.

- *If you cannot turn your camera on, please let me know via email or in office hours.*
- *You are not allowed to record and share Zoom classes or distribute any other class material outside the class.* This is important to protect students' privacy and ability to contribute freely to the discussion. The instructor may record classes for pedagogical purposes but will not share with anyone outside of the class without prior consent of all. Sharing any other audio or video recording of class sessions without the express permission of everyone in the room is a violation of mutual trust and is not allowed. Any release of class content that reflects the views of classmates or instructor to anyone or institution outside of those in the class is prohibited. Recording and sharing Zoom classes would be a violation of the LMU Academic Honesty (see more: <https://academics.lmu.edu/honesty/>).

## Course Readings

In the first part of the course, we will use the following textbook: *Oatley, T., 2019. International political economy. Routledge.*

All other required readings will be available on Brightspace.

***Please note that this is a reading-intense class. It is imperative that you complete all the readings before the assigned date in order to succeed in the class.***

## Class Schedule, Topics, and Readings\*

*\*Please note that I reserve the right to change/add/subtract materials throughout the semester.*

<b>Introduction</b>		
January 12 (T)	Course overview	• <i>No readings</i>
January 14 (R)	International and comparative political economy	• Oatley 2019, Chapter 1
<b>International Trade</b>		
January 19 (T)	The WTO and the world trade system	• Oatley 2019, Chapter 2
January 21 (R)	The political economy of international trade	• Oatley 2019, Chapter 3

January 26 (T)	Domestic politics and trade	<ul style="list-style-type: none"> <li>• Oatley 2019, Chapter 4</li> </ul>
January 28 (R)	Public opinion on trade	<ul style="list-style-type: none"> <li>• Scheve and Slaughter 2001</li> <li>• Mutz and Kim 2017</li> </ul>
February 2 (T)	<i>Special activity</i>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>International Finance</b>		
February 4 (R)	Multinational corporations + <b>Wikipedia evaluation due</b>	<ul style="list-style-type: none"> <li>• Oatley 2019, Chapter 8</li> </ul>
February 9 (T)	International monetary system	<ul style="list-style-type: none"> <li>• Oatley 2019, Chapter 10</li> </ul>
February 11 (R)	Monetary and exchange rate policies	<ul style="list-style-type: none"> <li>• Oatley 2019, Chapter 13</li> </ul>
February 16 (T)	The Eurocrisis	<ul style="list-style-type: none"> <li>• Congress Report 2012</li> </ul>
February 18 (R)	Public opinion on international transfers	<ul style="list-style-type: none"> <li>• Bechtel et al. 2012</li> <li>• Kleider and Stoeckel 2018</li> </ul>
February 23 (T)	<i>Special activity</i>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>February 25 (R)</b>	<b>*Midterm*</b>	
<b>Immigration</b>		
March 9 (T)	The political economy of immigration + <i>Policy brief topic choice due</i>	<ul style="list-style-type: none"> <li>• Peters 2017</li> </ul>
March 11 (R)	Immigration attitudes I	<ul style="list-style-type: none"> <li>• Scheve and Slaughter 2001</li> <li>• Hainmueller and Hiscox 2010</li> </ul>
March 16 (T)	Immigration attitudes II	<ul style="list-style-type: none"> <li>• Citrin et al. 1997</li> <li>• Sniderman et al. 2004</li> </ul>
March 18 (R)	Immigration and redistribution	<ul style="list-style-type: none"> <li>• Alesina et al. 2018</li> <li>• Munoz and Pardos-Prado 2017</li> </ul>
March 23 (T)	<i>Special activity</i>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Globalization and Inequality</b>		
March 25 (R)	Globalization and elections	<ul style="list-style-type: none"> <li>• Jensen et al. 2017</li> <li>• Colantone and Stanig 2018</li> </ul>
March 30 (T)	Globalization and populism + <b>Policy brief due</b>	<ul style="list-style-type: none"> <li>• Rodrik 2018</li> <li>• Inglehart and Norris 2016</li> </ul>
April 6 (T)	Global inequality: Facts and causes	<ul style="list-style-type: none"> <li>• Milanovic 2013</li> <li>• Altman 2014</li> </ul>

April 8 (R)	Inequality, redistribution and happiness	<ul style="list-style-type: none"> <li>• Alesina et al. 2004</li> <li>• Kuziemko et al. 2014</li> <li>• McCall et al. 2017</li> </ul>
April 13 (T)	Inequality and immigration	<ul style="list-style-type: none"> <li>• Magni 2020</li> </ul>
<b>The conference experience: presentations and feedback</b>		
April 15 (R)	<i>Becoming a reviewer: feedback on instructor's research</i>	<ul style="list-style-type: none"> <li>• Magni forthcoming</li> </ul>
April 20 (T)	Student presentations	<ul style="list-style-type: none"> <li>• Student podcasts</li> </ul>
April 22 (R)	Student presentations	<ul style="list-style-type: none"> <li>• Student podcasts</li> </ul>
April 27 (T)	Student presentations	<ul style="list-style-type: none"> <li>• Student podcasts</li> </ul>
April 29 (R)	Student presentations	<ul style="list-style-type: none"> <li>• Student podcasts</li> </ul>
May 6 (R)	<b>*Final exam*</b>	

**\*\*\*All the assignments must be submitted via Brightspace by the beginning of class (unless specified otherwise)\*\*\***

## Course evaluation

***Grades are determined by the quality of the final result (i.e. the work submitted), not by the effort put into the process.*** The course has the following requirements:

- Web evaluation – Wikipedia article (February 4): 15%
- Midterm exam (February 25): 25%
- Policy brief (March 30): 20% [topic choice due March 9]
- Podcasts (*dates vary by student*: April 20 – 29): 15%
- Final exam (May 6): 25%
- News article presentation (*dates vary*): pass or fail (fail: -3 points on final grade)

The deadlines listed above are strict: **late midterms and finals will not be scheduled; late papers will not be accepted.** All assignments must be submitted at the beginning of class on the due date. Please talk to me as soon as possible prior to any due date if you anticipate any issue and have a valid excuse.

The following grading scale applies:

A	94-100	A-	90-93.9		
B+	87-89.9	B	83-86.9	B-	80-82.9
C+	77-79.9	C	73-76.9	C-	70-72.9
D	60-69.9	F	<60		

**\*\*\*All the assignments must be submitted via Brightspace by the beginning of class (unless specified otherwise)\*\*\***

### **Web evaluation – Wikipedia article (15%)**

You will submit a written evaluation of a Wikipedia article. In this assignment, you will find a Wikipedia article related to politics of the global economy that has incorrect or poorly documented information. You will then improve the article by incorporating and citing scholarly sources. The Wikipedia article must be related to global political economy. This assignment partially fulfills the Information Literacy flag requirements. Further information will be provided during the semester.

### **Midterm exam (25%)**

The midterm tests all the material covered until the class before the midterm (included). The midterm counts for 25% of your final grade. Further information about the format of the exam will be provided during the semester.

### **Policy brief (20%)**

There is a 7-page policy brief, which counts for 20% of the final grade. There are two dates to keep in mind. The policy brief is due March 30. Late policy briefs will not be accepted.

***Policy brief topic choice:*** A one-paragraph abstract stating the topic and the policy alternatives that you will examine is due on Brightspace on March 9. While this assignment is not graded, being late with the choice submission will result in a 3-point decrease (out of 100) per day in your policy brief grade.

A policy brief presents a concise summary of information that can help readers understand, and likely make decisions about, government policies. Policy briefs may give objective summaries of relevant research, suggest possible policy options, or go even further and argue for particular courses of action. You can find more information here: <https://writingcenter.unc.edu/tips-and-tools/policy-briefs/>. Further information will be provided during the semester.

### **Podcast (15%)**

This assignment asks you to research, write, and record one 3-5 minute (maximum) audio segment on a theme related to politics of the global economy. It is a “public good” project, which requires you to translate your research into an audio program for a broad audience. This assignment has two steps: 1) Podcast Script and 2) Audio Podcast.

In your podcast, you will focus on and researching a particular theme within politics of the global economy. Your audio podcast should somehow answer a research question through its content and with a particular message. The theme of your audio segment should have academic significance and/or policy relevance.

The format is up to you, but you should consider which formats will best convey your research to the public. It can be a narration, a historical or critical analysis, a news story, an interview, or a combination of the above. It will be primarily a vocal production but can also include sounds and music. You will want to plan the segment so you convey your main points through the words, sounds, structure, and pace of the audio format.

**Final exam (25%)**

The final exam counts for 25% of your final grade. Further information about the format of the exam will be provided during the semester.

**News presentation (pass or fail) (fail: -3 points on final grade)**

Each student is expected to deliver a presentation on current events related to politics of the global economy. I will give you the possibility to sign up for a specific date at the beginning of the course. Presentations will take place during each class, will be informal (no power point), and should last no longer than 3-5 minutes. You are expected to summarize the content of a news article and come up with a discussion question at the end of your presentation. If possible, you should choose an article related to the lecture or readings of the day. Potential sources of articles include (but are not limited to): BBC, The Guardian, France 24 (English version), Spiegel Online (International version), Politico (European version), El País (English version), Financial Times, The Economist, The New York Times (International version).

**Important dates**

February 4	Web evaluation – Wikipedia article
February 25	Midterm exam
March 30	Policy brief
April 20 – 29	Podcasts
May 6	Final exam

**Information literacy flag**

The following assignments and activities fulfill the information literacy flag:

*Assignments*

- Web evaluation – Wikipedia article

*Activities*

- Instructor’s presentation (based on his own research) on how scholars in political economy create research questions, conduct research, summarize findings, and share new research with their peers (April 13)
- Students’ feedback on instructor’s research in the way scholarly peer review works (April 15)

## **Additional information**

### Electronics policy

You can use laptops for note taking. However, you may want to consider taking notes by hand. Scientific evidence demonstrates that writing notes by hand helps remember better. The following article describes an experiment producing this finding: *To Remember a Lecture Better, Take Notes by Hand* (<https://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>).

### Email policy

While I am always happy to communicate via email, emails are not the best way to discuss substantive questions concerning course material. I encourage you to come to online office hours if you would like me to clarify concepts or discuss issues in depth. Please be professional when you write emails: include proper greetings and salutations and check your spelling and grammar.

### Grade questions

At times you may have questions about your grades on exams or papers. I am happy to discuss any grading-related issue during office hours. In order for me to re-grade any assignment, you will need to provide me with a written email explaining in detail why the grade should be changed. I will then re-grade the entire assignment. I reserve the right to raise or lower your grade accordingly.

### Diversity and safe environment

Diverse perspectives and backgrounds enhance our community. As engaged citizens in a global and diverse society, we seek to advance a positive learning and working environment for all through open and substantive dialogue. Accordingly, we will strive to make this class a safe, happy and welcoming environment for all. When we talk about political and social issues, different opinions are likely to emerge. A discussion with diverse perspectives can be enriching, but only as far as we are always respectful of different points of view. Let's always engage in a civil way, even when we disagree with each other. Disrespectful behavior will not be tolerated. If there is anything you would like to communicate to me privately about your involvement in the class, please do not hesitate to do so.

### Reporting Requirements of Sexual or Interpersonal Misconduct

As "responsible employees," faculty are required to report any case of suspected sexual or interpersonal misconduct and cannot protect student confidentiality. For information about confidential counseling on campus and for general information about consensual relationships, sexual harassment, and sexual assault, please see the LMU Cares website: <http://studentaffairs.lmu.edu/lmucares/>.

### Pronouns and LGBTQ services

Please let me know (in whatever way you wish) what your pronouns are. I use the pronouns he / him / his.

LGBT Student Services at LMU provides educational and support services to students that identify as LGBTQ+ and allies. The LGBT Student Services Office at LMU focuses on promoting equality, visibility and inclusion of LGBTQ students within the LMU community. Please visit their website for more information:

<https://studentaffairs.lmu.edu/community/ethnicandinterculturalservices/lgbtstudentservices/>.

#### Disability accommodations

Disability Support Services (DSS) at LMU assists students with physical, learning, and/or psychological disabilities by offering resources to enable them to achieve maximum independence while pursuing their educational goals. Their objective is to ensure that every student seeking DSS services receives university experiences and opportunities that are identical to those of any other student. They arrange accommodations and services for students with special needs. Please visit the DSS website for more information: <https://academics.lmu.edu/dss/>.

#### Academic honesty

The academic honesty policy applies to the course. Plagiarism, cheating and other violations will not be tolerated. If you are unsure on whether something constitutes plagiarism, come see me before you submit your assignments.

Further, it is a violation of LMU's Academic Honesty Policy to distribute (e.g., posting to social media) any course resources or materials (including but not limited to recorded classes, lectures, exams, etc.) without permission of the instructor. You are not allow to record and share Zoom classes. This is important to protect students' privacy and their ability to more freely contribute to the class discussion. Students who violate this policy are subject to failing the class. The University may also choose to impose additional sanctions for violations of the Academic Honesty Policy, including suspension or dismissal.

For more information on the academic honesty policy, please visit the following page:

<https://academics.lmu.edu/honesty/>.

#### The Writing Center at LMU

An important part of improving your writing is getting feedback and revision suggestions on your writing projects in progress. The Writing Center offers free tutoring sessions in which you can get feedback from a peer writer on your texts for any class at any stage in your process. To make an appointment with a tutor, follow the "Writing Center Schedule" link in myLMU. [academics.lmu.edu/arc/writingcenter](https://academics.lmu.edu/arc/writingcenter) | [writing@lmu.edu](mailto:writing@lmu.edu) | 310-338-2847 | Daum Hall, 2nd floor