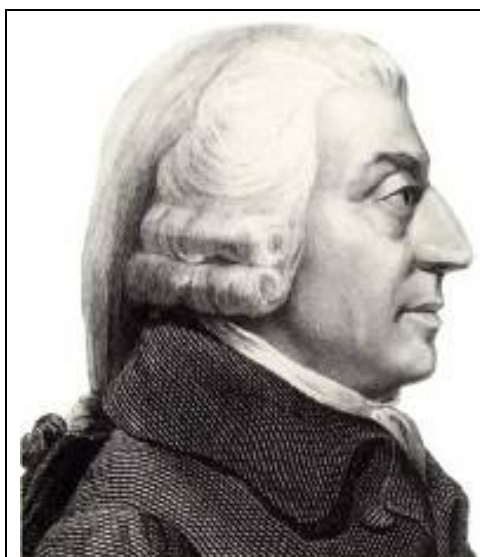




INTA 3301: International Political Economy

SPRING 2011

Mon/Wed/Fri 11:05am – 11:55am

LOCATION: Instructional Center 111

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Version 1.14.11

I. Introduction

This course will serve as an undergraduate level introduction to international political economy (IPE). It will explore the fundamental concepts, theories, and issues of international trade, finance, and globalization. We will do so by examining current issues which confront the world economy in 2011. You will find out how great Western political-economists think about these problems, and examine the events which have fostered their ideas. Through this exploration, you will encounter three major approaches to international economics, each of which is still very much alive today: nationalist mercantilism, free-market capitalism, and marxist-socialism. You will also look at the three major different arrangements for the production, distribution, and allocation of economic resources: states, markets, and networks. In this course, you will discover that the world economy is, and has always been, in a state of contention. It is a setting in which global, national, and sub-national interest groups are pitted against one another in a contest over wealth, security, power, and ideas. You will explore how these different interest groups affect and are affected by IPE. Finally, you will find that estimations of whether policy is “good” or “bad” in the world economy often depends on who you are as a political-economic actor: your assets, interests, beliefs, and values.

II. Brief Course Calendar

Monday	Wednesday	Friday
Jan 10 Introduction Jan 17 NO LECTURE Jan 24 FT2: Mercantilism Jan 31 Trade Instruments Country Profiles Due Feb 7 FT3: Trade Barriers & Politics Feb 14 FT4: Strategic Trade & Treaties Feb 21 Philips Curve Feb 28 Long-Run I Mar 7 Short-Run II Mar 14 History of Monetary System I Mar 21 SPRING BREAK Mar 28 Financial Crises (Argentina) Apr 4 Finxl Crises Presentations I Apr 11 Finxl Crises Presentations IV Apr 18 Market Failures Apr 25 Politics of Industrialization.	Scope & History I FT1: IPE Scope & History Politics of Trade GATT/WTO Strategic Trade Intro to Money NO LECTURE Long-Run II Exchange Rates Globalization & Its Discontents SPRING BREAK Financial Crises (United States) Finxl Crises Presentations II IPE of Monetary Policy Networks Marxism, Socialism, VOC	Scope & History II Mercantilism NO LECTURE TBA NO LECTURE Economic Growth FT5: Money, Growth, Internal Balance Short-Run I DROP DATE FT6: Intxl Fin in Long/Short-run History of Monetary System II SPRING BREAK Financial Crisis Workshop Finxl Crises Presentations III FT7: Monetary Policy & Intxl Fin Sys FT8: Markets & Their Problems Course Wrap-Up Final Papers Due

III. Required Textbooks

I have chosen to require texts that are both high quality *and* widely used so as to maximize the probability that they can found “used” at vastly reduced prices. There is also a high likelihood that each of the texts can later be re-sold at close to its “used” price if you should decide to do so.

The required materials to be purchased are:

-Oatley, Thomas. 2008. *International Political Economy: Interests and Institutions in the Global Economy* (preferably 3rd edition) Pearson Longman.

The recommended materials are:

-Mankiw, N. Gregory. 200x. *Principles of Economics* -OR- *Principles of Macroeconomics*. (any edition containing the chapters listed below in the syllabus)

-12-issue Subscription to *The Economist*. Students on tight budgets should check the library or online for free material. Also, for student discount rates use Faculty ID number: 3920 at: www.economistacademic.com

-Serious students of IPE should also consider subscriptions to *Foreign Affairs*, *Washington Quarterly*, and the *Journal of Economic Perspectives* or accessing them for free via the Tech Library.

-Balaam, David N. and Michael Veseth, 200x. *Introduction to International Political Economy* (3rd or 4th Edition) Prentice Hall. This is an excellent alternate textbook.

Other assigned readings will be made available on the course website. Assignments prefaced with “Mp3” are not readings but computer audio files (usually ~30 minutes each) which should be treated as seriously as an in-class lecture or assigned reading (i.e. you are responsible for knowing assigned Mp3 material).

IV. Course Objectives

By the end of this course you should be able to:

- A) Identify the major problems currently facing the world economy and explain how leading scholars & policymakers think about these problems.
- B) Analyze, interpret, and explain developments in the world economy.
- C) Gather political and economic data, and use them as the basis for analysis and policy recommendations.
- D) Understand and identify the effects of world economic developments on national security and the international balance of power.
- E) Deconstruct large political-economic phenomena into their constituent interest groups (both causes & effects).
- F) Understand & identify how your own interests (e.g. your job, financial security) are affected by events in the international political economy, and what steps you can take to protect or advance your interests.
- G) Coordinate and participate productively in small group research & analysis projects.
- H) Advance to higher-level study of specific economic & political issues or geographic regions.

V. Class Conduct:

A) No in-class distractions! Specifically:

- i. No electronics: laptops, cellphones, ipads, e-readers, cameras, recording devices.
- ii. No food or drink (except water). Except for students with verifiable medical excuses.

If it runs on electricity and it’s primary job is to deal with information, then turn it off (or put it on vibrate). Why? Electronics, food, and drink interfere with the classroom teaching-learning environment. Students

- breaking this rule will be asked to leave or drop the class.
- B) **Students are required to check their email and the class blog <www.mzak.net/inta3301> at least once per day.**
 - C) Students are responsible for all materials, discussions, comments, etc. covered in class (i.e. don't miss class, it may effect your grade).
 - D) Absences for medical or personal emergencies will be excused upon verification by the professor. Absences for school athletics will be excused only if they are in accordance with the schedules approved and circulated by the Student Academic & Financial Affairs Committee for Travel or the Associate Athletic Director (Academic Services). Absences due to military service will be handled on a case-by-case basis and subject to verification.
 - E) If you do miss class for a non-emergency or non-approved event, do not apologize or explain why. I completely understand that "life happens" and that you have priorities other than this class. However, unless it's an emergency (see above), it will not affect grading policy. That is, if you miss class for some awesome extra-curricular adventure or opportunity, I'm not offended...but I cannot grant you a special tutoring session, extension, or make-up either. You will be responsible for any material, assignments, or announcements covered in class that you missed.
 - F) Students who arrive late to, or leave early from, class are required to do so with minimum disturbance.
 - G) **Websites and online material are generally *not* accepted as legitimate sources for use or citation in your papers and presentations. Exceptions to this policy will be discussed in class.**
 - H) Students will treat each other and the professor with respect. Constructive questioning and criticism are welcome & encouraged. Personal attacks & insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that encourages constructive and open debate; they should not be phrased as insults, threats, or in a manner that shuts down conversation or debate.
 - I) Students are expected to read and abide by the Georgia Tech Student Code of Conduct and the Academic Honor Code. All violations will be reported. The complete text of these two Codes may be found at:
www.deanofstudents.gatech.edu/integrity/policies/index.html

VI. Email Policy

- A) Your first stop for all grading, administrative, class policy issues, etc. should always be a TA. The TA acts as triage, addressing most matters, while passing on more complicated or content-oriented questions to the professor. The TA has no authority to bend any class rule or policy. The professor reserves the right to overrule the TA on any issue.
 - B) General communications from the professor to the class will be posted on the class website. Students are required to check the class blog daily, and are responsible for all communications on it regarding assignments and grades.
 - C) Personal or confidential communications from the professor to you will sent by email. **You are therefore required to have a functioning email account**, check it daily, to alert the professor if you are not receiving emails on it, and to provide a functioning email address if this one fails to operate properly.
 - D) The professor will check email at irregular intervals between 9am and 6pm every weekday; but reserves the right to check and respond to emails more often than this.
 - E) Your emails will be responded to within 24 hours of their receipt, if not faster, conditional on the following:
 - Include the course number in the "Subject" line of your emails.
 - Write a meaningful subject line (e.g. "INTA 3301—is immigration a good topic for final paper?")
 - If you have a general question, check the syllabus, website, T-Square *before* emailing...the answers might be in there!
 - Be sure to do the readings and listen to the lectures thoroughly *before* emailing questions about the material...the answers might be in there too!
- It is the student's responsibility to adhere to these guidelines. Any e-mail not adhering to these guidelines may be mistaken for spam (or a joke) and discarded.
- F) Unless specifically instructed, assignments are always to be submitted in hard copy form only; **electronic submissions serve only as backups & confirmations.** (i.e. we don't have time to download, print, & staple 75 papers).

- G) Absences: Only send email about absences or missed deadlines if they are the result of medical issues or serious personal emergencies (e.g. fires, natural disasters, death in the family). **Otherwise, do not send email about absences.** Also, do not send email to apologize for missing class or assignment deadlines.

VII. Plagiarism Policy¹

The full plagiarism policy, along with citations guidelines, are described on the class website. In brief, plagiarism is defined, for the purposes of this class, as: copying, borrowing, or appropriating another person's work **and** presenting it as your own in a paper or oral presentation, deliberately or by accident. Acts of plagiarism will be reported in accordance with the Honor Code. In order to avoid being charged with plagiarism, if you use the words, ideas, phrasing, charts, graphs, or data of another person or from published material, then you must either: 1) use quotation marks around the words **and** cite the source, or 2) paraphrase or summarize acceptably using your own words **and** cite the source. The plagiarism policy is not restricted to books, but also applies to video & audio content, websites, blogs, wiki's, and podcasts. **Plagiarism includes putting your name on a group project to which you have minimally contributed.**

VIII. Bias

All major sides of the various debates over international political economy will be presented with equal ferocity. The "winner" of these debates, if there is one, is for you to decide. I am *not* trying to turn you into Capitalists, Marxists, Institutionalists, or any other kind of "-ist" except for social scientists. The purpose of this course is merely to outline the general landscape of IPE, and to give you the analytical tools to decide issues for yourself.

Note however that all people have biases, and you should interpret all statements with that in mind. Therefore, although I will try to be as objective as possible, you should know my personal biases:

- 1) I tend towards positive rather than normative aspects of IPE, and I have a very strong bias towards scientific methods in general (e.g. controlled experiments, natural experiments, statistical analysis, qualitative case studies) and the use of (most types of) empirical evidence to substantiate theoretical claims.
- 2) As for policies and ideologies: I tend to prefer free market solutions; I generally support government intervention only in the event of market failure; I tend to prefer economic efficiency over economic equality, unless inequality becomes so great that it threatens domestic security or the functioning of a healthy democracy.
- 3) I see economic prosperity, individual freedom & personal autonomy, and national security as being three mutually supportive phenomena *not* mutually exclusive ones. I also believe them to be the nation's top priorities.
- 4) I tend to support decentralization, competition, and check-and-balances for all large political & economic groups.
- 5) I believe that change, flexibility, and adaptability are usually good things.
- 6) I support policies and policymakers based on their ability to solve national and international problems. I also judge policymakers on their honesty and integrity. I do not judge policies or policymakers on their political party, personal lives, physical characteristics, or "conservative" or "liberal" leanings or origins.

¹ Brennecke, Patricia. 2005. *Academic Integrity at the Massachusetts Institute of Technology: A Handbook for Students* (MIT: Cambridge, MA).

7) Finally, I strongly believe that fear and laziness, especially in the intellectual realm, are the root causes of all social problems. Therefore my greatest bias is to force you to bravely and industriously apply your minds to the problems of IPE. But know that **you will NOT score any points for adopting my ideological or policy positions!** Scientifically rigorous disagreement is both welcomed and encouraged.

IX. Grades

Your grade will be determined by: how well you *communicate* to me that you *understand* the *fundamental* definitions, concepts, and causal relationships of international political economy *as presented in the lectures and readings*.

It bears repeating that your personal (dis)agreement with the definitions, concepts, & relationships presented in this class will not affect your grade. You do however need to show that you understand these fundamentals as they are currently accepted by the community of top researchers in international political economy. You need not agree with them, but you do need to show that you understand them. Your understanding of the course material will be communicated to me via the following (see course website for details):

50% tests

15% country profile (due Week #4)

15% policy brief (analysis & response to economic scenario) (due Week #16)

15% in class Q&A and discussion

5% financial crisis presentation (due Week #13)

Students should note that, for individual assignments (papers, tests, etc), grades in this course are not rigidly related to numerical scores, distribution functions, predetermined percentages, or your knowledge of academic jargon. As can be seen from the following grade descriptions, individual assignment grading in this course is related more directly to a student's demonstrated mastery of the material. This also means that the relative performance of one's peers is less important, though not irrelevant, to one's grade. Finally, in determining an assignment's grade, consideration is given for elegance of presentation, creativity, imagination, and originality *only* where these have been appropriately be called for, and where mastery of the fundamentals has already been demonstrated. A satisfactorily completed individual assignment will receive one of the following grades:

A: Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.

B: Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.

C: Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems, and adequate preparation for moving on to more advanced work in the field.

Other grades awarded include:

D: Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.

F: Failed. Has not demonstrated familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.

Note that this course's internal grading system includes plus (+) and minus (-) modifiers for use with the letter grades A, B, C, and D. However, they are not officially part of students' grades, they do not appear on Georgia Tech transcripts, and they do not affect internally or externally reported grade-point averages.

X. Grade Change Policy

Legitimate requests for grade changes are welcome and encouraged. However, you should resist the temptation to file a frivolous request just hoping to “get lucky”. Simple computational or clerical errors should be brought to the professor’s attention immediately. Otherwise:

A) Requests for grade changes must:

- i) be submitted in writing, both electronically and in hard-copy, and
- ii) be submitted not sooner than 7 days and not later than 28 days after receiving the graded assignment, and
- iii) be no longer than 600 words, and
- iv) be accompanied by the original completed test/paper (attached to the hard copy)

B) Requests for grade changes should:

- i) identify what was required in the assignment, and
- ii) describe *precisely* how these requirements were fulfilled at a level above the received grade, and
- iii) address any relevant comments written by the professor on the graded assignment (if applicable) and explain why they do not apply.

Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence. Note also that grade changes requests can result in re-grades both up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, then the lower grade may be assigned (i.e. be sure that you are not “looking a gift horse in the mouth” *before* you file a grade change request).

XI. Country Advisory

In order to get a more practical feel for how IPE works, students will write papers in which they will act as a policy advisor regarding a particular foreign nation.

First, during Week #1, students will select a country to advise/represent. Beware of choosing countries for which political-economic information is not easily available (e.g. North Korea, small islands, or very poor countries)

Second, during Week #4, students will hand in a briefing which profiles their country and the major political-economic conditions which affect it. Students choosing the same country are free to submit a group paper in which each student’s contribution is clearly indicated.

Third, in-class, students will analyze policy problems (assigned by the professor) affecting their country using the concepts and tools learned in class.

Fourth, during Week #13 country teams organized to present in-class a deconstruction of a recent financial crisis. Readings for this assignment will be provided by the professor.

Fifth, during Week #16 (or before) students will hand in a briefing which analyzes an economic crisis (assigned by the professor) affecting their country using the concepts and tools learned in class.

INTA 3301-Spring 2011 Course Schedule

Week #1: Introduction: IPE Today and In The Distant Past

Jan 10 (Mon): Introduction to IPE

For next time:

- “Washington Consensus” CID (Harvard University) <.pdf>
- “Epidemic of Ignorance ” By Marco Evers *Der Spiegel Online* - June 8, 2007 <.pdf>

Recommended reading

- Balaam, David N. and Michael Veseth, “Chapter 1: What I International Political Economy?” 200x. *Introduction to International Political Economy* (3rd or 4th Edition) Prentice Hall.

Jan 12 (Wed): Scope and History of IPE

●**ADVISORY ASSIGNMENT: Choose country. Country Brief due Jan 31, 11:05am.**

For next time

- Mp3: Ancient IPE I (Rise of Rome)
- Mp3: Ancient IPE II (Fall of Rome)

Recommended reading

- Mankiw, “Thinking Like an Economist”

Jan 14 (Fri): Scope and History of IPE

For next time

- Study for Fundamentals Test #1
- Oatley, “Chap 1: International Political Economy”
- Mp3: Medieval IPE I (Middle Ages)
- Mp3: Medieval IPE II (Birth of Nation-State)

Week #2: Mercantilism

Jan 17 (Mon): NO LECTURE TODAY—GTECH HOLIDAY

Jan 19 (Wed): Mercantilism I

●**FUNDAMENTALS TEST #1: IPE Scope and History**

For next time

- Mp3: Mercantilism I (Early & Classic)

Jan 21 (Fri): Mercantilism II

For next time

- Study for Fundamentals Test #2
- Mp3: Mercantilism II (Neo & Structural)
- Steinfeld, Edward S. 2007. “Cutting Through the Myths of China’s Growth” *Precis* 16(2): 3-6. <.pdf>
- Specht, Paul. 2010. “China's Rare Earth Dominance and Its Effect on Innovation in the U.S.” Working Paper. Sam Nunn Security Program. Pp. xx-xx <.pdf>

-Economy, Elizabeth C. Oct 23, 2010. "China and Rare Earth Metals: The Good, The Bad and The Not as Ugly as It Seems" <http://blogs.cfr.org/asia/2010/10/23/china-and-rare-earth-metals/>
-PBS NewsHour, June 14, 2010. "Rare Earth Minerals' Scarcity Worrisome for Growing Tech Sector" http://www.pbs.org/newshour/bb/business/jan-june10/metals_06-14.html

Recommended reading

-Balaam, David N. and Michael Veseth, "Chapter 2: Wealth and Power: Mercantilism and Economic Nationalism" 200x. *Introduction to International Political Economy* (3rd or 4th Edition) Prentice Hall.

Week #3: International Trade & Comparative Advantage

Jan 24 (Mon): Comparative Advantage

• **FUNDAMENTALS TEST #2: Mercantilism**

For next time:

Oatley, Chap 3-PE of Intxl Trade (pp. 47-65)

Recommended reading

-Mankiw, "Interdependence and the Gains from Trade"

-Balaam, David N. and Michael Veseth, "Chapter 3: Laissez-Faire, Laissez-Passer: The Liberal IPE Perspective" 200x. *Introduction to International Political Economy* (3rd or 4th Edition) Prentice Hall.

Jan 26 (Wed): Basic Models of Trade Politics

For next time:

-Mp3: Physiocrats, Smith, Ricardo

-Oatley, Chap 4: Society-Centered Approach to the Politics of Trade.

Jan 28 (Fri): NO LECTURE TODAY—WORK ON COUNTRY PROFILE

For next time:

• **Country Profiles due Mon Jan 31, 11:05am**

-Mp3: The Rise and Fall of Free Trade in the US and Europe

-Mp3: Basic Gains & Losses From Trade

Recommended reading

-Mankiw, "Application: International Trade"

Week #4: Politics & Policy of International Trade

Jan 31 (Mon): Instruments of Trade Policy

• **Country Profiles due in class, 11:05am**

Feb 2 (Wed): GATT/WTO History and Offensive Cases

For next time:

Oatley, Chap 2: The World Trade Organization and the World Trade System

Recommended reading

-*Understanding the WTO*. Read closely Chaps 1, 2 (2.1, 2.2, 2.8, 2.9, 2.11), 3, 7; skim rest of

Chap 2, 4, 5, 6. <download at: www.wto.org/English/thewto_e/whatis_e/whatis_e.htm>
-Balaam and Veseth, Chapter 12: Democracy and Markets: The IPE of NAFTA

Feb 4 (Fri): TBA

For next time:

- Study for FUNDAMENTALS TEST #3
- Olson, Mancur. 1984. "The Logic" in *Rise and Decline of Nations* pp 17-35<.pdf>
- Oatley, Chap 3: Political Economy of International Trade Cooperation (pp. 65-70)

Week #5: Strategic Trade

Feb 7 (Mon): The State and the State of World Trade

• FUNDAMENTALS TEST #3: Trade Instruments, Gains/Losses, Winners/Losers

For next time:

- Mp3: Strategic Trade
- Oatley, Chap 5: A State-Centered Approach to Trade Politics
- “Unpredictable Tides” *The Economist* Jul 23rd 2009 <.pdf>
- “Doing Doha Down” *The Economist* Sep 3 2009 <.pdf>
- “Defying Gravity and History” *The Economist* Aug 5th 2010 <.pdf>

Feb 9 (Wed): Strategic Trade

For next time:

- Oatley, Chap 6: Trade & Development I—Import Substitution Industrialization

Feb 11 (Fri): NO LECTURE TODAY—CATCH UP ON READING

For next time:

- Study for FUNDAMENTALS TEST #4
- Oatley, Chap 7: Trade & Development II—Economic Reform

Week #6: From International Trade to International Finance

Feb 14 (Mon):

- FUNDAMENTALS TEST #4: Strategic Trade & Trade Agreements**
- ADVISORY TERM PAPER, OPTION #1: Trade Scenario, Due 11:05am Fri, Apr 29 or before**

Feb 16: (Wed): Intro to Money and Finance

For next time:

- Mp3: Introduction to Money: 3 tricks

Feb 18: (Fri): Economic Growth and Production

Recommended reading

- Mankiw, “Measuring a Nation's Income”

Week #7: International Finance I

Feb 21 (Mon): Politics of the Phillips Curve

For next time

- Radford, R.A. 1945. "The Economic Organization of a P.O.W Camp" *Economic* 12(48): 189-201 <.pdf>
- Evans, Richard J. 2003. "The Great Inflation" in *The Coming of The Third Reich*. Penguin. pp. 103-117 <.pdf>
- Ringer, Fritz K. (ed.) 1969. *The German Inflation of 1923*. Oxford Univ. Press (London), excerpts:
 - * Bonn, Moritz J. "The Report of an Expert Eyewitness" pp. 97-103. <.pdf>
 - * Schreiber, Georg "The Distress of German Learning" pp. 103-109. <.pdf>

Recommended Reading:

- Mankiw, "Money, Growth, and Inflation"
- Mankiw, "The Cost of Living"

Feb 23 (Wed): NO LECTURE TODAY—CATCH UP ON READING

For next time

- Study for FUNDAMENTALS TEST #5

Feb 25 (Fri): • FUNDAMENTALS TEST #5: Money, Growth, & Internal Balance

Week #8: International Finance—Long Run v. Short Run I

Feb 28 (Mon): International Finance in the Long Run I

For next time

- Prepare for Fundamentals Test

Recommended Reading

- Mankiw "Savings, Investment, and the Financial System"
- Balaam and Veseth, Chapter 7: "Beginner's Guide to International Finance"

Mar 2 (Wed): International Finance in the Long Run II

For next time

- Oatley Chap 10 The International Monetary System (pp.214-224)

Recommended

- Mankiw, "The Monetary System"

Mar 4 (Fri): International Finance in the Short Run I

• LAST DAY TO DROP INTA 3301

For next time

- Oatley, Chap 11: Contemporary International Monetary Arrangements

Recommended

- Mankiw, "Open Economy Macroeconomics"

Week #9: International Finance—Long Run v. Short Run II

Mar 7 (Mon): International Finance in the Short Run I

For next time:

-Oatley, Chap 13: A State-Centered Approach to Monetary and Exchange Rate Policies

March 9 (Wed): Exchange Rates

For next time:

-Study for FUNDAMENTALS TEST #6

Recommended

-Mankiw, “A Macroeconomic Theory of the Open Economy”

March 11 (Fri):

● **FUNDAMENTALS TEST #6: Intl Finance in the Long-Run & Short-run**

Week #10

Mar 14 (Mon): History of International Monetary System I

For next time

-Oatley, Chap 10: International Monetary System, (pp. 224-237)

Recommended

-Balaam and Veseth, Chapter 8 “The IPE of International Finance: Mad Money”

Mar 16 (Wed): Globalization

For next time

-Oatley, Chap 16: Globalization

-Altman, Roger C. Jul/Aug 2009. “Globalization in Retreat” *Foreign Affairs*. 88(4): 2-9

Mar 18 (Fri): History of International Monetary System II

For next time

-Eichengreen, Barry. Sep/Oct 2009. “The Dollar Dilemma: The World's Top Currency Faces Competition.” *Foreign Affairs*. 88(5):53-69

-Frankel, Jeffrey. Mar 18, 2008. "The euro could surpass the dollar within ten years" www.euvox.org

-Eichengreen, Barry. May 4, 2010. "The euro: love it or leave it?" www.euvox.org

-Wyplosz, Charles. December 3, 2010. “The Eurozone slides into a vicious cycle” www.euvox.org

-Wyplosz, Charles. January 5, 2010. “Happy 2011?” www.euvox.org

Recommended

-Krugman, Paul and Obstfeld “The International Monetary System, 1870-1973”

Week #11: Spring Break

Week #12

March 28 (Mon): Financial Crises (Argentina 2001)

For next time:

-Oatley, Chap 14 “Developing Countries & International Finance I”

-TBA (special readings on the Mexican 1994, Asian 1997, and Russian 1998 financial crises). Each team will use the readings to dissect and explain in class one financial crisis.

Recommended

March 30 (Wed): Financial Crises (United States 2008)

Apr 1 (Fri): Financial Crisis Workshop

● **ADVISORY TERM PAPER, OPTION #2: Finance Scenario, Due 11:05am Fri, Apr 29 or before**

For next time:

-Oatley, Chap 15 “Developing Countries & International Finance II”

Week #13: Financial Crises

April 4 (Mon): Financial Crises Presentations I

April 6 (Wed): Financial Crises Presentations II

April 8 (Fri): Financial Crises Presentations III

Week #14: IPE of Monetary Policy

April 11 (Mon): Financial Crises Presentations IV

April 13 (Wed): IPE of Monetary Policy

For next time:

-Study for Fundamentals Test #7

-Oatley, Chap 12: A Society-Centered Approach to Monetary and Exchange Rate Policies

April 15 (Fri):

● **FUNDAMENTALS TEST #7: Monetary Policy & the International Monetary System**

Week #15: Market Failures

April 18 (Mon): Market Failures

For next time

-Mankiw: “Externalities” <.pdf>

-Mankiw: “Public Goods and Common Resources” <.pdf>

April 20 (Wed): Networks

For next time

- Study for Fundamentals Test #8
- Shirky, Clay. Jan/Feb 2011. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change." *Foreign Affairs* 90(1): 28-43.
- O'Rourke, PJ. 1994. Chap 3 "Famine". *All the Trouble in the World*.

Recommended

- Granovetter, Mark S. 1995. *Getting a Job: A Study of Contacts and Careers*. University of Chicago Press: pp. 6-92, 139-182 (perhaps the most practical & useful reading assignment in the course!)

April 22 (Fri):

● **FUNDAMENTALS TEST #8: Markets and Their Critics**

Week #16: Varieties of PE

April 25 (Mon): Industrialization & The Basis for Marxism

For next time

Pick one of:

- Castaneda, Jorge G. "Latin America's Left Turn" *Foreign Affairs*, May/June 2006
- Shifter, Michael "In Search of Hugo" Chávez *Foreign Affairs*, May/June 2006

Pick one of:

- "Krybbe to grav" *Economist* June 12, 2006
- "France's troubles: A Tale of Two France's" *The Economist* March 30, 2006

April 27 (Wed): Marxism, Socialism, Capitalism, and Varieties of Capitalism

For next time

- Bremmer, Ian. May/Jun 2009. "State Capitalism Comes of Age" *Foreign Affairs* 88(3):40-56.

April 29 (Fri): Course Wrap Up

● **Final Papers due in class, 11:05am**

Final Reading

- Rodrik, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion" <.pdf>