

Lectures

Lectures will be conducted synchronously, but will be recorded for anyone who would prefer to watch them asynchronously. There is absolutely no pressure to show up live during the lecture, though hopefully some of you will, or I will be very lonely.

Discussion Sections

Discussion sections with your TA will be conducted synchronously - however, there is an asynchronous option, which is discussed below in the participation section!

Course Grading Breakdown

50% - Weekly Assignments (5% each).

30% - Final Exam.

20% - Participation.

Assignments

These assignments will go out weekly (even the first week!), and are designed to give you some practice applying the content of the previous week. One should not expect these assignments to be particularly long, and the format will vary somewhat from week to week, depending on what we cover. While there will be 14 total of these, only your top 10 will be included in your grade. These will be administered via the Canvas quizzes section.

Final Exam

The final test/exam will be heavily based on the short assignments. It will also be administered open book, and you will be given a 5 hour window to complete what will be designed to be a 2 hour exam. Thus, the assignments will serve the dual purpose of a study guide; while because of the open book nature of things, the questions will probably not be *identical* to questions from the assignments, it suffices to say that if you learn and understand the answers to all the questions in the assignments you will be very well prepared for the final exam. Especially during the pandemic, I am not looking to surprise you.

Participation

This section is the most complicated part of the syllabus, but I assure you it has a purpose! To start, the grading scheme for synchronous discussion sections with your TA: for each synchronous (on Zoom) tutorial section, one of the following scores will be assigned to each student:

3. Truly exceptional: actively engaged throughout the section and providing content at the level of a graduate student. Will be used very sparingly.
2. Good participation: clearly engaged with the content, did the readings, asked and answered questions, otherwise promoted good discussion. Standard for active engagement.
1. At least you showed up!

- 0. You did not at least show up.
- 1. You were actively harmful to discussion.

If my experience with Penn students is any guide, the -1 scores should go entirely unused this class. However, if you know you are a jerk, this will give you some incentive to pretend that you are not.

In addition to the regular discussion sections with your TA, I want to make sure there's an option for any of you who cannot or would prefer not to attend discussion sections synchronously. In the aims of doing so, there will be a course Slack set up, through which you can organize study groups to work on assignments, discuss things with your peers, privately complain about the course and your instructor, and otherwise engage in community building activities in a way that is otherwise difficult to do in the pandemic. Via the course Slack, there will also be discussion questions posted on that week's course content that will complement what is going on in the synchronous discussion sections with your TA. For each week of Slack discussion participation, one of the following scores will be assigned to each student:

- 3. Truly exceptional: actively engaged with the week's discussion topics, providing content at the level of a graduate student. Will be used very sparingly.
- 2. Good participation: clearly engaged with the content and other students, asked and answered questions.
- 1. Posted at least one response/question in the online discussion.
- 0. Did not participate online.
- 1. Was essentially a twitter troll.

Now, key to this grading system is you **do not have to participate both synchronously and via Slack** but you **can**. Specifically, each week we will take the higher of your two scores (synchronous and on Slack), and add a bonus of $\frac{1}{4}$ times the lower of the two scores to your total if you participate in both (for instance, if you scored a 2 synchronously and a 2 on Slack, your score for that week would be $2 + \frac{1}{4}(2) = 2.5$, or if you scored a 1 synchronously and a 2 on Slack, your score would be $2 + \frac{1}{4}(1) = 2.125$). If you achieve an average of at least a 1 by the end of the semester, your participation grade will be at least a B; moreover, if you average at least a 2, I will guarantee that your participation grade will be at least an A-. The rest of the grades will be assigned based on the distribution of student scores around those two benchmarks.

This is all very complicated (although so is IPE sometimes...), but the goal with this system is to create a balance of incentives to participate via Slack and synchronously - you can't lower your score by participating via both and there is always some advantage to participating via multiple means - and insuring the benefit is not so steep that anyone should feel like they are *obligated* to do both.

Late Policy

You have seven free late days to allocate across assignments! So, for example, you could submit one assignment seven days late, or five of the assignments one day late and one other assignment two

days late. However, if you run out of late days, it is unlikely you will be granted any other extensions or accommodation, whatever the reason, so you should use these judiciously. These also cannot be used for Slack discussion participation, which must occur during the week the discussion questions are posted.

Books

Most readings will be available online, with the exception of the following required book.

- International Political Economy - Thomas Oatley

Course Schedule

- Week 1: January 21 - Introduction to IPE
 - New York Times - The Trade Deficit Isn't A Scorecard
- Week 2: January 26 - The field of IPE - Boundaries and Limitations
 - Oatley Chapter 1
- Week 2: January 28 - Trade Theory I
 - Oatley Chapter 3
 - Krugman - Ricardo's Difficult Idea
- Week 3: February 2 - Trade Theory II, Distributive Effects
 - Oatley Chapter 4
 - The Economist - An Inconvenient Iota of Truth
 - New York Times - More Wealth, More Jobs, But Not for Everyone
- Week 3: February 4 - Trade Theory III, More Distributive Effects and Tariff Incidence
 - Krugman - How Goes the Trade War?
 - Krugman - Globalization: What Did We Miss?
 - New York Times - How Tariffs Stained the Washing Machine Market
 - WSJ - To Outfox the Chicken Tax, Ford Strips Its Own Vans
 - Irwin - Trade Truths Will Outlast Trump
- Week 4: February 9 - Trade Theory IV, Intraindustry Trade and Firms
 - Melitz and Trefler - Gains from Trade when Firms Matter
 - Trade Talks - Export Superstars and Billionaires: When Do Policymakers Need to Worry?
- Week 4: February 11 - The World Trading System
 - Oatley Chapter 2

- Rodrik - What do Trade Agreements Really Do?
- Bown - To Build Back Better, Biden Needs to Fix Trade
- **Note: No February 12 recitations**
- Week 5: February 16 - Trade Remedies in Trade Law
 - Trebilcock - *Advanced Introduction to International Trade Law* - Ch. 6-8
 - Trade Talks - Tariff Time! Washing Machines and Dirty Trade Policy
- Week 5: February 18 - Regulations in Trade Law
 - Trebilcock - *Advanced Introduction to International Trade Law* - Ch. 5,13-14
 - The Economist - The Beef Over Bananas
 - The Economist - Still Bananas
- Week 6: February 23 - Infant Industry Protection, When Can Protectionism Grow the Economy?
 - Oatley Chapter 5
 - Trade Talks - Did Protectionism Make America Great?
 - Rodrik - Green Industrial Policy
- Week 6: February 25 - Multinational Firms and Trade
 - Oatley Chapter 8
 - Trade Talks - How Technology Enabled Trade: Digitization and Offshoring
- Week 6: March 2 - The Regulation of Multinational Firms
 - Oatley Chapter 9
 - Setser - Could Trade Agreements Help Limit Tax Competition?
- Week 7: March 2 - The International Monetary System
 - Oatley Chapter 10
- Week 8: March 9 - Conflict and Cooperation Over Exchange Rates
 - Oatley Chapter 11
 - Krugman - Revenge of the Optimum Currency Area
 - **Note: No March 10 recitations**
- Week 9: March 16 - Domestic Politics and Exchange Rate Choices
 - Oatley Chapter 12
 - Trade Talks - How to Hit Currency Manipulators and Fight the Strong Dollar
- Week 9: March 18 - State Level Preferences About Exchange Rates

- Oatley Chapter 13
- Week 10: March 23 - Migration (Trade in People!) I
 - The Economist - A New Paper Rekindles a Tiresome Debate on Immigration and Wages
 - Lewis - How Immigration Affects Workers: Two Wrong Models and a Right One
 - Interview With Michael Clemens
 - David Frum - If Liberals Won't Enforce Borders, Fascists Will
- Week 10: March 25 - Migration (Trade in People!) II
 - Peri - Immigrants, Productivity, and Labor Markets
 - Hainmueller and Hopkins - Public Attitudes Towards Immigration
 - Reihan Salam - A Way Out of the Immigration Crisis
 - Peters - Trade Restrictions Won't Work (in Boston Review)
- Week 11: April 1 - Ethics and Economic Development
 - Peter Singer - The Life You Can Save excerpts
 - Milanovic - The higher the inequality, the more likely we are to move away from democracy
 - Freund - Deconstructing Branko Milanovic's Elephant Chart
- Week 12: April 6 - Theories of Development I
 - Acemoglu and Robinson - Why Nations Fail excerpts
 - The Guardian - Is the World Really Better than Ever
- Week 12: April 8 - Theories of Development II
 - Diamond - What Makes Nations Rich or Poor?
 - Acemoglu and Robinson - Reply to Peter Diamond
 - Bill Gates - Review of Why Nations Fail
 - Acemoglu and Robinson - Reply to Bill Gates
- Week 13: April 13 - Trade and Development I
 - Oatley Chapter 6
 - Trade Talks - The Complicated Impact of Trade on Developing Countries
- Week 13: April 15 - Trade and Development II
 - Oatley Chapter 7
 - Irwin - The Rise and Fall of Import Substitution
- Week 14: April 20 - Finance and Development I

- Oatley Chapter 14
- Week 14: April 22 - Finance and Development II
 - Oatley Chapter 15
- Week 15: April 27 - Review/Overflow from Previous Weeks
 - No additional readings!
- Week 15: April 29 - Review/Overflow from Previous Weeks
 - No additional readings!