
POLS 33003: GLOBALIZATION & INTERNATIONAL POLITICAL ECONOMY

Instructor Name: Carly Potz-Nielsen

Semester/Year: Fall 2021

Number of Credits: 3 credits

Class Location: WINSTON-SCOTT HALL 217

Class Meeting Day(s) & Time(s): LECTURE 035 TR 11:00 – 12:20

Office Hours: 12:30 – 2:30 M, Scharbauer Hall 2012A

Email: c.potznielsen@tcu.edu

Response Time: Emails will be answered within 24 hours during the week (Monday – Thursday) and within 48 hours on the weekend (Friday – Sunday).

FINAL EXAM DATE & OTHER IMPORTANT DATES

Final Presentations The final exam period for this class is Tuesday, December 14th 11:00 – 1:30pm. During this time, the final course debate will be held.

COURSE DESCRIPTION

Globalization has been a defining force driving markets and has been fundamental in shaping politics over the past 30 years. Concerns about the optimal level of trade between countries, the deepening of supply chains and the investments that support them, the dangers of unregulated financial flows, and the question of economic migration are all tied to the expansion and integration of markets across the globe. As economies become more intertwined, so does the impacts of market forces and policy decision. In this class, we will work through the building blocks of understanding these impacts by identifying who wins and loses from policy decisions impacting local, national, and international markets. Students will learn how to approach questions using a political economy framework, to evaluate generalized explanations and propositions with empirical evidence, and to become familiar with the major tensions and perspectives at work in the political of the modern global economy.

LEARNING OUTCOMES

- **Major learning outcomes** Topics studied include such areas as foreign policy, globalization, international political economy, diplomacy and bargaining, and various regional issues.
- **Course Learning Outcomes**
 1. Understand the broad facets of important components of the global economy, such as trade, investment, finance, and migration
 2. Apply political economic models to explain contemporary policy debates
 3. Create an argument for or against a policy using different logics of political economy
 4. Analyze policy outcomes with regard to their distributional consequences

PREREQUISITES / PROGRAM OR MAJOR CONNECTIONS

Prerequisites This course has no prerequisites.

Program/Major connections This course can fill one of the general requirements for the BA and BS track in the political science major.

REQUIRED TEXTS / MATERIALS

There are no required textbooks for this course. All readings referenced in the schedule will be available through the course website.

ADDITIONAL / SUPPLEMENTARY RESOURCES

Students should consider subscribing to a major newspaper, a foreign policy journal, or an international politics blog – many of which are free or are freely available via the library. Below are some suggestions of where to start, but there are numerous services outside of the ones listed below.

| US NEWS | WORLD NEWS | FOREIGN POLICY ANALYSIS BLOGS |
|---------------------|----------------------------|--------------------------------|
| NEW YORK TIMES | BBC | PROGRESS IN POLITICAL ECONOMY |
| WALL STREET JOURNAL | ASSOCIATED PRESS | POLITICAL VIOLENCE AT A GLANCE |
| DALLAS MORNING NEWS | REUTERS | DUCK OF MINERVA |
| WASHINGTON POST | UNITED PRESS INTERNATIONAL | MONKEY CAGE |

For those on social media, specifically Twitter, considering following any of these sources for more frequent news. Several of these outlets also have free daily/weekly podcasts that you can listen to keep in touch.

TEACHING PHILOSOPHY

As a teacher, I enjoy sharing with students perspectives and tools to help them evaluate and interact with a world that is constantly bombarding them with differing facts and explanations. Within my courses, I provide the conceptual grounding for evaluating empirical patterns and the skills to effectively analyze and communicate conclusions. To meet this goal, I work to ensure that students understand that the course is an opportunity for them to learn, instead of another hoop they have to jump through to graduate. As students become more effective at communicating their arguments, perspectives, and conclusions they contribute to broader, more interesting understandings of political phenomena. In the first and last class of every course, I stress that students have a role in the creation and development of knowledge. By being thoughtful about how they share their expertise, they can impact the shape of the world around them.

INSTRUCTIONAL METHODS

Each week will contain three minimal points of course engagement.

Lectures

Lecture will review the course concepts via examples and activities. Lecture slides will be available through the course website.

Objective: Lectures provide the base knowledge on the content and its context within the course. They will be the primary means through which content is introduced and explained throughout the course. A successful student will not only attend lectures but will participate throughout in class discussion and by asking questions.

Class Discussions/Groups Activities

Group activity instructions will be given in each class period. Each group activity is accompanied by questions to be submitted by the end of class. The group activities are intended to provide points of reflection, interaction with other students, and benchmarks throughout the course.

Objective: Activities allow students to experience applying course concepts to real world examples in order to make concepts less abstract. Groups provide for the possible division of labor as well as a way to make connections within the class and to interact with other students' perspectives and understandings of the material. Group activities will also be used to help prepare students for debates. A successful student will complete the group activities and note where they connect with the course material.

Discussion Boards

Students are required to engage on the course discussion boards, whether it is through a new post or by contributing to an existing conversation. A post can be sharing a new example of a policy, political stance, debate, study, or can be contributing to an existing post. This includes posts on social media, stories on cable television, newspapers, and/or podcasts. Each post by the student should also include a brief summary and initial take on the piece. By the end of the semester, students should be contributing, on average, 1 time per week. Students can post as many times within a week as they want, but no more than 5 posts within a given week will count for credit.

Objective: Discussion boards will be used to share and analyze contemporary developments in international political economy. Their goal is to provide a place where students can question, interact with, and understand world events through the theories and approaches discussed in class.

COURSE POLICIES AND REQUIREMENTS

ASSIGNMENTS

Class Participation (100 pts)

The concepts covered in this course build upon and speak to each other. For example, topics covered in week 10 will reference topics addressed at the beginning of the semester. Successful students will therefore regularly ask questions and engage with the course material. It should be noted that engaging with the course material is not equivalent to merely attending class. A student's participation grade is a combination of submitted class activities (~22 throughout the semester), attendance, and participation in lecture. Additionally, in the first week of the semester, there will be a Syllabus Quiz (10 points) covering the course policies and expectations detailed throughout the syllabus.

Location on course website: Class activities given during class and to be submitted by end of class session. Syllabus Quiz posted in the Introduction Module and under Activities -> Quizzes on the course website.

Outcomes: (1) Understand the broad facets of important components of the global economy, such as trade, investment, finance, and migration; (2) Apply political economic models to explain contemporary policy debates

Discussion Boards (50pts)

The discussion boards will be used to share and analyze contemporary developments in international politics and analysis. By the end of the semester, students should be averaging a post a week. Students can write multiple posts within a week period (M 12:00AM – S 11:59PM), but only the first 5 will count for credit. A post can be sharing a new example of a policy, political stance, debate, study, or can be contributing to an existing post. Original posts can be examples of international politics taken from social media, stories on cable television, newspapers, and podcasts. Both original posts and those replying to an existing discussion must contribute a substantive thought to count for credit. More information on the exact format will be provided in each discussion board.

Location on course website: Discussion topics will be posted in the Discussions sections of the Activities tab.

Outcomes: (2) Apply political economic models to explain contemporary policy debates; (4) Analyze policy outcomes with regard to their distributional consequences

Policy Debates (5 at 80 pts each)

There will be 5 policy debates throughout the course, one at the end of each module. Each debate will consist of 2 different statements pulled from the content of the preceding module. Students will know which *statement* they are debating one week before the debates begin. A week before each debate, the class will be randomly divided into 4 groups. Each group will then be randomly paired with both a statement and another group, who they will be debating against. Students will find out which *side* (affirmative/negative) they will be arguing at the beginning of the class period in which they are debating. At the end of the debate, each group will turn in their notes/prep work/research/etc. for the debate to be evaluated on a low pass/pass/high pass scale. Students not debating will give feedback and vote on which side was most convincing. The debate grades will be one grade for everyone in the group, and will be comprised of the graded feedback (40pts) and each group's prep work (40pts).

Location on course website: Debates will be marked in their own Debate Modules, which will contain the debate statements, group assignments, feedback forms, and submission links.

Outcomes: (2) Apply political economic models to explain contemporary policy debates; (3) Create an argument for or against a policy using different logics of political economy; (4) Analyze policy outcomes with regard to their distributional consequences

Reflection Papers (6 at 50 pts each)

Each week students will be able to submit a 1 page reflection paper over the course content. By the end of the semester, students should submit a total of 6 papers. Students can decide which weeks they choose to submit the reflection papers, but can only submit a maximum of one per week. If a student submits more than one within a week period, only the first paper submitted will be evaluated for credit. The goal of the reflection papers is to provide a space for students to connect the course content with their lives. Students can use the reflection paper to express confusion, disagreement, interest, critiques, or support over any of the content. They will be due each week at Sunday at 11:59pm CST. The papers will be graded on a low pass/pass/high pass scale.

Location on course website: Submission links for each week will be available in the corresponding course module.

Outcomes: (1) Understand the broad facets of important components of the global economy, such as trade, investment, finance, and migration; (2) Apply political economic models to explain contemporary policy debates (4) Analyze policy outcomes with regard to their distributional consequences

Economic Policy Profile (150 pts)

For the economic policy profile, students will select a contemporary economic policy and profile the expected winners and losers from its imposition. The profile will include students leveraging a specific political economic model and identify - given the chosen model – the distributional consequences of the policy. The student will then come to a conclusion about *whether, why, and for who* they think the policy will be a good option. This will be due on November 19th and should be no longer than 3 pages.

Location on course website: Resources and the submission link will be posted in the Economic Policy Profile Module.

Outcomes: (2) Apply political economic models to explain contemporary policy debates; (4) Analyze policy outcomes with regard to their distributional consequences

GRADING

FINAL GRADE ELEMENTS / GRADE BREAKDOWN:

| Outcome(s) | Assignments, Exams/Quizzes, Presentations, etc. | Percentage | Points |
|------------|---|------------|--------|
| 1,2,3,4 | Reflection Papers (6 at 50 points each) | 30% | 300 |
| 1,2,4 | Participation | 10% | 100 |
| 1,2 | Discussion Boards | 5% | 50 |
| 2,3,4 | Policy Debates (5 at 80 points each) | 40% | 400 |
| 2,4 | Economic Policy Profile | 15% | 150 |

FINAL +/- GRADE SCALE:

| Grade | Score | Grade | Score |
|-------|----------|-------|----------|
| A | 93–100 | C | 73–76.99 |
| A- | 90–92.99 | C- | 70–72.99 |
| B+ | 87–89.99 | D+ | 67–69.99 |
| B | 83–86.99 | D | 63–66.99 |
| B- | 80–82.99 | D- | 60–62.99 |
| C+ | 77–79.99 | F | 0–59.99 |

OFFICE HOURS

Office hours will be held in person during the designated time or by appointment. Office hours are walk-in, or students can reserve for a timeslot in the Google Spreadsheet. Time slots will be in 15 minute intervals and students can sign up for as many as they want at a time. If the time slot is empty, students are also welcome to walk-in without signing up for any particular time slot. If a student wishes to set up an appointment to meet

outside of office hours, they should give at least a 12 hour notice. Appointments will not be held on weekends (Friday 6pm – Monday 8am.)

LATE WORK

There is a penalty of 5 points for each day an assignment is late. However, late penalties will be waived for if the student emails the instructor before the original time an assignment is due and organizes an alternative due date. Extensions on extensions are not allowed. *It is the student's responsibility to keep track of outstanding assignments.*

GRADING CONCERNS

Students should wait to ask questions about their grades until 24hours has passed from when the assignment or exam was handed back. Disputes should be addressed one-on-one, outside of class, within two weeks of when the assignment or exam was handed back. Any disputes after that period need to be accompanied with a written memo of where and why the points should be earned.

PARTICIPATION / ENGAGEMENT (ATTENDANCE)

Successful students will regularly ask questions and engage with the course material. It should be noted that engaging with the course material is not equivalent to merely attending lecture. Students can participate by attending office hours, asking questions during lecture, contributing in class activities, discussing material with the instructor, emailing questions about the class, or contributing to discussion boards on the course website.

CLASS NORMS & NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please [review TCU's guidelines on electronic communications](#) (email, text messages, social networks, etc.) from the Student Handbook. (<https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/>)

Course material is expected to remain within the course. This means that students should not record, screenshot, download, or edit course material for any use outside the course without the written permission of the instructor. Further, any material produced by other students, such as discussion posts, chat questions, group assignments, or research projects, should not be copied or edited for sharing without the student's written permission.

TECHNOLOGY POLICIES

Students are required to have access to a computer with internet connect for the use of the course site. In addition, **students will be required to download the free statistical software, R and RStudio**, for the lab sessions and for use in the final research project. As the primary form of the communication will be email and announcements through the course cite, students are encouraged to set up push notifications for their email

accounts and for the course site

(<https://documentation.brightspace.com/EN/brightspace/requirements/all/pulse.htm>).

EMAIL

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis. Students are expected to have read and understood any information contained within class emails 48 hours after they are sent.

The professor will respond to all emails within 24 hours during the week (Monday – Thursday) and within 48 hours during the weekend (Friday – Sunday). If a student does not receive a reply from the professor within these time frames, the student should follow up with the professor.

COURSE MATERIALS

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

ACADEMIC MISCONDUCT

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#). Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU ONLINE: OUR LEARNING MANAGEMENT SYSTEM

GETTING STARTED WITH TCU ONLINE

Technical Requirements: Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

1. Access via my.tcu.edu > Student Quick Links > TCU Online
2. Login at the following [website](http://d2l.tcu.edu) (<http://d2l.tcu.edu>) my.tcu.edu

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/). (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

HOW THIS COURSE WILL USE TCU ONLINE

Lectures, lecture notes, and lab materials for each class will be posted under the Content tab. Grades and feedback for assignments, exams, activities, and the final project will be posted under the Assessment tab. Assignments, discussions, quizzes, and exams are posted under the Activities tab and should be submitted through the website. Students should make use of the course calendar to keep up with due dates and synchronous sessions.

GETTING HELP WITH TCU ONLINE

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

IF YOU ARE WORKING WITH THE HELPDESK TO RESOLVE A TECHNICAL ISSUE, MAKE SURE TO KEEP ME UPDATED ON THE TROUBLESHOOTING PROGRESS.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

PERSONAL SETTINGS & NOTIFICATIONS FOR TCU ONLINE

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given, as well as reminder texts for upcoming assignments and quizzes.

STUDENT SUCCESS TOOLS FOR TCU ONLINE

PULSE

[Pulse](#) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

READSPEAKER

[ReadSpeaker](#) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

SUPPORT FOR TCU STUDENTS

CAMPUS LIFE AND THE STUDENT EXPERIENCE WILL BE DIFFERENT THIS YEAR

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course

HEALTH AND WELLNESS

***Have you gotten the COVID-19 vaccine? Let TCU know. →**

Fill out the vaccine survey by scanning the QR code to the right.

Are you feeling unwell? Let TCU know.

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.



In addition, you must notify the Campus Life Office immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). Campus Life will inform your professors that you are unable to attend class and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

FACE COVERINGS AND PHYSICAL DISTANCING

Face masks are currently required in TCU classrooms, per the [TCU Campus Readiness Task Force: Face Mask Policy](#). Students not complying with classroom face mask requirements may be referred to Dean of Students Mike Russel.

If TCU lifts the face mask requirement before the end of Fall 2021, the instructor may continue to require face masks in their classrooms. At that point, the instructor will notify the students of their decision and update their syllabus accordingly.

TCU Policy for Religious Observation & Holidays

“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

STUDENT ACCESS AND ACCOMMODATION

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations

can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

Campus Offices

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDEx) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Coats Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

ANTI-DISCRIMINATION AND TITLE IX INFORMATION

STATEMENT ON TCU'S DISCRIMINATION POLICY

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

[To learn about the Campus Community Response Team \(CCRT\) and Report a Bias Incident click here: https://inclusion.tcu.edu/campus-community-response-team/](https://inclusion.tcu.edu/campus-community-response-team/)

STATEMENT ON TITLE IX AT TCU

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a.vircks@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting [TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office](#) at <https://care.tcu.edu/> or by calling (817) 257-5225 or the [Counseling & Mental Health Center](#) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](#) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

OBLIGATIONS TO REPORT CONDUCT RAISING TITLE IX OR VAWA ISSUES

Mandatory Reporters: ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](#).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters

may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs,” or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual’s participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Confidential On-Campus Resources
Campus Advocacy, Resources & Education
www.care.tcu.edu
817-257-5225

Counseling & Mental Health Center
www.counseling.tcu.edu
817-257-7863

Religious & Spiritual Life
www.faith.tcu.edu
817-257-7830

On Campus Resources
TCU Police
www.police.tcu.edu
817-257-8400 Non-emergency
817-257-7777 Emergency

Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](#) located in Sadler Hall, room 1010 or http://www.acs.tcu.edu/disability_services.asp.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. [Guidelines for documentation](#) may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

EMERGENCY RESPONSE INFORMATION

Please review [TCU's L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

[TCU's Public Safety website](#) provides maps that show our building's rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>)

COURSE SCHEDULE

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated and updated on the course website. When in doubt, students should defer to the deadlines as set on the course website.

| Date and Topic | Preparation / Reading Assignment (All material is located in the corresponding module on the course site.) |
|---|---|
| Module 1: Political Economy | |
| 8/24 Course Plan and Political Economy | <p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Chapter 1 in James A. Caporaso and David P. Levine. Theories of Political Economy. Edition 1. (2) Oatley, 1-20 (3) Susan Strange “States and Markets” 1-42. <p>Additional: Chapter 2 in John Eaton, Political Economy. International Publishers. 1963</p> |
| 8/26 What is the Global Economy? What do we mean when we talk about ‘globalization’? | <p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Ben S. Bernake, “Global Economic Integration: What’s New and What’s Not,” Federal Reserve Bank of Kansas City’s Thirtieth Annual Economic Symposium, Jackson Hole, Wyoming, August 25, 2006 (2) Chapters 1 and 2 in Dani Rodrik. The Globalization Paradox: Democracy and the Future of the World Economy. W.W. Norton & Co., 2011 (3) Galina Hale and Bart Hobin. “The US Content of Made in China,” FRBSF Economic Letter 25 (August 8 2011) <p>Additional: Anne Tickner “The Gendered Frontiers of Globalization,” Michael Spence “The Impact of Globalization on Income and Employment.”</p> |
| 8/31 What are the consequences of the global economy? | <p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Rodrik, Dani. “Populism and the Economics of Globalization.” Journal of International Business Policy 1.1-2 (2018): 12-33. (2) Lubos Pastor and Pietro Veronesi. “Inequality aversion, populism, and the backlash against globalization.” No. w24900. National Bureau of Economic Research, 2018. (3) Chapter 8 in Branko Milanovic. Worlds Apart: Measuring International and Global Inequality. Princeton University Press, 2005 |
| Module 2: International Trade | |
| 9/2 Logic of Trade | <p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Oatley, 45-53, 74-75, 79-86 (2) Chapters 2-4 in Paul. Krugman and Maurice Obstfeld. International Economics: Theory and Policy, volume 6. Addison Wesley, 2003 (3) Marianne McCune, “‘Our Industry Follows Poverty’: Success Threatens a T- Shirt Business,” NPR: Planet Money (Dec 2, 2013) [podcast or transcript] <p>Additional: “Rich, creamy and rare: how anti-globalists ruin guacamole”. The Economist. (Sept. 10, 2016)</p> |

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| <p>9/7 Modeling Trade Preferences</p> | <p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) John Cassidy, "Winners and Losers: The truth about free trade," (2) Mayda and Rodrik "Why are some people (and countries) more protectionist than others?" (3) Kenneth F. Scheve and Matthew J. Slaughter. "What determines individual trade preferences?" Journal of International Economics, 54:267-292, 2001 <p>Additional: Oatley 69-79, 86-88</p> |
| <p>9/9 Understanding Trade Policy</p> | <ul style="list-style-type: none"> (1) Chapter 1 in Mancur Olson, Jr. The Logic of Collective Action: Public Goods and the Theory of Groups. Harvard University Press, 1971 (2) Chapters 1 and 4 in Michael J. Gilligan. Empowering Exporters: Reciprocity, Delegation, and Collective Action in American Trade Policy. The University of Michigan Press, Ann Arbor, 1997 (3) Jens Hainmueller and Michael J. Hiscox. "Learning to love globalization: Education and individual attitudes towards international trade." International Organization, 60:469-498, Spring 2006 <p>Advance: Ronald Rogowski. "Political cleavages and changing exposure to trade." The American Political Science Review, 81(4):1121-1137, December 1987</p> |
| <p>9/14 Trade and Development</p> | <p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Dani Rodrik. "Why do more open economies have bigger governments?" Journal of Political Economy, 106(5):997-1032, October 1998 (2) Helen V. Milner with Keiko Kubota, "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries," International Organization 59 (2005), 107-119, 137-143 (3) Joanne Gowa, Allies, Adversaries, and International Trade (Princeton: Princeton Univ. Press, 1994), 3-10 |
| <p>9/16 International Trade Agreements</p> | <p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Chapter 4 in Dani Rodrik. The Globalization Paradox: Democracy and the Future of the World Economy. W.W. Norton & Co., 2011 (2) Allison Carnegie. "States held hostage: Political hold-up problems and the effects of international institutions." American Political Science Review, 108(1):5470, February 2014 (3) Campi et al "Intellectual property rights, trade agreements, and international trade" <p>Additional: Timothy Frye and Edward D. Mansfield, "Timing is Everything: Elections and Trade Liberalization in the Postcommunist World," Comparative Political Studies 37:4 (2004), 371-377, 391-398 Oatley, 36-44</p> |
| <p>9/21</p> | <p>Debate 1</p> |
| <p>9/23</p> | <p>Debate 1</p> |
| <p>Module 3: Global Supply Chains and Investment</p> | |
| <p>9/28 Global Supply Chains</p> | <p>Preparation / Reading Assignment</p> |

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| | <p>(1) Chapter 18 in Jerry A. Frieden. Global Capitalism: Its Fall and Rise in the Twentieth Century. W.W. Norton & Co., 2006</p> <p>(2) Prologue and Chapter 5 in Pietra Rivoli. The Travels of a T-Shirt in the Global Economy. Wiley, 2nd edition, 2009</p> <p>(3) Pinelopi Koujianou Goldberg and Nina Pavcnik. "Distributional effects of globalization in developing countries." Journal of Economic Literature, XLV:3982, March 2007</p> <p>Additional: NPR Planet Money podcast series (each podcast is about 9 minutes long) http://www.npr.org/series/248799434/planet-moneys-t-shirt-project</p> |
| 9/30 Foreign Direct Investment | <p>Preparation / Reading Assignment</p> <p>(1) Chapter 1 in Nathan M. Jensen, Glen Biglaiser, Quan Li, Edmund Malesky, Pablo M. Pinto, Santiago M. Pinto, and Joseph Staats. Politics and Foreign Direct Investment. University of Michigan Press, 2012</p> <p>(2) Andrew Kerner, "Why Should I Believe You? The Costs and Consequences of Bilateral Investment Treaties," International Studies Quarterly (2009), 73-82</p> |
| 10/5 FDI and Domestic Politics | <p>Preparation / Reading Assignment</p> <p>(1) Chapter 1 in Pablo M. Pinto. Partisan Investment in the Global Economy: Why the Left Loves Foreign Direct Investment and FDI Loves the Left. Cambridge University Press, 2013</p> <p>(2) Zachary Elkins, Andrew T. Guzman, and Beth A. Simmons. "Competing for capital." International Organization, 60:811846, Fall 2006</p> <p>(3) Nathan Jensen, "Political Risk, Democratic Institutions, and Foreign Direct Investment," Journal of Politics (Oct 2008), 1040-1052</p> <p>Additional: Sonal S. Pandya. "Labor Markets and the Demand for Foreign Direct Investment". International Organization (2010), 389-409. Scott Gehlbach and Philip Keefer. "Private investment and the institutionalization of collective action in autocracies: Ruling parties and legislatures." Journal of Politics, 74(2):621635, April 2012 B. Peter Rosendorff and Kongjoo Shin. "Regime type and international commercial agreements." April 2013 Eric Arias, James R. Hollyer, and B. Peter Rosendorff. "Cooperative autocracies: Leadership survival, creditworthiness and bilateral investment treaties." American Journal for Political Science. Volume 62, issue 4, 905- 921</p> |
| 10/7 | Debate 2 |
| 10/12 | Debate 2 |
| 10/14 | Fall Break -- NO CLASS |
| Module 4: Financial Flows, Exchange Rates, and Financial Crises | |
| 10/19 International Financial Systems | <p>Preparation / Reading Assignment</p> <p>(1) Ilias Alami "Class Matters: Global Capital Mobility and State Power in Emerging Economies"</p> <p>(2) "The Mundell-Flemming Trilemma: Two out of three ain't bad". The Economist, (Aug. 27, 2016)</p> |

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| | (3) Oatley, 249-260, 212-224, 333-335 |
| 10/21 Financial Crises and Regulation | <p>Preparation / Reading Assignment</p> <p>(1) Chapters 1,2 and 4 in Carmen M. Reinhart and Kenneth S. Rogoff. <i>This Time is Different: Eight Centuries of Financial Folly</i>. Princeton University Press, 2009.</p> <p>(2) Nolan McCarty, Keith T. Poole, Thomas Romer, and Howard Rosenthal. "Political fortunes: On finance and its regulation." <i>Daedalus</i>, 139:6173, Fall 2010</p> |
| 10/26 Exchange Rates and Global Markets | <p>Preparation / Reading Assignment</p> <p>(1) Eswar Prasad. "The Dollar Rules." <i>Brown Journal of World Affairs</i>. 23 (2017): 29-41</p> <p>(2) Jeffrey A. Frieden, "Globalization and Exchange Rate Policy"</p> <p>(3) Tilford and Kundnani "It Is Time to Abandon Dollar Hegemony"</p> <p>Additional: Matthew Yglesias. "Is a strong dollar good or bad? An answer for Donald Trump." <i>Vox</i>. (Feb. 8, 2017)</p> |
| 10/28 International Economic Institutions | <p>Preparation / Reading Assignment</p> <p>(1) Jerry A. Frieden. <i>Global Capitalism: Its Fall and Rise in the Twentieth Century</i>. W.W. Norton & Co., 2006, 256-60, 290-2, 297-300, 339-346</p> <p>(2) Oatley, 249-260, 212-224</p> <p>(3) Peter D Sutherland, Peter D. "Transforming Nations: How the WTO Boosts Economies and Opens Societies."</p> <p>Additional: Jagdish Bhagwati, "Banned Aid: Why international assistance does not alleviate poverty," <i>Foreign Affairs</i> (Jan-Feb 2010).</p> |
| 11/2 | Debate 3 |
| 11/4 | Debate 3 |
| Module 5: Labor and Migration | |
| 11/9 Labor and Production in the Global Economy | <p>Preparation / Reading Assignment</p> <p>(1) Kimberly Clausing "Labor and Capital in the Global Economy"</p> <p>(2) Chapter 1 and 4 in Jonathan Haskel and Stian Westlake "Capitalism without Capital: The Rise of the Intangible Economy"</p> <p>(3) Katherine Van Wezel Stone "Labor and the Global Economy: Four Approaches to Transnational Labor Regulation" <i>Michigan Journal of International Law</i>, volume 16, issue 4, 1995.</p> |
| 11/11 Globalization and Labor Standards | <p>Preparation / Reading Assignment</p> <p>(1) Ken Silverstein, "Shopping for Sweat: The human cost of a two-dollar T-shirt,"</p> <p>(2) Layna Mosley, "Does globalization hurt poor workers? It's complicated." <i>The Monkey Cage/Washington Post</i> (Sept. 15, 2016)</p> <p>(3) Chapter 1 in Kimberly Ann Elliot and Richard B. Freeman. "Can Labor Standards Improve Under Globalization?" <i>Peterson Institute for International Economics</i> 2003.</p> <p>Additional: Gary Burtless "Workers' Rights: Labor standards and global trade" <i>Brookings</i>, 2001</p> |

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| 11/16 Economic Migration | Preparation / Reading Assignment (1) Marianna Karakoulaki et al. "Introducing Critical Perspectives on Migration" (2) Jonathan Portes "The Economics of Migration" American Sociological Association, volume 18, issue 2, 12-17. (3) George J. Borjas, "Economic Theory and International Migration" International Migration Review , volume 23, issue 3, 457-485, 1989 |
| 11/18 Migration Attitudes | Preparation / Reading Assignment (1) Jens Hainmueller and Michael J. Hiscox. "Attitudes toward highly skilled and low- skilled immigration: Evidence from a survey experiment." American Political Science Review, 104(1):61-84, February 2010 (2) Neil Malhotra, Yotam Margalit, and Cecilia Hyunjung Mo. "Economic explanations for opposition to immigration: Distinguishing between prevalence and conditional impact." American Journal of Political Science, 57(2):391-410, April 2013 |
| 11/19 Economic Policy Profile Due 11:59PM CST | |
| 11/23 | Thanksgiving Break -- NO CLASS |
| 11/25 | Thanksgiving Break -- NO CLASS |
| 11/30 | Debate 4 |
| 12/2 | Debate 4 |
| 12/7 Looking Forward in International Political Economy | Preparation / Reading Assignment TBD |
| Final Debate 12/14 11:00 – 1:30PM | |

STUDENT PERCEPTION OF TEACHING (SPOT)

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open. The SPOT is the formal survey for this course and is used to make adjustments for future semesters.

In addition, there will be two informal midterm course surveys, administered by the instructor to gather information regarding the pacing, procedures, material, and workload of the course. Feedback on these surveys will be used to adapt the course within the current semester.

TCU MISSION STATEMENT

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.