

GV314-6-AU

Political Economy of Global Integration 2019–2020

Lecturer and Module Supervisor

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Module available for Study Abroad students: Yes No

ASSESSMENT: This module is assessed by 100% coursework

LISTEN AGAIN:

INSTANT DEADLINE CHECKER –

Assignment Title	Due Date	Coursework Weighting	Feedback Due
I. Group presentation	Class 9 or 10 (Weeks 10-11), as assigned (*)	30%	Week 14
II. In-class test	Class 8 (Week 9)	40%	Week 12
III. Blog	Week 16	30%	Week 19

(*) For technical reasons, the deadline on FASER is for the groups presenting on week 11. However, the due date for the three groups presenting on week 10 is a week before the date that shows on FASER.

TOP READS

There are two mandatory books:

Students are expected to **read for the first class:**

- Rodrik, Dani (2011). *The Globalization Paradox*. London: W.W. Norton & Co.

Students will **use throughout the module:**

- Oatley, Thomas (2019). *International Political Economy*. 6th edition. London: Routledge.

If you have a previous edition, please review the changes included in the last edition.

Other readings are available on-line or in the library. All the required (essential) readings can be found on Talis. **Notice that Oatley's book is not digitalized.**

ASSESSMENT

This module is assessed by 100% coursework. Coursework includes a group presentation (30%), an in-test (40%), and a blog on a current topic directly related with the class discussions (30%).

I. GROUP PRESENTATION (30%)

- Students will form groups to make a **presentation** about one of the topics listed in weeks 9 and 10. The literature for those presentations is listed at the end of this syllabus. The presentation should be supported by a **short paper** (see description below) uploaded at least 24 hours before the session of the presentation. Failure to distribute the paper before the deadline will result in a 35% drop of the assignment's grade. The rest of the class is required to read the paper associated with the presentation before class.
- **Groups:** In Class 3, each student should give the instructor a list of their top-three preferences for presentation topics, ranked. I will try to accommodate students' preferences regarding the topic of presentation. Students who did not chose a topic will be assigned a group. Changes will not be authorized after the assignment of students to groups for presentations is posted on Moodle. It is responsibility of the group to coordinate the work and the presentation.
- **Content:** The **paper** and the **oral presentation** should contain a discussion of the readings assigned for each topic. This discussion should NOT be a mere summary of the readings, but a presentation of what questions are addressed in the articles, how the articles relate to each other and with the class materials, and what questions remain open. **The readings for the presentations are listed at the end of this syllabus.**

The following questions may help to structure the document:

1. What **research question(s)** underlie these articles? Why is it important or interesting? How does it relate to the general literature on IPE? Include key definitions if necessary.
 2. What are the authors' answers (**theory**)? Critically assess the theoretical arguments (assumptions, theoretical contribution, weaknesses).
 3. **Research design:** how do the authors test their theories? Could you propose an alternative or additional test for these theories?
 4. Is the **evidence** sufficient to answer the research question?
 5. What is your general impression about these articles? What research questions remain open? How would you address them?
- Characteristics of the **short paper** that supports the presentation:
 - **Format:** Include the Department's cover sheet with the student ID of all members of the group who effectively participated in the presentation. Number the pages.
 - **Word count:** Between 1,500 and 1,800 words. This does not include the cover sheet or the bibliography.
 - **Upload** the day BEFORE of the presentation, before 9:45 am **both through FASER and as a post in the news board (Moodle)**. Each student needs to upload the (same) group paper on FASER. Only one paper needs to be posted on Moodle.
 - Characteristics of the **presentation to the class:** The group is responsible for preparing a **25-minute** class presentation based on the short paper, **and three questions** to discuss

with the class. In the remaining 10 minutes of the presentation, the group will organize the discussion around one or more of these questions. The purpose of this last part of the presentation is to make clear connections between the materials already covered in class, with the topic under analysis.

- **Marking:** The mark for this assignment is calculated as follows:
 - **35%:** short paper (same mark for all the group).
 - **35%:** overall presentation (same mark for all the group).
 - **30%:** individual performance.

II. IN-CLASS TEST (40%)

- There will be an in-class test in week 8. The test will include short essay questions and/or multiple option questions. It is designed to be completed in 80 minutes. Students with special needs or for whom English is not their first language, please contact the instructor for accommodations.
- Students are allowed to have and use any **handwritten** notes they have taken in class or at home, while reading the class materials. Books, printed out articles or notes, photocopies, computers, and phones will **not** be allowed during the test.
- If students needed/wanted to resit for this assignment, no materials will be authorised during the summer reassessment period (the test will be closed book).

III. BLOG ON A CURRENT TOPIC DIRECTLY RELATED WITH THE CLASS DISCUSSIONS (30%)

- An essay written as a blog post is required for this class. Students must discuss the topic/question/approach with the instructor before Class 10. If the blog does not **directly address issues discussed in this module** and/or does not rely on the **relevant literature for the topic discussed in this module**, the assignment will receive a failing mark. Students can work alone or in pairs. In that case, both students need to upload the same version of the paper on FASER.
- Characteristics of the **blog**:
 - **Format:** Include the Department's cover sheet. Number the pages. If presented by a team of two students, include both students' ID in the cover page.
 - **Word count:** 400 to 1,000 words (excluding figures or tables). Documents with less than 400 words will lose 10% of the grade. I will not read beyond 1,000 words.
 - **Upload to FASER** before 9.45 am the day of session, in Week 16.
 - **Content:** The blog should address a question directly related to the course, as discussed with the instructor. **Although students are free to pick any topic discussed in this module, I strongly recommend that students write their blog assignment on the topic of their group presentation.** The structure of the blog closely follows the structure of the blogs we review in class. The basic guidelines for this assignment are the following (adapted from "A Guide to Writing Monkey Cage Blog Posts" (no date):
 1. **What kind of blog?** Students are required to write a piece using **academic research analysed in this module** to explain current events. You need

i) to present the news,
ii) to think of a theoretically informed “take” on it, and
iii) to explain what research has told us about this topic (that people should know in order to have a better understanding of the story under analysis).

- i. **Present the news/story:** give brief and relevant information to explain the story. Use hyperlink to news outlets to back your statements/affirmations. Use ONLY real news outlets (national or international newspapers, TV/radio outlets), instead of blogs or opinion pieces. Focus on important events or explain why events “under the radar” may be interesting to discuss.
- ii. **Think what is missing to understand this story:** news reports do normally not spend time on connecting facts to academic research. Could you help readers to better understand/frame the story by linking the story to scientific research on the topic? Remember that good blog posts are built around a single important point.
- iii. **Refer to the appropriate literature:** The blog should refer at least to five academic articles analysed in class (that is, listed as required or recommended readings in this module outline, for classes and presentations). Use hyperlinks to the journal articles.

2. This is not an opinion piece: this assignment it is not for students to state how see the world, but to show how taking a full module on international political economy can help understanding our world, avoiding misinterpretations or unfounded statements.

- In the last session of the module, we will discuss examples to help you writing the blog.

Note regarding proper citation of academic work, for all assignments: All written work submitted for this class is required to properly cite the referenced materials (both in text, and as a separate bibliography list). Verbatim citation should be limited to key concepts or ideas. For in-text citations, use “(author year: page)” – for example (Chayes and Chayes 1993:178). For the bibliography, follow the template used in this syllabus. If you have doubts, ask your Instructor and/or the Department’s Study Skills Officer. If necessary, consult the essay-writing program provided by the University of Essex: <http://www2.essex.ac.uk/essay-writing/>.

MODULE DESCRIPTION

Politicians, journalists, and activists use the term “globalisation” to refer to a wide range of economic, political, and social phenomena, from increasing global trade, deeper integration of financial markets, rising foreign investment, or reduced transportation and communication costs, to the emergence of global cultural trends. This module examines the dynamics associated with the global integration of the world economy from a political economy perspective. Throughout the module, we will address the question “How do international/global economic factors (trade, finance, etc.) affect domestic politics, and how do domestic politics affect the international economy.

Students are expected to come prepared to class. This means reading the assigned material, taking notes about main ideas and/or questions, and actively engaging in in-class discussions. The quality of the module largely depends on students’ participation and engagement.

Module aims

The module introduces theories from international political economy (IPE) to explore the politics behind globalisation. We will analyse why firms trade and the rules governing international trade, why firms invest abroad, and the structure of international finance. The last sessions will explore contemporary issues in the global economy, such as migration, poverty and inequality, foreign aid, or the effects of globalisation on domestic politics. The society- and state-centred approaches provide analytical tools to understand who wins and who loses from globalisation, and what policies governments can implement.

Module outcomes

By the end of the module, the students should be able to:

- (i) identify the main approaches, concepts, and methods employed in IPE;
- (ii) identify and explain key concepts in IPE;
- (iii) use theories to explain the causes and effects of international trade, international capital flows, monetary relations, and the main debates around globalisation;
- (iv) demonstrate analytical and critical thinking skills when analyzing political phenomena.

Throughout the module, we will work on strengthening the following skills: critical thinking (based on careful reading of class materials, and their application to cases and examples), argumentation, and written and oral presentations.

MODULE STRUCTURE AND TEACHING

This is a 10-week module based on one two-hour lecture (class 1 to 7), an in class test, and students presentations, as outlined below:

Class	Week	Topic
1	2	What is Globalization? Why is it controversial?
2	3	The political economy of international trade (I)
3	4	The political economy of international trade (II)
4	5	The GATT/WTO system and the political economy of trade integration
5	6	Multinational corporations and foreign direct investment
6	7	The international monetary system
7	8	Monetary and exchange rate policies
8	9	In-class test
9	10	Presentations: Contemporary issues in the global economy
10	11	Presentations: Contemporary issues in the global economy

Attendance and active class participation are required. Because in-class work is important to understand and apply the assigned materials, missing more than two classes will negatively affect the final grade. It is expected that students have read the required materials for a specific week and are prepared to discuss them.

How to succeed in this course

This course has two components: readings and lectures.

- *Readings*: The syllabus lists required and recommended (indicated as ***). You need to read all required materials before class. It is recommended that you read the articles/chapters in the order that are listed. Be aware that for some articles only a set of pages are required for the class. Students do not need to focus on technical or statistical discussions. Students are required to bring the readings to class to facilitate the discussions, and/or notes about the readings.
- *Lectures* are designed to help students to understand the basic concepts, provide examples, and link different topics to enhance their understanding of international politics. Lectures do not *just* summarize the reading materials: taking notes is useful. Lectures do not substitute for the reading materials. **Many explanations regarding structure of assignments, expectations and examples are provided during lectures. It is the students' responsibility to make sure they have not missed materials or guidelines when absent.**

What we expect of you during lecture and classes:

- To attend all lectures and classes after having done the required reading.
- To pay attention and take notes as necessary.
- To think about the readings and lectures notes before the class, and be ready to discuss them: try to identify the key assumptions in the texts; map the structure of the argument; underline the conclusions. Highlight to yourself points you don't understand. (If you don't understand it, there's great likelihood others have not understood it either, so don't be shy to ask.) Ask yourself whether you agree with the text, whether you can identify weaknesses or gaps in the argument, and what could someone who disagrees with it argue against it.
- To offer your participation as required (answering questions, asking questions etc.). Learning about and discussing these texts is a communal endeavour and it is a matter of good citizenship to contribute. Further, part of what we want you to achieve, and what we mark you for, is clear and confident oral presentation. You are expected to answer questions, raise new points, and contribute to the progression of discussion in class.

Classroom courtesy

Treat your classmates and professors with respect by avoiding distractions.

Be on time. Arriving late for class or leaving early is bad for you and for other students. Not only you may miss important materials, but you also interrupt the class dynamics

Turn off your cell phone. Unless medical or family reasons makes it necessary for you to keep your phone visible, the instructor requests to keep phones off and out of sight.

Bring the readings to class. It is very helpful for class dynamics if students have access to the class materials and/or their notes.

Use academic support hours. Questions right before the class begins can cut into the lecture time. Questions right at the end of the class, when another group of students may need to use the classroom, is also inconvenient for classmates. During academic support hours, the instructor can pay full attention to students' concerns and provide better answers.

How to submit your essay using FASER

You will be able to access the online submission system via your myEssex portal or via <https://FASER.essex.ac.uk>. FASER allows you to store your work-in-progress. This facility

provides you with an ideal place to keep partially completed copies of your work and ensures that no work, even drafts, is lost. If you have problems uploading your coursework, you should contact ltt@essex.ac.uk. You may find it helpful to look at the FASER guide <http://www.essex.ac.uk/it/elearning/faser/default.aspx>. If you have any questions about FASER, please contact your administrator or refer to the handbook.

Under NO circumstances is your coursework to be emailed to the administrators or the lecturer. This will NOT be counted as a submission.

Coursework deadline policy for undergraduates

There is a single policy at the University of Essex for the late submission of coursework in undergraduate courses. Essays must be uploaded before 09.45 on the day of the deadline.

All coursework submitted after the deadline will receive a mark of zero. The mark of zero shall stand unless the student submits satisfactory evidence of extenuating circumstances that indicate that the student was unable to submit the work prior to the deadline. For further information on late submission of coursework and extenuating circumstances procedures please refer to <http://www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx>.

Essay feedback will be given via FASER.

ALL submissions should be provided with a coversheet (Available from Moodle).

Plagiarism

Plagiarism is a very serious academic offence and whether done wittingly or unwittingly it is your responsibility. **Ignorance is no excuse!** The result of plagiarism could mean receiving a mark of zero for the piece of coursework. In some cases, the rules of assessment are such that a mark of zero for a single piece of coursework could mean that you will fail your degree. If it is a very serious case, you could be required to withdraw from the University. It is important that you understand right from the start of your studies what good academic practice is and adhere to it throughout your studies.

The Department will randomly select coursework for plagiarism checks and lecturers are very good at spotting work that is not your own. **Plagiarism gets you nowhere; DON'T DO IT!**

Following the guidance on referencing correctly will help you avoid plagiarism.

Please familiarise yourself with the University's policy on academic offences: <http://www.essex.ac.uk/about/governance/policies/academic-offences.aspx>.

Extenuating circumstances for late submission of coursework

The university has guidelines on what is acceptable as extenuating circumstances for later submission of coursework. If you need to make a claim, you should upload your coursework to FASER and submit a late submission of coursework form which can be found here: <http://www.essex.ac.uk/students/exams-and-coursework/late-submission.aspx>. This must be done within seven days of the deadline. FASER closes for all deadlines after seven days. The Late Submissions committee will decide whether your work should be marked and you will be notified of the outcome.

If you experience significant longer-term extenuating circumstances that prevent you from submitting your work either by the deadline or within seven days of the deadline, you should submit an Extenuating Circumstances Form for the Board of Examiners to consider at the end of the year <http://www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx>.

READINGS

Class 1. What is globalization? Why is it controversial?

Required:

- Rodrik, Dani (2011). *The Globalization Paradox*. London: W.W. Norton & Co.
- Oatley, Chapter 1. **Read pages 13-20.**

Recommended:

*** Baker, Andy. 2005. "Who Wants to Globalize? Consumer Tastes and Labor Markets in a Theory of Trade Policy Beliefs." *American Journal of Political Science* 49(4): 924–938.

*** Mukherjee, Nisha, and Jonathan Kriekhaus. 2012. "Globalization and Human Well-Being." *International Political Science Review / Revue Internationale de Science Politique* 33(2): 150–170.

Class 2. The political economy of international trade: Society-centred approach to trade politics

Required:

- Oatley, Chapter 3. **Read pages 46-54 (before "Trade Bargaining").** (8 p.)
- Oatley, Chapter 4. (21 p.)

Recommended:

*** Betz, Timm, and Amy Pond (2019). "The Absence of Consumer Interests in Trade Policy." *Journal of Politics*

*** Hiscox, Michael J. 2001. "Class versus Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade." *International Organization* 55(1): 1–46.

*** Rogowski, Ronald. 1987. "Political Cleavages and Changing Exposure to Trade." *The American Political Science Review* 81(4): 1121–1137.

Class 3. The political economy of international trade: State-centred approach to trade politics

Required:

- Oatley, Chapter 5. **Read pages 93-107. Omit "Policy analysis and debate"** (9 p.)
- Oatley, Chapter 6. **Read pages 125-134. Omit "A closer look"** (7 p.)
- Oatley, Chapter 7. **Read pages 139-157. Omit "A closer look"** (14 p.)
- **Blog post on Moodle**

Recommended:

*** Betz, Timm. 2017. "Trading Interests: Domestic Institutions, International Negotiations, and the Politics of Trade." *The Journal of Politics* 79(4): 1237–1252.

*** Chow, Wilfred Ming, and Daniel Yuichi Kono. 2017. "Entry, Vulnerability, and Trade Policy: Why Some Autocrats Like International Trade." *International Studies Quarterly* 61(4): 892–906.

*** Nielson, Daniel L. 2003. "Supplying Trade Reform: Political Institutions and Liberalization in Middle-Income Presidential Democracies." *American Journal of Political Science* 47(3): 470–491.

Class 4. The GATT/WTO system, and the political economy of trade integration

Required:

- Oatley, Chapter 2.
- Oatley, Chapter 3. **Read pages 54-68 (from "Trade Bargaining." Omit "A closer look")**. (12 p.)
- **Blog post on Moodle**

Recommended:

*** Deardorff, Alan V., and Robert M. Stern. 2002. "What You Should Know about Globalization and the World Trade Organization." *Review of International Economics* 10(3): 404–423.

*** Rose. 2004. "Do We Really Know That the WTO Increases Trade?" *The American Economic Review* 94(1): 98–114.

*** Tomz, Michael, Judith L. Goldstein, and Douglas Rivers. 2007. "Do We Really Know That the WTO Increases Trade? Comment." *American Economic Review* 97(5): 2005–2018.

*** Mansfield, Edward D., and Helen V. Milner. 1999. "The New Wave of Regionalism." *International Organization*. 53 (3):589-627. **Read** pages 589-595, 598-622.

Class 5. Multinational corporations and foreign direct investment

Required:

- Oatley, Chapter 8. **Omit "A closer look"** (19 p.)
- Jensen, Nathan M. 2003. "Democratic Governance and Multinational Corporations: The Political Economy of Foreign Direct Investment." *International Organization* 57(3): 587–616
- **Blog post on Moodle**

Recommended:

*** Ahlquist, John S. 2006. "Economic Policy, Institutions, and Capital Flows: Portfolio and Direct Investment Flows in Developing Countries." *International Studies Quarterly* 50(3): 681–704

*** Owen, Erica. 2015. "The Political Power of Organized Labor and the Politics of Foreign Direct Investment in Developed Democracies." *Comparative Political Studies* 48(13): 1746–1780.

*** Pandya, Sonal S. 2010. "Labor Markets and the Demand for Foreign Direct Investment." *International Organization* 64(03): 389–409.

*** Pandya, Sonal S. 2016. "Political Economy of Foreign Direct Investment: Globalized Production in the Twenty-First Century." *Annual Review of Political Science* 19(1): 455–475.

Class 6. The international monetary system

Required:

- Oatley, Chapter 10. (21 p.)
- Oatley, Chapter 11. **Read pages 239-157. Omit "Policy analysis..."** (12 p.)
- **Blog post on Moodle**

Recommended:

*** TBD

Class 7. Monetary and exchange rate policies

Required:

- Oatley, Chapter 12. (23 p.)
- Oatley, Chapter 13. **Read pages 288-299. Omit "Policy analysis..."** (12 p.)
- **Blog post on Moodle**

Recommended:

*** TBD

Class 8. In-class exam

Bring your notes. You can use your own handwritten notes and summaries.

Class 9. Presentations: Contemporary issues in the global economy

- **Presentation I: The political economy of migration/labor markets**
- **Presentation II: The political economy of foreign aid**
- **Presentation III: Globalization and domestic politics**

Required:

- The groups papers posted on Moodle

Class 10. Presentations: Contemporary issues in the global economy.

Workshop on writing your blog (final assignment)

- **Presentation IV: Brexit**
- **Presentation V: Opposition to globalisation. The race to the bottom?**

Required:

- The groups papers posted on Moodle

READINGS FOR PRESENTATIONS

Groups must analyse and present all the required (essential) readings. The recommended readings (indicated with “****”) are useful for students interested in these topics, and a starting point for final papers addressing questions related to these presentations.

Presentation I: The political economy of migration/labor markets

Required:

- Fitzgerald, Jennifer, David Leblang, and Jessica C. Teets. 2014. “Defying the Law of Gravity: The Political Economy of International Migration.” *World Politics* 66(3): 406–445.
- Mosley, Layna, and David Andrew Singer. 2015. “Migration, Labor, and the International Political Economy.” *Annual Review of Political Science* 18(1): 283–301.
- Peters, Margaret E. 2015. “Open Trade, Closed Borders Immigration in the Era of Globalization.” *World Politics* 67(1): 114–154.
- Bearce, David H., and Andrew F. Hart. 2017. “International Labor Mobility and the Variety of Democratic Political Institutions.” *International Organization* 71(1): 65–95.
- Adida, Claire L., and Desha M. Girod. 2011. “Do Migrants Improve Their Hometowns? Remittances and Access to Public Services in Mexico, 1995-2000.” *Comparative Political Studies* 44(1): 3–27

Recommended:

*** TBD

Presentation II: The political economy of foreign aid

Required:

- Alesina, Alberto, and David Dollar. 2000. “Who Gives Foreign Aid to Whom and Why?” *Journal of Economic Growth* 5(1): 33–63.
- Bermeo, Sarah Blodgett. 2017. “Aid Allocation and Targeted Development in an Increasingly Connected World.” *International Organization* 71(4): 735–766.
- Easterly, William R. 2003. “Can Foreign Aid Buy Growth?” *Journal of Economic Perspectives* 17(3): 23–48
- Briggs, Ryan C. 2017. “Does Foreign Aid Target the Poorest?” *International Organization* 71(1): 187–206
- Bermeo, Sarah Blodgett, and David Leblang. 2015. “Migration and Foreign Aid.” *International Organization* 69(3): 627–657

Recommended:

*** TBD

Presentation III: Globalization and domestic politics

Required:

- Milner, Helen V., and Bumba Mukherjee. 2009. "Democratization and Economic Globalization." *Annual Review of Political Science* 12(1): 163–181.
- Walter, Stefanie. 2010. "Globalization and the Welfare State: Testing the Microfoundations of the Compensation Hypothesis." *International Studies Quarterly* 54(2): 403–426.
- Mosley, Layna. 2000. "Room to Move: International Financial Markets and National Welfare States." *International Organization* 54(4): 737–774.
- Rudra, Nita. 2002. "Globalization and the Decline of the Welfare State in Less Developed Countries." *International Organization* 56(2): 411–445.
- Blanton, Robert G., and Shannon L. Blanton. 2012. "Labor Rights and Foreign Direct Investment: Is There a Race to the Bottom?" *International Interactions* 38(3): 267–294.

Recommended:

*** TBD

Presentation IV: Brexit

Required:

- Jensen, Mads Dagnis, and Holly Snaith. 2016. "When Politics Prevails: The Political Economy of a Brexit." *Journal of European Public Policy* 23(9): 1302–1310.
- Owen, Erica, and Stefanie Walter. 2017. "Open Economy Politics and Brexit: Insights, Puzzles, and Ways Forward." *Review of International Political Economy* 24(2): 179–202.
- Colantone, Italo, and Piero Stanig. 2018. "Global Competition and Brexit." *American Political Science Review* 112(2): 201–218.
- Becker, Sascha O, Thiemo Fetzer, and Dennis Novy. 2017. "Who Voted for Brexit? A Comprehensive District-Level Analysis." *Economic Policy* 32(92): 601–650.
- Goodwin, Matthew, and Caitlin Milazzo. 2017. "Taking Back Control? Investigating the Role of Immigration in the 2016 Vote for Brexit." *The British Journal of Politics and International Relations* 19(3): 450–464.

Recommended:

*** TBD

Presentation V: Reactions to globalisation. Backlash, populism, and more

Required:

- Frieden, Jeffrey A. 2018. "The Political Economy of the Globalization Backlash: Sources and Implications." http://pelg.ucsd.edu/Frieden_2018.pdf.
- Rodrik, Dani. 2018. "Populism and the Economics of Globalization." *Journal of International Business Policy*: 1–22.
- Franzese, Robert J. 2019. "The Comparative and International Political Economy of Anti-Globalization Populism." <https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-638>.
- Johns, Leslie, Krzysztof J. Pelc, and Rachel L. Wellhausen. 2019. "How a Retreat from Global Economic Governance May Empower Business Interests." *The Journal of Politics* 81(2): 731–738.
- Scheve, Kenneth F., and Matthew J. Slaughter. 2018. "How to Save Globalization. Rebuilding America's Ladder of Opportunity." *Foreign Affairs* 97(6): 98–108.

Recommended:

*** TBD