



FLORIDA ATLANTIC UNIVERSITY

POS 6934: International Political Economy Fall 2025

Professor: Dr. Roper

Classroom: Social Science Building, Room 377

Time: M 11:00am-1:50am

Office: SO 391F

Office Hours: M 1:50pm-2:30pm and W&F 11:30pm-12:30pm

Office Phone: 561-297-4920

E-mail: ropers@fau.edu

Course Web Page: www.stevendroper.com/POS6934.htm

COURSE DESCRIPTION

This is an advanced international relations course focusing on international political economy (IPE). The course examines economic theories, exchange rates and finance, trade and development. Most of the readings focus either on the political implications of economic policy-making or on the economic effect of political institutions. We analyze competing theories of political economy and their application to international trade and finance. We examine different exchange rate regimes and the political considerations for choosing an exchange rate as well as the role of DeFi and crypto currencies as an alternative to state-centered finance. We explore the development of Bretton Woods institutions including the International Monetary Fund and the World Bank, and how these institutions impact international development. In addition, we examine trade relationships including the World Trade Organization and regional trading blocs. Our course is available on Canvas where you can access the course home page, readings and your grades.

INSTRUCTIONAL METHOD

This course is designated as “in-person” by FAU.

COURSE OBJECTIVES

My course objectives for you include the following:

1. Develop knowledge of concepts, theories and terminology in international political economy.
2. Understand the inter-relationship between state actors and economic policy.
3. Apply theories to real world political economy scenarios.

COURSE POLICIES

1. It is not appropriate to come to class late.
2. If you need to leave early, please discuss this with me prior to the start of class.
3. Any personal issues should be dealt with before class begins so that you do not leave and re-enter the room. It is disruptive and interferes with the classroom experience.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas.

ARTIFICIAL INTELLIGENCE PREAMBLE:

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence] Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content

with skepticism and review any information generated by AI before using generated content as-is. If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment. Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001. Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI LANGUAGE SPECIFIC TO THIS COURSE:

AI Prohibited: The use of AI to assist in any work assigned in this specific course is prohibited.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. In accordance with rules of the FAU, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT:

Students at FAU should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see University Regulation 4.001.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) POLICY STATEMENT:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling>.

DROPS/WITHDRAWALS:

Please consult the FAU Registrar FAQ for more information on dropping and/or withdrawing from a course.

FACULTY RIGHTS AND RESPONSIBILITIES:

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to: Establish and implement academic standards. Establish and enforce reasonable behavior standards in each class. Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

GRADE APPEAL PROCESS:

You may request a review of the final course grade when you believe that one of the following conditions apply (FAU Regulation 4.002 information on the grade appeals process):

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

PLAGIARISM:

Plagiarism is unacceptable in a university community. Academic work must be an original work of your own thought, research or self-expression. When students borrow ideas, wording or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. All written work will be submitted via Turnitin, a tool which assesses the similarity of writing to known source material. I will use this tool and its AI detection function as well as other AI tools to determine if students have engaged in plagiarism either by using material from others or using AI to generate a paper. If I determine that you have engaged in plagiarism based on these tools, you will receive a "0" for the

assignment. Repeated use will result in the use of FAU academic integrity procedures for the course. I take plagiarism very seriously and will be diligent in ensuring the integrity of academic work for the course.

RECORDING OF LECTURES POLICY:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct.

RELIGIOUS ACCOMMODATION POLICY STATEMENT:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, see FAU Regulation 2.007.

TIME COMMITMENT PER CREDIT HOUR:

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

TITLE IX STATEMENT:

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

COURSE REQUIREMENTS:

This is a seminar course in which students are responsible for discussing, analyzing and critiquing the readings. Students should be prepared to discuss all the assigned readings. The readings can be highly mathematical and formalistic. I do not expect that you understand all the statistical or the formal techniques; however, students are expected to attempt to analyze and to interpret the data and the results.

GRADING REQUIREMENTS:

You will submit a 350-word count paper proposal that outlines the nature of a paper. You will submit a literature review (minimum ten sources) that outlines the research that you would consult in developing the paper, and finally a 350-word count methods proposal that explains the methodology that you would use in your paper.

Second, each week you will submit via Canvas a readings journal in which you record an entry for each reading assignment that week. The journal is due on the day of class by 8:00am. The length of the entry depends on the specific reading, but I expect each week's journal to be between three to four pages.

Third, you will make one presentation of the reading assignments. The presentations should summarize and critique the reading assignments and should be no more than twenty minutes. Some of you will solely present for the week while others will split the reading assignments with a colleague for presentation purposes.

Fourth, you will make one current event presentation. You will select an IPE news story and outline the issues that the event poses within IPE. If possible, you are to explain the inter-relationship between the event and IPE theories, data and research. Some weeks, the class will have only one presentation while for other weeks, we will have two. You are to share the current event with colleagues, and me, no later than 12:00pm on the Friday before your presentation so that we can have a more informed discussion.

Fifth, you will make a presentation of the proposed research paper. The presentations should be no longer than ten minutes.

Sixth, you will submit a final proposal that includes all the proposal sections and any revisions to your earlier submissions.

GRADE ASSESSMENT POINTS:

Reading Presentation	15 points
Event Presentation	15 points
Paper Presentation	15 points
Paper Proposal	15 points
Literature Review	15 points
Methods Proposal	15 points
Readings Journal	110 points (11 x 10 points)
Final Proposal	20 points
<u>Total Points</u>	<u>220 points</u>

GRADE SCALE:

Grade	Percentage/Points
A	93-100% (205-220)
A-	90-92% (198-204)
B+	88-89% (194-197)
B	83-87% (183-193)
B-	80-82% (176-182)
C+	78-79% (172-175)
C	73-77% (161-171)
C-	70-72% (154-160)
D+	68-69% (150-153)
D	63-67% (139-149)
D-	60-62% (132-138)
F	0-59% (0-131)

LATE ASSIGNMENT POLICY:

Each assignment has a clearly stated due date and time. You can also see assignment due dates and times in the Canvas Calendar. Late submissions will not be possible.

COURSE READING AND REQUIREMENT OUTLINE

The books assigned are available at the FAU Library Reserve Desk. All the articles are available in Canvas. The weekly modules contain the course readings. In addition, there is a "Readings" folder in the files application that contains all the course readings. If you print the readings out, please bring them with you to class as we will be addressing specific arguments made by the authors.

Introduction to the Course (18 August)

Robert Gilpin. 2000. *The Challenge of Global Capitalism: The World Economy in the 21st Century*. Princeton: Princeton University Press, pp. 3-51 and 325-357. (On Reserve)

Robert Keohane. 2005. *After Hegemony*. Princeton: Princeton University Press, pp. 31-46. (On Reserve)

The Study of IPE (25 August)

Benjamin J. Cohen. 2008. *International Political Economy: An Intellectual History*. Princeton: Princeton University Press, pp.16-43. (On Reserve)

Henry Farrel and Abraham L. Newman. 2019. "Weaponized Interdependence: How Global Economic Networks Shape State Coercion." *International Security* 44(1):42-79.

Jeffrey A. Frieden and Lisa Martin. 2002. "International Political Economy: The State of the Sub-Discipline." In Ira Katznelson and Helen Milner, eds. *Political Science: The State of the Discipline III*. New York, NY: Norton, pp. 118-146. (On Reserve)

Robert O. Keohane. 2009. "The Old IPE and the New." *Review of International Political Economy* 16(1):34-46.

Domestic Considerations in International Trade (8 September)

Francesco Amodio, Leonardo Baccini, Giorgio Chiovelli, and Michele Di Maio. 2022. "Agricultural Comparative Advantage and Legislators' Support for Trade Agreements." *The Journal of Politics* 84:2:1244-1249.

Lindsay R. Dolan and Helen V. Milner. 2023. "Low-Skilled Liberalizers: Support for Free Trade in Africa." *International Organization* 77(4):848-870.

Anna Maria Mayda and Dani Rodrik. 2005. "Why are Some People (and Countries) More Protectionist than Others?" *European Economic Review* 49:6:1393-1430.

Sungmin Rho and Michael Tomz. 2017. "Why Don't Trade Preferences Reflect Economic Self-interest?" *International Organization* 71(S1):S85-S108.

The International Governance of Trade (15 September)

Leonardo Baccini, Andreas Dür and Manfred Elsig. 2015. "The Politics of Trade Agreement Design: Revisiting the Depth-Flexibility." *International Studies Quarterly* 59(4):765-775.

Judith L. Goldstein, Douglas Rivers and Michael Tomz. 2007. "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade." *International Organization* 61(1):37-67.

Leslie Johns and Krzysztof J. Pelc. 2018. "Free-Riding on Enforcement in the World Trade Organization." *Journal of Politics* 80:873-889.

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

Globalization: Winners, Losers and Backlash (22 September)

J. Lawrence Broz, Jeffry Frieden and Stephen Weymouth. 2021. "Populism in Place: The Economic Geography of the Globalization Backlash." *International Organization* 75(2):464–494.

Italo Colantone and Piero Stanig. 2019. "The Surge of Economic Nationalism in Western Europe." *Journal of Economic Perspectives* 33 (4):128–51.

Helen V. Milner 2021. "Voting for Populism in Europe: Globalization, Technological Change, and the Extreme Right." *Comparative Political Studies* 54(13):2286–2320

Nita Rudra, Nita, Irfan Nooruddin and Niccolò W. Bonifai. 2021. "Globalization Backlash in Developing Countries: Broadening the Research Agenda." *Comparative Political Studies* 54(13): 2416–2441.

Stefanie Walter. 2021. "The Backlash Against Globalization." *Annual Review of Political Science* 24:421–442.

China's Trade Policy (29 September)

George Alessandria, Shafaat Yar Khan, Armen Khederlarian, Kim J. Ruhl and Joseph B. Steinberg. 2025. "Trade Policy Dynamics: Evidence from 60 Years of US-China Trade." *Journal of Political Economy* 133:3:713–749.

Chad P. Brown. 2021. "The US–China trade war and Phase One Agreement." *Journal of Policy Modeling* 43(4):805–843.

Neil Collins and David O'Brien. 2023. "Neo-Mercantilism in Action: China and Small States." *International Politics* 60:635–658).

Lee Jones and Jinghan Zeng. 2019. "Understanding China's 'Belt and Road Initiative': Beyond 'Grand Strategy' to a State Transformation Analysis." *Third World Quarterly* 40(8):1415–1439.

Exchange Rates and Capital Mobility (6 October)

David Bearce. 2014. "A Political Explanation for Exchange-Rate Regime Gaps." *Journal of Politics* 76(1):58–72.

Barry Eichengreen. 2008. *Globalizing Capital: A History of the International Monetary System*, 2nd ed. Princeton: Princeton University Press, pp:41–124.

Amy Pond. 2017. "Financial Liberalization: Stable Autocracies and Constrained Democracies." *Comparative Political Studies* 51(1):105–135.

Stefanie Walter. 2008. "A New Approach for Determining Exchange-Rate Level Preferences." *International Organization* 62(3):405–438.

Currency Pegs Die Hard: The Case of Argentina (13 October)

Augusto De La Torre, Eduardo Levy Yeyati, Sergio L. Schmukler, Alberto Ades and Graciela Kaminsky. 2003. "Living and Dying with Hard Pegs: The Rise and Fall of Argentina's Currency Board." *Economía* 3(2)43–107.

Martin Feldstein. 2002. "Argentina's Fall: Lessons from the Latest Financial Crisis." *Foreign Affairs* 81(2):8–14.

Andrew Powell. 2002. "Argentina's Avoidable Crisis: Bad Luck, Bad Economics, Bad Politics, Bad Advice." *Brookings Trade Forum* 1-58.

Finance, Adjustment and Debt (20 October)

Mark Copelovitch. 2010. "Master or Servant? Common Agency and the Political Economy of IMF Lending." *International Studies Quarterly* 54(1):49-77.

Mark Copelovitch Jeffrey Frieden and Stefanie Walter. 2016. "The Political Economy of the Euro Crisis." *Comparative Political Studies* 49 (7):811-840.

Randall Stone. 2008. "The Scope of IMF Conditionality." *International Organization* 62(4):589-620.

Foreign Aid, Natural Resources and Development Lending (27 October)

Sarah B. Bermeo. 2017. "Aid Allocation and Targeted Development in an Increasingly Connected World." *International Organization* 71(4):735-66.

Sarah Bermeo and David Leblang. 2015. "Migration and Foreign Aid." *International Organization* 69(3):627-657.

Ryan Briggs. 2021. "Why Does Aid Not Target the Poorest?" *International Studies Quarterly* 65(3):739-752.

Jeff D. Colgan, Jessica F. Green and Thomas N. Hale. 2021. "Asset Revaluation and the Existential Politics of Climate Change." *International Organization* 75(2):586-610.

Labor, Migration and Remittances (3 November)

Layna Mosley and David A. Singer. 2015. "Migration, Labor, and the International Political Economy." *Annual Review of Political Science* 18:283-301.

Daivi Rodima-Taylor and William W. Grimes. 2019. "International Remittance Rails as Infrastructures: Embeddedness, Innovation and Financial Access in Developing Economies." *Review of International Political Economy* 26(5):839-62.

Alexandra O. Zeit and David A. Leblang. 2021. "Migrants as Engines of Financial Globalization: The Case of Global Banking." *International Studies Quarterly* 65(2):360-374.

DeFi, Blockchain and Cryptocurrencies (10 November)

Fernando Alvarez, David Argente and Diana Van Patten. 2023. "Are Cryptocurrencies Currencies? Bitcoin as Legal Tender in El Salvador." *Science* 382(6677):1-9.

Heather L. Ba and Ömer. F. Şen. 2024. "Explaining Variation in National Cryptocurrency Regulation: Implications for the Global Political Economy." *Review of International Political Economy* 31(5):1472-1495.

Malcolm Campbell-Verduyn. 2018. "What are Blockchains and How Are They Relevant to Governance in the Global Political Economy?" In *Bitcoin and Beyond: Cryptocurrencies, Blockchains, and Global Governance*, ed Malcolm Campbell-Verduyn. New York: Routledge, pp. 1-24.

Klemens Katterbauer and Laurent Cleenwerck. 2022. "The Impact of the Legalization of Bitcoin in the Central African Republic—A Legal Analysis." *Intergovernmental Research and Policy Journal* 40(1):1-7.

Oliver McPherson-Smith. 2024. "The Politics of Cryptocurrency Regulation in Africa." *African Affairs* 123(492):377-392.

Paper Presentations (17 November)

IMPORTANT DATES

- Readings Journal 1(Monday, 25 August 8:00am)
- Readings Journal 2 (Monday, 8 September 8:00am)
- Readings Journal 3 (Monday, 15 September 8:00am)
- Readings Journal 4 (Monday, 22 September 8:00am)
- Paper Proposal (Monday, 22 September 8:00am)
- Readings Journal 5 (Monday, 29 September 8:00am)
- Readings Journal 6 (Monday, 6 October 8:00am)
- Readings Journal 7 (Monday, 13 October 8:00am)
- Readings Journal 8 (Monday, 20 October 8:00am)
- Last Day to Drop the Course with a “W” (Friday, 24 October 11:59pm)
- Readings Journal 9 (Monday, 27 October 8:00am)
- Readings Journal 10 (Monday, 3 November 8:00am)
- Literature Review (Monday, 3 November 8:00am)
- Methods Proposal (Monday, 10 November 8:00am)
- Readings Journal 11 (Monday, 10 November 8:00am)
- Paper Presentations (17 November)
- Final Proposal (24 November 8:00am)

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I reserve the right to adjust the syllabus as necessary.