

DWA 103: Introduction to Global Political Economy

Spring 2025

Professor ShahBano Ijaz

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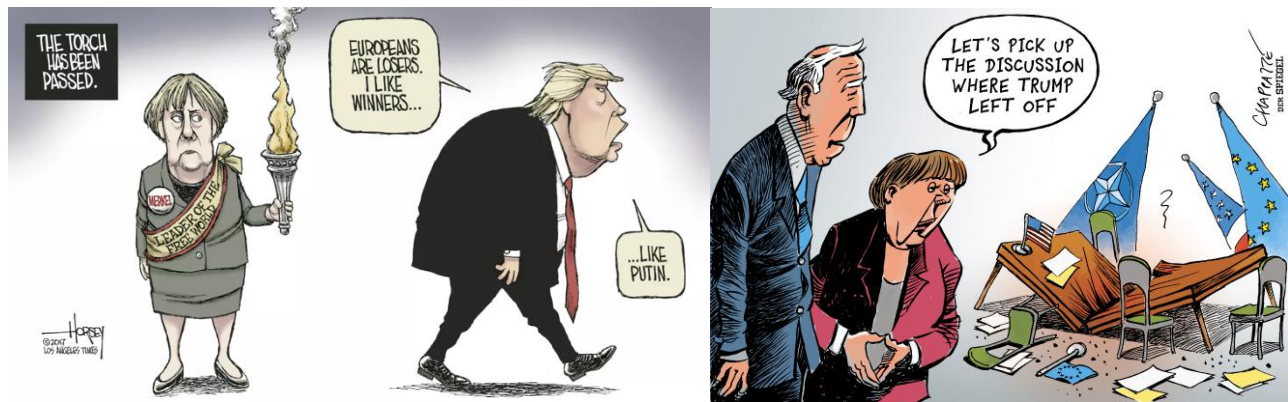
Office Hours: Wednesdays 9:30 a.m. – 11:30 a.m. (and by appointment over email/Zoom).

Please sign up [here](#) for Wednesday office hours.

Class Days: Mon/Wed

Class Hours: 8:00-9:25 a.m.

Location: Fowler 201



Course Description:

In an increasingly globalized world, almost everything we do – from our entertainment to our work – is affected by the growing ease of cultural, economic, and political exchanges across borders. This increased integration has exacerbated global inequality, by creating unprecedented wealth and prosperity for some while sinking others into poverty and insecurity. The study of Global Political Economy (GPE) helps us understand the most prominent exchanges that occur across borders and the policies that regulate them. These include the movement of money (exchange rate policy), goods and services (trade policy), capital (foreign investment policy), labor (immigration policy), culture and ideas (soft foreign policy), and more recently: diseases (pandemic policy). It helps us analyze how resources are allocated in society, who makes the rules about that allocation, who benefits from it, and what can be done to change the status quo. GPE lies at the intersection of politics and economics, while drawing insights from history, sociology, and other disciplines to explain our world economic order. In this course, we will focus on some of the big debates within GPE: who are the winners and losers of globalization? Why are some countries more developed than others? Is globalization a good thing for everyone? What is your role in the global economy? As scholars of GPE, we will use theoretical insights to both explain economic policies and evaluate their impact. The course will begin with the theoretical foundations of GPE and then turn to the three core substantive areas of GPE: international trade, development, and globalization.

Learning Objectives and Goals:

The course materials and assignments are designed to help students achieve the following learning goals:

- Understand the basic mainstream concepts and terms related to global political economy.
 - Understand and evaluate critical perspectives on global political economy, including issues related to international trade, neoliberalism, and globalization.
 - Develop an understanding of how globalization affects our daily lives.
 - Develop skills in both analyzing and constructing effective arguments pertaining to GPE by reading and writing on these issues.
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Required Readings

The following text is **required** and may be purchased through the campus bookstore online. The bookstore will ship to students.

Oatley, Thomas. *International Political Economy, Sixth Edition*. (2018). Routledge.

Also required: The International Political Economy of Everyday Life (I-PEEL) website: <http://i-peel.org>. We will read most of the content of this website over the course of the semester, and final papers and presentations are based on the format used on this website.

Additional **required readings** include articles and books chapters, all of which will be available in PDF format on Moodle. Where a PDF is not available there will be a link to the website where students can access the reading.

Some readings are available electronically on the Oxy Library website. You will need to create a (free) Open Library account to view them.

Course Requirements:

Assignment	Weight	Due Date
Attendance / Participation	10%	In class participation / ongoing
Response Memos (5)	25%	Due 5:00 p.m. on Sunday on readings for the upcoming week (at least two of these are due by March 2nd).
In-Class Midterm	20%	Monday 24 th February
Final paper proposal	10%	Due Sunday 6 th April at 5 p.m.
Peer Review	10%	Will be assigned on 20 th April, due on Monday 28 th April.
Final paper	25%	Due 8 th May at 11:59 p.m.

Attendance:

Attendance is mandatory; however, COVID continues to pose a threat to our health. If you are not feeling well, or if you have had close contact with someone who is sick or has tested positive for COVID-19, please do not come to class. Send me an email letting me know you will be absent, and I will help you access the material you missed. You will not be penalized for missing class due to illness or quarantine.

Participation:

Students are expected to attend class having completed all the required readings for that day. The participation grade also includes active participation in any peer review exercises, online discussion forums, group projects, etc. If you encounter circumstances that prevent you from participating in these ways, please contact me and we can discuss alternative forms of participation if needed.

Response Memos:

Choose any 5 weeks in which you will be turning in response memos. These are expected to be no longer than a page (350-500 words) and should critically reflect on the readings for the upcoming week. Two of these memos **must be submitted before October 9th**.

In-Class Midterm:

The objective of the in-class midterm is primarily to test students' knowledge of the Economics for GPE modules covered in Week 2 and Week 4. A short essay in the midterm will also give students the opportunity to demonstrate their opinion on the rest of the readings up till that point in the semester.

Paper and Presentation:

The paper (7 – 9 pages, approximately 2000-2500 words) and the in-class presentation (about 5-7 minutes) will be described in greater detail through class handouts. Briefly, the paper is an opportunity to reflect on a GPE topic of interest and go beyond class materials to enhance your learning. The presentation is an opportunity to share your research with the rest of the class in an accessible format.

Laptops:

Laptop use is not allowed during discussions and lectures. Studies show that laptops create “zones of distraction” in class and lower the grades of students nearby as well as those using them. Students using laptops also tend to produce inferior notes that do not digest and restate lecture materials as effectively as handwritten notes. If you have a medical or physiological reason to need laptop access during lectures and discussions, please see me in person after class or during my office hours.

Time commitment: This is a 4-unit course. It is expected that students in this class will be devoting at least twelve (12) hours a week (including in-class time) on average to the class.

Core Program Requirements: DWA 103 also fulfills the Core Program Requirements and counts toward the [Core Program Global Connections](#) requirements.

Grading Criteria:

A: Demonstrates superior mastery of the course content in written work, class participation, and presentations. Papers demonstrate advanced research and writing skills, including original arguments, and integration of academic sources, and are free of errors. Exams and papers exceed the minimum expectations for the course.

B: Demonstrates a good command of the course content. Written work shows above-average effort, strong critical thinking skills, the ability to develop and defend an argument, and a willingness to go beyond the minimum requirements of the assignment or exam questions.

C: Demonstrates a satisfactory command of the course content. Written work and exam performance meet the minimum requirements for the class. Papers are of average or below-average quality in terms of content and editing. Missed deadlines and/or frequent absences can result in a C grade.

D: Meets bare minimum requirements for passing the class. Frequent absences, late assignments, and limited command of course material.

F: Students who receive an F have not met the minimum requirements for passing the class.

Grade distribution:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94	90	88	84	80	78	74	70	68	60	0-63

How to succeed in this class:

1. Read and take notes on assigned texts before each class meeting. Each class has a reading assignment that you should complete *prior to coming to class*. The schedule of what to prepare for each day is at the end of the syllabus.
 2. Attend every class prepared to learn. Attending class in person is the most effective way to learn the content (versus reading borrowed notes).
 3. Take good notes on lectures, discussions, and readings. I will often use PowerPoint as a visual outline for the lecture, but they will include only a bare outline of the material. *You will not pass the class if you study only from the PowerPoint lecture notes!* Instead, you should take notes that identify the main points and supporting examples in your own words.
 4. Communicate, communicate! If you have any doubts about what the course requires of you, or if you are not receiving grades as high as you expect, please don't hesitate to contact me. It will be important to address any problems early when there is still time to make a plan to improve your grade. If you wait until the end of the semester, there will be fewer options for improving your performance in the class.
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Mid-Semester Progress Reports

All faculty are encouraged to provide students with a mid-semester progress report for every course. Mid-semester progress reports are not intended to be used as determinative or predictive of the final grade in a course, but to provide an opportunity for the faculty to communicate an approximate estimation of progress by the students in the course by the midpoint of the current semester.

Course Policies:

Masks:

Your health and well-being, and that of our community, are essential. Since COVID-19 continues to pose a threat to many of us, students are encouraged, *but not required*, to wear masks in class – KN95, N95, or surgical masks are best. Please use your best judgment to wear a mask, especially if you have been in close contact with someone who has tested positive for COVID-19. If you are feeling any symptoms of illness, please refrain from attending class until you receive a negative COVID test or it has been 10 days since your symptoms began. Please work with Emmons and the COVID Operations team to confirm when and how you can end your isolation. Similarly, if you have been identified as a close contact of someone who has tested positive for COVID-19, please follow all applicable College policies, and wear a high-quality mask when around other individuals for 10 days.

Communication:

Check your registered campus email regularly as well as announcements made to the Moodle site for the course. You are responsible for the material I send you electronically. I will respond to your email inquiries within 24 hours during weekdays, and on the first weekday if you email me after 5 p.m. on Friday (or over a break).

Class Recordings:

No recording of classroom instruction is permitted. The sharing, altering, or distorting of any audio-visual capture of a class session is not permitted. All content contained in the records shall be subject to the College's Policy on Intellectual Property.

Make-Up Exams:

Exams must be taken on the scheduled date. No make-up exams will be given unless the student makes arrangements with me prior to the exam based on a documented legal, family, or health-related emergency.

Late Assignments:

Late work will be docked 1/3 of a letter grade for each day the assignment is late beginning after the assignment is collected. If a medical, legal, or family emergency causes you to miss class, or an assignment deadline, or if an emergency affects your sustained engagement with the course, please reach out to me as soon as possible. If you do not feel comfortable sharing the specifics of your situation, please let me know the broad contours of your situation and we can work to arrange appropriate accommodations. I will ask you to reach out to the Dean of Students, who can communicate any necessary accommodations to me.

Syllabus Change:

In the interest of flexibility, I may need to make small changes to the syllabus throughout the semester – but I will not add any required assignments or readings.

Statement of the Shared Academic Integrity Commitment:

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to upholding the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own; students are expected to give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

For more information, please see this [link](#) to Student Handbook.

Civil Rights & Title IX statement, and statement of role of faculty member as a mandatory reporter:

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at: <https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title

IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Special Accommodations/Learning Differences:

All academic and housing accommodation requests are managed by Disability Services & Student Support (DSSS). It is a student's responsibility to contact DSSS if they need accommodations or additional support. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

Accommodations for Reasons of Faith and Conscience:

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/student-life/resources-support/orsl/academic-accommodations>.

Discrimination, Harassment, and Retaliation policy:

I strive to foster an inclusive classroom environment. Consistent with College policy on [discrimination, harassment, and retaliation](#), I seek to maintain an environment of mutual respect among all members of our community. Please come to me with any concerns.

Land Acknowledgement:

Occidental College occupies the traditional territory and homelands of the Tongva people. Please click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#)

Date	Topics	Readings	Assignments Due
Week 1			
Wednesday 22 nd January	• Syllabus Overview • Introductions • Economics for GPE	• Syllabus • Economics for GPE Module	
Week 2			
Monday 27 th January	Economics for GPE: Session 1	• Principles of Economics 3e, Chapter 1	
Wednesday 29 th January	Economics for GPE: Session 2	• Principles of Economics 3e, Chapter 2 & 3 (until page 70)	
Week 3			
Monday 3 rd February	Studying GPE: Why it Matters	• Roy, Arundhati, “The Pandemic is a Portal,” <i>Financial Times</i>, April 3, 2020. • Frieden, Jeffry A., & Lisa Martin. 2002. “International Political Economy: The State of the Sub-Discipline.” In Katznelson, Ira, & Helen Milner. eds. <i>Political Science: The State of the Discipline III</i>. New York, NY: Norton, pp. 118–146.	
Wednesday 5 th February	Traditional and Non-Traditional Approaches to IR	• Oatley Chapter 1 (skim) • Bianca Freeman, D.G. Kim, and David Lake, “Race in International Relations: The Norm Against Noticing,” <i>Annual Review of Political Science</i>. 2022. • Kelebogile Zvobgo and Meredith Loken, “Why Race Matters in International Relations,” <i>Foreign Policy</i> June 19, 2020.	

		- Kate Benford and Shirin Rai, "Feminists Theorize International Political Economy," (2013) <i>Recommended - IPEEL: Sisterhood</i>	
Week 4			
Monday 10 th February	Economics for GPE: Session 3 Trade and the WTO	- Principles of Economics 3e, Chapter 33 - Paul Krugman, "Trouble with Trade," <i>The New York Times</i>, December 2007.	
Wednesday 12 th February	Trade Policy	- Oatley Chapter 4 - Oatley Chapter 5 pp 93 – top of 99 - Read IPEEL on Coffee OR Sugar (choose one)	
Week 5			
Monday 17 th February	NO CLASS: President's Day		
Wednesday 19 th February	Dependency, Modernization & Anticolonial Perspective	- Valenzuela & Valenzuela, "Modernization and Dependency" (1978) - dos Santos, "The Structure of Dependence" (1970) - Yannik Dupraz and Valeria Rueda, "There is no "Case for Colonialism" October 2017	
Week 6			
Monday 24 th February	In-Class Midterm		
Wednesday 26 th February	The Case about International Organizations	Martha Finnemore, "International Organizations as Teachers of Norms: The United Nations Educational, Scientific, and Cultural Organization and Science Policy," <i>International Organizations</i>. 1993.	

		Michael Gilligan, “Is Enforcement Necessary for Effectiveness? A Model of the International Criminal Regime,” <i>International Organizations</i>. (2006).	
Week 7			March 2nd is the last day to submit second response memo.
Monday 3 rd March	The Debt Crisis	- Oatley Chapter 14 - Klein, Naomi <i>The Shock Doctrine</i> (2007): Chapter 8 – Crisis Works: The Packaging of Shock Therapy - Read IPEEL: Borrowing	
Wednesday 5 th March	Explaining Neoliberalism	- Oatley Chapter 7 - Williamson, “What Washington Means by Policy Reform” (1990)	
Week 8 (March 10 -14)	Spring Break: No Class		
Week 9			
Monday 17 th March	Evaluating Neoliberalism	- Huber & Solt, “Successes and Failures of Neoliberalism” (2004) - Walton: “Neoliberalism in Latin America: Good, Bad or Incomplete?” (2004) - Lake, D. A. (2009). "Open economy politics: A critical review." <i>The Review of International Organizations</i>, 4(3), 219–244.	
Wednesday 19 th March	Evaluating Marxism	Wallerstein, I. (2013). “World-systems analysis.” <i>Sociopedia</i>, 1-8	

		Adam Przeworski, "What Have I Learned from Marx and What Still Stands?," <i>Politics & Society</i>, September 16, 2020	
Week 10			
Monday 24 th March	Choose Your Own Documentary I	- Please watch Poverty Inc. (available via Oxy's library website). - OR - Watch <i>Capital in the Twenty-First Century</i> (2020) documentary. Available to stream for free on Kanopy via the Occidental College library website.	
Wednesday 26 th March	Benefits of Globalization	- Oatley Chapter 16 - Bhagwati, Jagdish, Excerpt from <i>In Defense of Globalization</i>, (2007), Chapters 2 and 5 - World Bank (1993). "The East Asian Miracle: Economic Growth and Public Policy" Read pp. 1-7 (Overview: The Making of a Miracle).	
Week 11			
Monday 31 st March	Globalization: A critical perspective	- Keohane and Nye's "Globalization What's New? What's Not? (And So What?)" in <i>Foreign Policy</i> (Spring 2000): 104-118. - Margalit, Yotam (2011). "Costly Jobs: Trade-related layoffs, government compensation and voting in the U.S.."	

		American Political Science Review 105 (1), 166-18. Frieden, J. A. 2007. <i>Global Capitalism: Its Fall and Rise In the Twentieth Century</i>. New York: WW Norton. (pp. 1-27)	
Wednesday 2 nd April	The Political Economy of Development	- Kaushik Basu, "Globalization, Poverty and Inequality: What Is the Relationship? What Can Be Done?," <i>World Development</i> 34, no 8 (2006) - Joseph E. Stiglitz, "Is There a Post-Washington Consensus Consensus?," <i>The Washington Consensus Reconsidered: Towards a New Global Governance</i>, 2008, 41–56.	
Week 12			Paper Proposals due on 6th April.
Monday 7 th April	The Political Economy of Foreign Aid	- Alesina, A. & Dollar, D. "Who Gives Foreign Aid to Whom and Why?" (2000) - Cruz, C. & Schneider, S. "Foreign Aid and Undeserved Credit Claiming." (2017)	
Wednesday 9 th April	The Political Economy of Conflict	- Oeindrila Dube and Juan Vargas, "Commodity Price Shocks and Civil Conflict: Evidence from Colombia," <i>The Review of Economic Studies</i>. (2013) - Rosendorff, B. P., & Sandler, T. (2005). The Political Economy of Transnational Terrorism. <i>Journal of Conflict Resolution</i>, 49(2), 171-182.	
Week 13			

Monday 14 th April	Guest Lecture: Matt Winters		
Wednesday 16 th April	The GPE of Climate	- Singh, Jewellord T. Nem. 2023. “Recentring Industrial Policy Paradigm within IPE and Development Studies.” <i>Third World Quarterly</i> 44 (9): 2015–30. - Sanford, L. (2021), Democratization, Elections, and Public Goods: The Evidence from Deforestation. <i>American Journal of Political Science</i>.	
Week 14			Proposals Assigned for Peer Review on 20th April.
Monday 21 st April	Future of Global Political Economy?	- Cameron Ballard-Rosa et al, “The Economic Origins of Authoritarian Values: Evidence From Local Trade Shocks in the United Kingdom,” <i>Comparative Political Studies</i>. 2021. - Leonardo Bursztyn, Michael Callen, Bruno Ferman, Saad Gulzar, Ali Hasanain, Noam Yuchtman, Political Identity: Experimental Evidence on Anti-Americanism in Pakistan, <i>Journal of the European Economic Association</i>, Volume 18, Issue 5, October 2020, Pages 2532–2560	
Wednesday 23 rd April	Workshopping paper drafts	Workshop on how to edit a paper draft	
Week 15			
Monday 28 th April	Peer Review		Peer Reviews due

Final Paper due on 05/08 at 11:59 p.m. Please upload to Canvas. [subject to change based on Finals schedule.