

**INTA 6302
International Political Economy
Spring 2025**

Seminar

Wednesdays, 6:30 – 9:15pm
Habersham Building
Room: G17

Instructor

Dr. Carly Potz-Nielsen
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Office Hours: 217 Habersham, by appointment

Course description

This course introduces the sub-discipline of International Political Economy (IPE), which studies the interaction of politics and economics within and beyond states. It will introduce the key theoretical debates and explore how their insights can be applied to understand real world developments and inform policy choices. Core topics in IPE, such as trade and direct investment with the state as the guiding actor, will be covered, along with emerging topics like the power of private actors, the networked nature of the global economy, and the global market's contested relationship with domestic development and the environment. Students will learn how to approach questions using a political economy framework, evaluate generalized explanations and propositions with empirical evidence, and become familiar with the major tensions and perspectives involved in understanding the politics of the modern global economy.

Intended learning outcomes

By the end of this course, students:

- will be able to demonstrate knowledge of principal contemporary global challenges in the field of international affairs (MSINTA).
- will be able to apply research skills to address problems in the field of international affairs (MSINTA).
- will be able to demonstrate knowledge of principal contemporary global challenges in the fields of international affairs and science and technology (PhD IAST);
- will be able to demonstrate the ability to apply theories of International Political Economy to analyze contemporary global challenges.
- will be able to demonstrate the ability to advance sophisticated arguments orally and in writing.

Course materials

All course materials will be available through the course website, Canvas, as well as the university library.

Course requirements**Reading Memos** (2 at 75 points each)

For two designated classes, students will prepare a one-page summary of readings with questions for discussion that should be emailed to the class by noon one day prior to the class meeting (i.e. 12:00PM on the Tuesday before class). Reading memos should be saved as a PDF file with the name surname_weeknumber_ReadingMemo.pdf.

Students will also be expected to help facilitate class discussion on these days. Students will sign up for their chosen days by the end of the first class meeting on 8 January.

Discussion Boards (150 points total)

The discussion boards will be used to share and analyze contemporary developments in international political economy. By the end of the semester, students should be averaging a post a week. Students can write multiple posts within a week period (Monday 12:00AM – Sunday 11:59PM), but only the first 2 will count for credit.

A post can be sharing an example of a policy, political stance, debate, study, or can be contributing to an existing post. Original posts can be examples of political economic events 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.

Case Studies (2 at 100 points each)

Students will complete two case studies each analyzing a specific contemporary economic event or policy. Case studies will be brief (1-2pages), in-depth report on how the content within a specific week can be applied to understand an event or policy. Students can submit their case studies during any week of content. However, the first case study must be submitted by the end of week 7 and the second must be submitted by the end of week 14.

All case studies should be submitted via the link on the course website and saved as PDF files with the name surname_weeknumber_CaseStudyNumber.pdf.

Term Paper (300 points total)

Students will write a term paper that contributes to answering an original research question that addresses any issue related to the course. Masters' students may organize their paper as either an in-depth critical reflection on a body of literature (akin to a review article) or an original research paper that examines a topic using either qualitative or quantitative methods. Ph.D. students must write an original research paper.

All students should confirm their topic with the instructor before Spring Break (March 14th 2025) via a brief (<1page) memo description. Ph.D. students should confirm their research design with the instructor by the end of March 2025. All student must meet with the instructor to discuss their paper topic an plan at least once between weeks 10 and 12 of the course (inclusive).

As part of the term paper, an executive summary (75 points) will be due 1 week prior to the final exam and will be circulated to the class to be used as a reference during the final exam presentations. During the final exam time, students will present their projects, answer questions from their peers, and provide critique to their fellow students (125 points).

The final paper is due May 2nd at 11:30AM. Papers should be submitted as pdfs via the course website following the naming convention: surname_6302F25_finalpaper.pdf.

Class Participation (100 points)

Attendance in this course is tracked and required for full credit. 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, attendance, and participation in lecture.

To get the best possible grade, students should engage actively in discussions. Active participation requires active listening. You should not speak for the sake of it, but you should ask questions if you have them and make comments that you consider pertinent. The quality of interventions matters more than their quantity.

Assignment	Percentage	Points
Reading Memos (2 at 75 points each)	15%	150
Discussion Boards	15%	150
Case Studies (2 at 100 points each)	20%	200
Class Participation	10%	100
Term Paper	20%	200
Executive Summary	7.5%	75
Presentation	12.5%	125

Grading

Grade	Points	Descriptors
A	> 900	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	800-899	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	700-799	Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems.

D	600-699	Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating serious deficiencies.
F	< 600	Did not demonstrate 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.

Final Grade Scale:

Your final grade will be assigned as a letter grade according to the following scale:

A	900 - 1000 points
B	800 - 899 points
C	700 - 799 points
D	600 - 699 points
F	0 - 599 points

The weights of the assignments are built into their point totals. This means that to calculate your grade you can simply add up the points you earned on the assignment and divide by the total potential points up to that point in the semester.

Course Policies

Office Hours will initially be held by appointment. To request a meeting, students should email the professor at least 12 hours in advance of the requested appointment time. Appointments will not be held on weekends (Friday 6pm – Monday 9am). Updates on walk-in office hour time will be made via announcement on the course website.

Late work and extensions. There is a penalty of 10 percentage points for every 24hr period an assignment is late (<24hrs: -10%points; 24-48hrs: -20%points, and so on.) No extensions will be granted for reading memos or discussion posts. It is the student's responsibility to keep track of outstanding assignments.

Working in groups. For the reading memos, students are expected to coordinate with their peers also assigned to that week to distribute the readings between them. They should denote their chosen readings on the class spreadsheet available on the Canvas page at least 3 days prior to the day they are presenting. Students should submit their own original reading memos

Students are also permitted to work in groups with 2-3 people for the case studies. Students working in groups should clear their group with the professor 3 days prior to the when they submit the assignment. At that point, the students will be placed into a group for that assignment and will be graded as a group. The group should submit one assignment with all member names included. If a group member isn't specified before the 3-day deadline, they should submit their own, individual, *unique*, submission.

Grading concerns should be addressed one-on-one, outside of class, within two weeks of when the assignment was handed back. Arithmetic concerns can be addressed immediately. However, students should wait to ask substantive questions about their grades until 24 hours has passed from 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.

Students are welcome to request re-grades of any assignment. However, they should note that re-grades can result in their grade going up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals the assignment to deserve a lower grade than previously awarded, then the lower grade will be applied.

Generative and Editorial Artificial Intelligence (AI) Tool Use is only permitted in this class with proper citation. Per GaTech's Honor Code, students may not submit any work generated by an AI program as their own. If students include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). When/if students use AI platforms in their assignments, they should write a note to clarify where in the process they used AI, include the prompt used to generate the material, and which platform(s) were used. See this article for how to cite AI properly: [How to cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt)
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Generative AI derives its output from other sources that the models used to train the models yet doesn't cite sources. This is plagiarism. Students should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. As most assignments in this class will require students to relay their own thoughts and analyses, if the professor suspects the heavy use of AI to complete an assignment the student may be asked to demonstrate their knowledge orally in an informal one-on-one meeting with the professor to make sure the ideas are their own. Uncited, high use of AI (as identified by TurnItIn) will be reported to OSI for further adjudication.

As part of this class is developing communication skills, it is highly recommended to avoid using generative AI to ensure that you engage with the process of writing and learn the content.

Institute Policies

Statement on inclusiveness

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Special Accommodations

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your

special needs and to obtain an accommodations letter. Students should also e-mail the professor as soon as possible to set up a time to discuss their learning needs.

- [Georgia Tech Office of Disability Services \(Links to an external site.\)](#)
- [Georgia Tech Accessibility Statement and Resources](#)
- [Georgia Tech Privacy PolicyLinks to an external site.](#)
- [Accessibility and Privacy Statements of Course ToolsLinks to an external site.](#)
- [Blackboard Ally for Students](#)

Recording Classroom Activities

In order to preserve class integrity, student privacy, and a safe environment to express opinions, recording of our classes using digital, tape, or audio devices is not allowed. You are welcome (and even encouraged) to take notes and photos of the board. This policy can be waived for students with accommodations upon explicit recommendation from the Office of Disability Services.

Student Well-Being

There are numerous resources available to you through the University from [Mental Health CareLinks to an external site.](#) to writing and language support via the [Communication CenterLinks to an external site.](#) For more information on the variety of services to help support you a good starting point is [Success at Tech.](#)

- [Center for Academic Success](#)
- [Georgia Tech Student Resources](#)
- [Counseling Center](#)
- [Registrar's Office](#)
- [Georgia Tech Emergency Notification System \(GTENS\)](#)

Academic misconduct

According to the Georgia Tech [Academic Honor Code](#), **academic misconduct is any act that does or could improperly distort Student grades or other Student academic records.** Such acts include:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism).

Course overview

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 readings and deadlines as set on the course website. All dates and deadlines are in EST (UTC-05:00).

Date	Topic
Week 1 (1/8)	Course Intro, IPE Theories and Approaches
Week 2 (1/15)	Inter-industry Trade and Trade Preferences
Week 3 (1/22)	Intra-industry Trade and Supply Chains
Week 4 (1/29)	Foreign Direct Investment
Week 5 (2/5)	Financial Flows & Financialization of the Global Economy
Week 6 (2/12)	Exchange Rates, Regimes, and Currency Politics
Week 7 (2/19)	Sovereign Debt, Politics of Debt, and Power of Ratings
2/21, 11:00AM EST	Case Study 1 submitted
Week 8 (2/26)	Economic Crises
Week 9 (3/5)	Consequences of Economic Interdependence
Week 10 (3/12)	Institutions & Institutional Design
Spring Break (3/17-3/21)	No Class
Week 11 (3/26)	Regulatory Power and the Developmental State
Week 12 (4/2)	Economics and the Environment
Week 13 (4/9)	IPE, Domestic Politics, and Development
Week 14 (4/16)	Globalization and State Power
4/18, 11:00AM EST	Case Study 2 submitted
4/23, 11:00AM EST	Executive Summary submitted
4/30 6:00PM – 8:50PM	Final Exam: Term Paper Presentations
5/2 11:30 AM EST	Term Paper submitted

Detailed course outline

1/8 Course Introduction, IPE Theories and Approaches

Abdelal, R., Blyth, M., & Parsons, C. (2010). Introduction: Constructing the international economy. *Constructing the International Economy*, 1–19.

Caporaso, J. A., & Levine, D. P. (1992). *Theories of Political Economy*. Cambridge University Press. Chapter 1. <https://doi.org/10.1017/CBO9780511840197>

Cox, R. W. (1981). Social Forces, States and World Orders: Beyond International Relations Theory. *Millennium*, 10(2), 126–155. <https://doi.org/10.1177/03058298810100020501>

Lake, D. A. (2009). Open economy politics: A critical review. *The Review of International Organizations*, 4(3), 219–244. <https://doi.org/10.1007/s11558-009-9060-y>

Strange, S. (1998). *States and Markets: 2nd Edition*. A&C Black. Chapter 1.

1/15 Inter-industry Trade and Trade Preferences

Hicks, R., Milner, H. V., & Tingley, D. (2014). Trade policy, economic interests, and party politics in a developing country: The political economy of CAFTA-DR. *International Studies Quarterly*, 58(1), 106–117.

Kim, I. S., & Osgood, I. (2019). Firms in Trade and Trade Politics. *Annual Review of Political Science*, 22(1), 399–417. <https://doi.org/10.1146/annurev-polisci-050317-063728>

Mansfield, E. D., & Mutz, D. C. (2009). Support for free trade: Self-interest, sociotropic politics, and out-group anxiety. *International Organization*, 63(3), 425–457.

Mayda, A. M., & Rodrik, D. (2005). Why are some people (and countries) more protectionist than others? *European Economic Review*, 49(6), 1393–1430.

Rogowski, R. (2002). Commerce and coalitions: How trade affects domestic political alignments. In *International Political Economy* (pp. 318–326). Routledge. <https://api.taylorfrancis.com/content/chapters/edit/download?identifierName=doi&identifierValue=10.4324/9780203518588-26&type=chapterpdf>

1/22 Intra-industry Trade and Supply Chains

Baldwin, R., Freeman, R., & Theodorakopoulos, A. (2024). Deconstructing Deglobalization: The Future of Trade is in Intermediate Services. *Asian Economic Policy Review*, 19(1), 18–37. <https://doi.org/10.1111/aepr.12440>

Caves, R. E. (2002). The multinational enterprise as an economic organization. In *International Political Economy* (pp. 145–155). Routledge.
<https://api.taylorfrancis.com/content/chapters/edit/download?identifierName=doi&identifierValue=10.4324/9780203518588-13&type=chapterpdf>

Free, C., & Hecimovic, A. (2021). Global supply chains after COVID-19: The end of the road for neoliberal globalisation? *Accounting, Auditing & Accountability Journal*, 34(1), 58–84.

Johns, L., & Wellhausen, R. L. (2016). Under one roof: Supply chains and the protection of foreign investment. *American Political Science Review*, 110(1), 31–51.

Madeira, M. A. (2016). New trade, new politics: Intra-industry trade and domestic political coalitions. *Review of International Political Economy*, 23(4), 677–711.
<https://doi.org/10.1080/09692290.2016.1218354>

1/29 Foreign Direct Investment

Büthe, T., & Milner, H. V. (2008). The Politics of Foreign Direct Investment into Developing Countries: Increasing FDI through International Trade Agreements? *American Journal of Political Science*, 52(4), 741–762. <https://doi.org/10.1111/j.1540-5907.2008.00340.x>

Jensen, N. M., Johnston, N. P., Lee, C., & Sahin, H. (2020). Crisis and contract breach: The domestic and international determinants of expropriation. *The Review of International Organizations*, 15(4), 869–898. <https://doi.org/10.1007/s11558-019-09363-z>

Kerner, A. (2009). Why should I believe you? The costs and consequences of bilateral investment treaties. *International Studies Quarterly*, 53(1), 73–102.

Li, Q., & Resnick, A. (2003). Reversal of Fortunes: Democratic Institutions and Foreign Direct Investment Inflows to Developing Countries. *International Organization*, 57(1), 175–211. <https://doi.org/10.1017/S0020818303571077>

Pandya, S. S. (2010). Labor markets and the demand for foreign direct investment. *International Organization*, 64(3), 389–409.

2/5 Financial Flows & Financialization of the Global Economy

Braun, B., Krampf, A., & Murau, S. (2021). Financial globalization as positive integration: Monetary technocrats and the Eurodollar market in the 1970s. *Review of International Political Economy*, 28(4), 794–819. <https://doi.org/10.1080/09692290.2020.1740291>

Davis, G. F., & Kim, S. (2015). Financialization of the Economy. *Annual Review of Sociology*, 41(1), 203–221. <https://doi.org/10.1146/annurev-soc-073014-112402>

Pepinsky, T. B. (2013). The domestic politics of financial internationalization in the developing world. *Review of International Political Economy*, 20(4), 848–880.

<https://doi.org/10.1080/09692290.2012.727361>

Rodrik, D. (2012). *The globalization paradox: Democracy and the future of the world economy*. WW Norton & Company.

https://books.google.com/books?hl=en&lr=&id=c3NtIKNmzMUC&oi=fnd&pg=PR9&q=globalization+paradox&ots=qL9pxJ1zMD&sig=OvOXyNUFY4w8_AHcAN9AI01xT4U

Underhill, G. R. D. (1991). Markets beyond politics? The state and the internationalisation of financial markets. *European Journal of Political Research*, 19(2–3), 197–225.

<https://doi.org/10.1111/j.1475-6765.1991.tb01186.x>

2/12 Exchange Rates, Regimes, and Currency Politics

Aizenman, J., Chinn, M. D., & Ito, H. (2010). The emerging global financial architecture: Tracing and evaluating new patterns of the trilemma configuration. *Journal of International Money and Finance*, 29(4), 615–641. <https://doi.org/10.1016/j.jimonfin.2010.01.005>

Frieden, J. (2014). Globalization and exchange rate policy. In *The Future of Globalization* (pp. 344–357). Routledge.

<https://www.taylorfrancis.com/chapters/edit/10.4324/9780203946527-23/globalization-exchange-rate-policy-jeffry-frieden>

Huang, Y., & Mayer, M. (2022). Digital currencies, monetary sovereignty, and U.S.–China power competition. *Policy & Internet*, 14(2), 324–347. <https://doi.org/10.1002/poi3.302>

Ilzetzki, E., Reinhart, C. M., & Rogoff, K. S. (2022). Rethinking exchange rate regimes☆. In G. Gopinath, E. Helpman, & K. Rogoff (Eds.), *Handbook of International Economics* (Vol. 6, pp. 91–145). Elsevier. <https://doi.org/10.1016/bs.hesint.2022.02.010> (skim 1-15; read fully 15–40)

Kern, A., & Seddon, J. (2020). The Political Economy of Independent Central Banks. Available at SSRN 3687144. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3687144

2/19 Sovereign Debt, Politics of Debt, and Power of Ratings

Arias, E., Mosley, L., & Rosendorff, B. P. (2020). Financial Statecraft: Government Choice of Debt Instruments: Working Paper 822. ERSA Working Paper Series.

<https://ersawps.org/index.php/working-paper-series/article/view/109>

Ballard-Rosa, C., Mosley, L., & Wellhausen, R. L. (2022). Coming to Terms: The Politics of Sovereign Bond Denomination. *International Organization*, 76(1), 32–69.
<https://doi.org/10.1017/S0020818321000357>

Herndon, T., Ash, M., & Pollin, R. (2014). Does high public debt consistently stifle economic growth? A critique of Reinhart and Rogoff. *Cambridge Journal of Economics*, 38(2), 257–279.

Kaplan, S. B., & Thomsson, K. (2017). The Political Economy of Sovereign Debt: Global Finance and Electoral Cycles. *The Journal of Politics*, 79(2), 605–623.
<https://doi.org/10.1086/688441>

Sinclair, T. J. (2014). *The new masters of capital: American bond rating agencies and the politics of creditworthiness*. Cornell University Press. [**Read Chapter 1 and Chapter 8.**]

2/26 Economic Crises

Chinn, M. D. and Frieden, J.A. (2017), “Borrowing, Boom, and Bust: The Capital Flow Cycle,” in J.A. Frieden, D.A. Lake and J. L. Broz (eds), *International Political Economy*, 6th edition, W.W. Norton & Company, pp. 232-251. (c)

Frieden, J. (2015). The political economy of adjustment and rebalancing. *Journal of International Money and Finance*, 52, 4–14. <https://doi.org/10.1016/j.jimonfin.2014.11.010>

Herrera, H., Ordoñez, G., & Trebesch, C. (2020). Political Booms, Financial Crises. *Journal of Political Economy*, 128(2), 507–543. <https://doi.org/10.1086/704544>

Pape, F. (2022). Governing Global Liquidity: Federal Reserve Swap Lines and the International Dimension of US Monetary Policy. *New Political Economy*, 27(3), 455–472.
<https://doi.org/10.1080/13563467.2021.1967912>

Pepinsky, T. B. (2013). The domestic politics of financial internationalization in the developing world. *Review of International Political Economy*, 20(4), 848–880.
<https://doi.org/10.1080/09692290.2012.727361>

3/5 Consequences of Economic Interdependence

Baldwin, D. A. (2020). *Economic Statecraft in International Thought*. In *Economic Statecraft*. Princeton University Press.

Braddon, D. (2012). The Role of Economic Interdependence in the Origins and Resolution of Conflict. *Revue d'économie Politique*, 122(2), 299–319.
<https://doi.org/10.3917/redp.218.0299>

Copeland, D. C. (2014). *Economic Interdependence and War*: Princeton University Press.
<https://doi.org/10.1515/9781400852703>

Farrell, H., & Newman, A. L. (2019). Weaponized interdependence: How global economic networks shape state coercion. *International Security*, 44(1), 42–79.

Nye, J. S., & Keohane, R. O. (1990). *Power and interdependence*. HarperCollins.
<http://ereserve.library.utah.edu/Annual/POLS/5800/Pingree/pols5800powerin.pdf>

3/12 **Institutions & Institutional Design**

Arel-Bundock, V. (2017). The Unintended Consequences of Bilateralism: Treaty Shopping and International Tax Policy. *International Organization*, 71(2), 349–371.
<https://doi.org/10.1017/S0020818317000108>

Campi, M., & Dueñas, M. (2019). Intellectual property rights, trade agreements, and international trade. *Research Policy*, 48(3), 531–545.
<https://doi.org/10.1016/j.respol.2018.09.011>

Carnegie, A. (2014). States held hostage: Political hold-up problems and the effects of international institutions. *American Political Science Review*, 108(1), 54–70.

Koremenos, B., Lipson, C., & Snidal, D. (2001). The rational design of international institutions. *International Organization*, 55(4), 761–799.

Pratt, T. (2021). Angling for influence: Institutional proliferation in development banking. *International Studies Quarterly*, 65(1), 95–108.

3/19 **No class: Spring break**

3/26 **Regulatory Power and the Developmental State**

Block, F. (2008). Swimming Against the Current: The Rise of a Hidden Developmental State in the United States. *Politics & Society*, 36(2), 169–206.

<https://doi.org/10.1177/0032329208318731> [Read carefully p169-176; p182-183; p194-200. Skim the rest.]

Drezner, D. W. (2005). Globalization, harmonization, and competition: The different pathways to policy convergence. *Journal of European Public Policy*, 12(5), 841–859.
<https://doi.org/10.1080/13501760500161472>

Farrell, H., & Newman, A. (2015). The New Politics of Interdependence: Cross-National Layering in Trans-Atlantic Regulatory Disputes. *Comparative Political Studies*, 48(4), 497–526. <https://doi.org/10.1177/0010414014542330>

Hall, P. (2001). An introduction to varieties of capitalism. *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage/OUP*.

<https://arcticextractiveindustries.wordpress.com/wp-content/uploads/2017/09/hall-soskice-an-introduction-to-varieties-of-capitalism.pdf> [Read carefully section 1.2, skim 1.3-1.5, read 1.6, skim 1.7, and read 1.8.1 and 1.8.2, skim the rest.]

Stiglitz, J. E. (2010). Government failure vs. market failure: Principles of regulation. *Government and Markets: Toward a New Theory of Regulation*, 13–51. [Read carefully Section II (p2-16). Skim the rest.]

4/2 Economics and the Environment

Bridge, G., & Gailing, L. (2020). New energy spaces: Towards a geographical political economy of energy transition. *Environment and Planning A: Economy and Space*, 52(6), 1037–1050. <https://doi.org/10.1177/0308518X20939570>

Bryant, G., & Webber, S. (2024). *Climate Finance: Taking a Position on Climate Futures*. Chapter 1. <https://library.oapen.org/handle/20.500.12657/88193>

Kennard, A. (2020). The enemy of my enemy: When firms support climate change regulation. *International Organization*, 74(2), 187–221.

Keohane, R. O., & Victor, D. G. (2016). Cooperation and discord in global climate policy. *Nature Climate Change*, 6(6), 570–575.

Levy, D. L., & Spicer, A. (2013). Contested imaginaries and the cultural political economy of climate change. *Organization*, 20(5), 659–678. <https://doi.org/10.1177/1350508413489816>

4/6 IPE, Domestic Politics, and Development

Bermeo, S. B. (2017). Aid allocation and targeted development in an increasingly connected world. *International Organization*, 71(4), 735–766.

Gourevitch, P. (1978). The second image reversed: The international sources of domestic politics. *International Organization*, 32(4), 881–912.

Keefer, P. (2004). What does political economy tell us about economic development—and vice versa?*. *Annual Review of Political Science*, 7(Volume 7, 2004), 247–272.

<https://doi.org/10.1146/annurev.polisci.7.012003.104846>

Menaldo, V. (2016). The fiscal roots of financial underdevelopment. *American Journal of Political Science*, 60(2), 456–471.

Nunn, N. (2009). The Importance of History for Economic Development. *Annual Review of Economics*, 1(1), 65–92. <https://doi.org/10.1146/annurev.economics.050708.143336>

4/16 Globalization and State Power

Jessop, B. (2017). The Future of the State in an Era of Globalization. *Challenges of Globalization*, 13–26.

Mansfield, E. D., Milner, H. V., & Rudra, N. (2021). The Globalization Backlash: Exploring New Perspectives. *Comparative Political Studies*, 54(13), 2267–2285.
<https://doi.org/10.1177/00104140211024286>

Mosley, L. (2000). Room to move: International financial markets and national welfare states. *International Organization*, 54(4), 737–773.

Rodrik, D. (2021). Why Does Globalization Fuel Populism? Economics, Culture, and the Rise of Right-Wing Populism. *Annual Review of Economics*, 13(Volume 13, 2021), 133–170. <https://doi.org/10.1146/annurev-economics-070220-032416>

Strange, S. (1995). The Limits of Politics. *Government and Opposition*, 30(3), 291–311.

4/30 6:00PM – 8:50PM Final Exam Time