Instructor: Kent Freeze  
Phone: 507-222-4158  
Email: kfreeze@carleton.edu  
Office: Willis 413  
Office Hours: Mon. 2-4pm & Thurs. 2-4pm and by appt.

Course Description

This course introduces students to the interaction between politics and economics, both on the domestic (comparative) and global (international) levels of analysis. Topics explored include international economic institutions, trade, foreign direct investment, economic growth and global poverty reduction.

Course Requirements and Expectations

This course will cover a large amount of material. Typically readings will average around 150 pages a week, although this may be higher in certain weeks (so plan ahead accordingly). You are expected to come to class having read the material, and prepared to discuss the topics for the day.

Any plagiarism, copying other student’s work, etc. is considered cheating and will be referred to the college for disciplinary action. Please review the website on Academic Integrity at https://apps.carleton.edu/campus/doc/integrity/ or talk to me if you have any questions.

Texts

There are two required texts for the class, available at the Carleton Bookstore:

- Dani Rodrik’s *The Globalization Paradox: Democracy and the Future of the World Economy*
- Benjamin Powell’s *Out of Poverty: Sweatshops in the Global Economy*
Readings from these two books are referred in the syllabus as “Rodrik” and “Powell”.

Additional readings for this course will be provided electronically. I encourage students to print out the course materials at the beginning of the course and read them in paper format rather than electronically, as this facilitates note taking, better retention of the material, and is easier to reference in class discussion.

Grading

Your grade will be based on the following:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2 Exams</td>
<td>30%</td>
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<tr>
<td>Class Participation and Attendance</td>
<td>10%</td>
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<tr>
<td>2 Response Papers</td>
<td>40%</td>
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<tr>
<td>2 Debates</td>
<td>20%</td>
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<td><strong>Total</strong></td>
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Exams - 30%

We will have two in-class exams (15% each). The exam on the last day of class will be cumulative, but will be weighted toward those sections that were not covered in the first exam.

Class Preparation, Attendance and Participation - 10%

Attendance and participation is required. At the start of class, you will turn in a note card including a discussion question or comment based on the readings for the day. This can be a request for clarification on something that didn’t make sense, a criticism, or some other thoughts that you think would be interesting to discuss. We will take a minute at the start of class to go over some of these comments as a class and discuss them.

Both note cards and in class participation will each count for 5% of your overall grade.

2 Research Response Papers - 40%

For most (but not all) classes you will notice a question prompt at the bottom of the readings. On two days of your choosing prepare a 7–9 page response paper on the readings. The due dates for these papers will be Jan. 29 and Mar. 12 at 11:59pm. You are welcome to choose any two response prompts for the entire course.

Debate Papers and Participation - 20%

We will have two class debates at the end of each section of the course – I will post on Moodle a guideline for the debate, as well as your assignment in advance of the debate date. In preparation for the debate, you will prepare a short memo (no more than 2-3 pages)
outlining your position in the debate and talking points. You will be evaluated both by your memo and your participation in the debate itself. Your memo will be due by email at 11:59pm on the day prior to the debate.

Course Policies

Grading Policies

I will assign grades using the following scale: A (93.33), A- (90), B+ (86.67), B (83.33), B- (80), C+ (76.67), C (73.33), C- (70), D+ (66.67), D (63.33) D- (60) F (Below 60). I do not round your final grade up or down (so if you receive a 93.327, you will receive an A- for a final grade).

Additional Grading Policies:

1. I will not receive grade complaints if more than one week has passed after the assignment has been returned to you. Before I review your grade you must first:
   - Wait 24 hours.
   - Schedule a time to meet with me to discuss your grade.
   - Submit a formal appeal in writing (email is sufficient–but be clear that it is the appeal in the subject heading) that clearly identifies content in the assignment and the reasons why you think your grade should be changed. These appeals should refer to specific things in the assignment, and not to vague reasons like “I worked really hard.”

   The second grade, whether higher or lower, will become your grade on the assignment.

2. Late assignments are not tolerated. Your grade will be lowered 5 points for each day it is late. That is if the assignment is due on Wednesday at 9:50 am and you turn it in sometime between 9:51 am and Thursday 9:50 am, the highest grade you can achieve is 95.

3. The ONLY acceptable (not penalized) excuses for not completing an assignment on time are family emergencies or illnesses. However, in these cases, I will arrange to give you extra time ONLY if you communicate with me BEFORE the assignment is due and you provide DOCUMENTATION of the circumstance.

Electronics in Class Policy

You are welcome to bring digital equipment (laptop, ebook reader, etc.) to class. However, I expect you to be responsible in your use of electronic equipment: please avoid visiting social networking sites, or otherwise browsing the internet on sites unrelated to the course. Individuals who abuse this privilege will be asked to turn off their computer. Please turn off
all cell phones during class. If I notice that the use of an electronic device is distracting you in class, your participation grade will suffer.

**Disability-Related Accomodations**

It is the policy of Carleton College to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, in addition to making requests known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible (during the 1st week of the semester), so that appropriate arrangements can be made. The procedures for registering with Disabilities Services can be found at [http://apps.carleton.edu/disabilityservices/](http://apps.carleton.edu/disabilityservices/).
Course Schedule

Readings should be completed prior to class. I reserve the right to make changes to the course schedule. I will alert you to any changes made in class, via email, and I will post the updated syllabus on Moodle.

Jan. 4: Course Introduction and Approaches to Political Economy

Jan. 6: Theories of International Relations and Globalization


Jan. 8: Origins of the Contemporary International Economy

- Rodrik, Chapters 1-2. pgs. 3-46.
- Why do you think that globalization has expanded so rapidly, especially in the 20th century?

Jan. 11: Models of International Trade

- Rodrik, Chapter 3. pgs. 47-66.

Jan. 13: Trade and Domestic Politics

- Examine a case where two or more countries attempted (successfully/unsuccesfully or current) a free trade agreement. Pick one of the countries party to this FTA, and discuss which sectors of the economy or most in favor or opposed to the FTA. How successful were they in shaping the debate around the FTA, and to what extent do their actions seem to be in line with the arguments of Rogowski?

Jan. 15: International Trade and Social Spending

- Make a comparison (either between two similar countries or a single country in two different time periods). How does social spending relate to trade openness in the comparisons you are making? How do your findings relate to the readings today?
Jan. 18: Trade Social Policy in Developing Countries


- Pick a country with a per capita GDP (at PPP) of less than $10,000 USD per year. Evaluate the size of social spending in this country, and any trends over the previous 20 years. Do you think conditions will be favorable to a larger level of social spending in this country in the future?

Jan. 20: Trade and Democracy


- Do you feel that democracy helps or hinders trade? Answer this question by comparing two similar countries or a single country in two different time periods.

Jan. 22: International Governance of Trade


- Rodrik, Chapter 4. pgs. 47-66.

- Examine one of the GATT or WTO trade rounds since the first in 1947. Who was most in support of the agreements achieved in this round, and who was in opposition. Do you feel that supporters/detractors match the potential winners/losers of globalization? Why or why not?

Jan. 25: Globalization of Finance

- Rodrik, Chapters 5 and 6. pgs. 89-134.

- What is one policy prescription that you feel could have either prevented or at least mitigated some of the negative effects of the financial crisis/Great Recession of 2007-2009?

Jan. 27: History of the Global Supply Chain

- Examine a large MNE that produces a popular consumer product that is produced in many different countries (Apple might be an appropriate choice). Which processes in the supply chain are completed in each country, and which processes create the largest economic benefit for the host country? What implications do your findings have for poorer countries looking to increase economic growth?

**Jan. 29: Trends and Changes in FDI**
- First Response Research Paper due tonight 11:59pm!
- Pick a country in the OECD and track this country’s FDI outflows over time. Historically where have investors from this country invested abroad, and has there been any change? What factors do you feel influence where investments from this country have gone to?

**Feb. 1: Sweatshops, Pt. 1**
- Powell, Preface-Chapter 5, pgs. xv to 82.

**Feb. 3: Sweatshops, Pt. 2**
- Powell, Chapters 6-11, pgs. 83-159.

**Feb. 5: Class debate on Sweatshops**
- Each student will be randomly assigned to a side.

**Feb. 10: Trade and Economic Development**
- Pick a developing country (GDP per capita at PPP less than $10,000 USD). Do you feel that globalization has helped or hurt the poor in this particular country?

**Feb. 12: Exam in Class**
- In-class exam on material up to and inclusive of the readings on Feb. 3.

**Feb. 15: Globalization and Poverty**
- Rodrik, Chapters 7 and 8. pgs. 135-183.
Feb. 17: The Washington Consensus

- Examine the points on the Washington Consensus on pg. 978 of Rodrik. Pick one of these points (preferably one of the first 10) and discuss the extent to which this particular policy may or may not contribute to the current controversy surrounding Washington Consensus development strategies. Are there any ways that you see that a developing country could incorporate this particular policy successfully?

Feb. 19: Export Oriented Industrialization?

- Choose one of the countries which is usually held up as a successful example of EOI. Do you feel that the development model employed by this country is replicable by other developing economies? Why or why not?

Feb. 22: Lessons from the Rise of China

- To what extent is China’s growth model replicable by other developing economies? Is there such a thing as a “Beijing Consensus” of economic growth, with policy prescriptions for other developing economies?

Feb. 24: Dependency Theory and ISI

- Pick a country that utilized at least some of the development strategies of ISI prior to the 1980s. Are there any aspects of this strategy that were successful, or was this particular development strategy a complete failure? What lessons can you glean from your particular case?
Feb. 26: Democracy and Economic Growth


- Choose any country that has democratized in the last 30 years. Compare economic growth in this country before and after democratization. Have there been any other changes in the country that would be in line with conditions causing economic growth? (such as stronger rule of law, greater education expenditure, or public good provisions)? On the whole would you say democracy has improved, hurt or had no influence on economic conditions in the country you are examining?

Feb. 29: Globalization and the Environment


- Do you feel that the relative decline of the United States as a political and economic actor makes it more or less likely to achieve international agreement and cooperation on the issue of climate change?

Mar. 2: Globalization and National Sovereignty

- Rodrik, Chapters 9 and 10, pgs. 184-232.

Mar. 4: The Future of Globalization

- Rodrik, Chapters 11, 12 and afterword, pgs. 233-284.

Mar. 7: Class debate on the appropriate future direction of globalization.

- No required readings.

Mar. 9: Final Exam in Class