

CARLETON UNIVERSITY

Bachelor of Global and International Studies

GINS 2010-B Globalization and International Economic Issues Winter 2022

Lectures: Wed/Fri 16:35-17:25

(Azrieli Theatre Room: 302)

Dr Sean Burges

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Office Hours: Due to COVID, by remote connection; email to make appointment.

Office: Dunton Tower 2117

Teaching Assistants and Groups

	Day/time	TA	E-mail address
A4	Thursdays 12:35-13:25 (Loeb C264)	Jeremy Cotton	JEREMYCOTTON3@cmail.carleton.ca

Course Description

This introductory course looks at the world economy, assessing how the flows of trade, finance and migration are increasingly linking us further into a complex and uneven global market, while most individuals still live in poorer, developing countries. The semester is structured around three sections: a portrait of economic, institutional and social globalization (3 classes), an understanding of the economic components of globalization (6 classes), and a comparison of the economic experiences of developing countries (3 classes).

Using basic tools from economics and political economy, we will learn how international trade influences what we can buy and for how much, and what type of jobs and salaries we can seek. From international finance, we will study how countries and markets set the values of national currencies and interest rates, why these vary over time, and how financial crises happen in our globalized economy.

As income inequality between and within countries dominates much of the debate on the contemporary global economy, special attention will be given to how developing countries have engaged in different strategies to improve their material conditions. We will learn about this by comparing mainly the experiences of Latin America with East Asia, but also looking at some of the biggest and most economically important developing countries, the BRICs (Brazil, Russia, India, and China), and how they are changing the balance of power in the global economy.

The course will spend a great deal of time looking at concepts and theories in economics. While there is significant merit in these concepts, they also bring notable drawbacks in their assumptions and applied implications, which is why there is such a strong and sustained movement critiquing the 'established wisdom'. The position taken in this course is that in order to effectively critique an idea or concept one must first understand it. Indeed, there are numerous examples across the world where the issue has not been the weaknesses of economic theory, but rather the failure to understand how these approaches apply to a specific national or local context and a consequent lack

of appropriate policy planning. The goal in this course is to equip you with the tools to understand intentions, implications, and possible future directions related to international economic issues, which requires an understanding of the sorts of ideas and principles dominating contemporary economic policy debates.

Learning Outcomes

By the end of this course students will be able to:

- Define and describe basic economic concepts related to international trade, international finance and economic development that apply to today's globalized world.
- Apply basic economic reasoning to topics in international affairs such as trade negotiations, financial crises, migration, and development.
- Critically evaluate the main policy debates on international economic issues such as global economic governance, trade liberalization, exchange rates and financial flows.
- Be aware of the global economic background of non-economic regional or local issues such as wars or civil conflicts, and cultural changes in local communities.
- Be cognizant of how the international economy constrains and provides opportunities to people at the local level in terms of incomes, jobs, security and knowledge.
- Be able to search and evaluate descriptive statistical information on countries' income per capita, economic growth, trade composition, etc. to inform arguments related to global issues, as dealt with in the disciplines of economics, political science, history, law, anthropology, sociology, etc.

Class Format and Expectations

The course will consist of a combination of asynchronous and synchronous online lectures, in-person lectures if COVID rules permit, and either synchronous online or in-person tutorial sessions depending on COVID protocols in play. There will be one synchronous/live lecture per week on Wednesdays from 16:35-17:25 that will be supplemented by an asynchronous online lecture for the week. Additional synchronous/in-person teaching time will be devoted to skill development related to the course. Tutorials will take place through 'live' online tutorials and will be held once a week per the topic schedule below.

Lectures will provide the theoretical and conceptual basis for each topic, including clarification of key concepts and examples of how they can be applied. Tutorials will begin in the 2nd week of the semester. In order to facilitate an active approach to learning in the tutorials the course will make use of case studies that will not only require your active involvement during the class, but prior preparation and planning as individuals and as groups. The results of these tutorial sessions will be reported back to the course instructor by the tutors and used to guide a reflective component of the lecture program. Further details on the tasks for specific tutorials are either below or will be posted on the course Brightspace page.

Active participation in tutorial groups is expected and will be demonstrated in the extent to which you contribute critically with questions and informed comments, not only with your online attendance. If you miss any lecture or tutorial you will still be examined on all course material discussed on that day in the assessment exercises for the course.

Note on punctuality: Late arrival or early departure from a lecture or tutorial is disruptive to everyone, and therefore it is not allowed. No oral justification will be taken but a written one sent to the assigned Teaching Assistant before the lecture/discussion date might be considered.

Textbooks and Other Readings

Core course textbook:

Gerber, James. 2014. International Economics. Pearson. 6th Edition. (7th or 5th edition can be used, too) <http://www.pearsonhighered.com/educator/product/International-Economics-6E/9780132948913.page>

There are a number of case studies for the tutorial sections that you will be required to purchase from the Institute for the Study of Diplomacy at Georgetown University. Links are attached to the relevant listings in the syllabus below.

Other readings will be posted through Carleton University Library Online Reserves (ARES) or made available on the course Brightspace page.

Evaluation and Grading

Tutorial Participation	10%
Book Review Briefing Memo (due February 11, 2022)	20%
Informational Briefing Memo (due March 4, 2022)	20%
Summative Policy Paper Proposal (due March 25, 2020)	10%
Final Summative Policy Paper (due April 28, 2022)	40%

Further technical details on writing a briefing memo will be posted on the course Brightspace page.

All assignments are to be submitted in Microsoft Word or .rtf format through the course Brightspace page.

1. Book Review Briefing Memo Assignment– 20% of final grade – **DUE MIDNIGHT, February 11, 2022**

The first course assignment is to write a briefing memo book review of one of the following books:

- Mariana Mazzucato (2018). *The Value of Everything: Making & Taking in the Global Economy* (New York: Public Affairs).
- Stephanie Kelton (2020). *The Deficit Myth: Modern Monetary Theory and the Birth of the People's Economy* (New York: Public Affairs).
- Carl T. Bergstrom and Jevin D. West (2020). *Calling Bullshit: The Art of Skepticism in a Data-Driven World* (New York: Random House).

2. Informational Briefing Memo Assignment (~1,000 words) – 20% of final grade – **DUE MIDNIGHT, March 4, 2022**

This assignment will serve as a proxy for a mid-term examination. Consequently, the Terms of Reference for the memorandum will be released closer to the due date.

3. The Summative Policy Paper Cycle: two assignments – proposal and finished paper

Your paper will explain how economic globalization positively or negatively impacted an industrialized or developing country's response to an international shock (i.e., global

financial crisis, commodity boom, COVID-19 pandemic) or long-term process (i.e., rise of global value chains, changes in migration policy, economic/political changes in a key trading partner). The argument you present must be grounded in the theoretical concepts discussed in this course and supported by the sorts of descriptive statistics found in the course readings and lectures. Your goal in this paper is draw policy lessons from the case you have studied that might inform decision made in response to similar contemporary or future crises. Your core literature must be drawn from academic sources and you should give attention to pointing out the weaknesses as well as the strengths of your argument.

3.1 *Summative Policy Paper Proposal*

(~1,000 words including references) – 10% of final grade – **DUE MIDNIGHT, March 25, 2022**

Your policy paper will present your research question, working hypothesis, and the theoretical and evidentiary approach you intend to use to support your argument. A central part of this paper is to identify the country and policy shock you are investigating and build a question around these two factors. Theory is intended to provide an idea of how you plan to explore the question and what sort of evidence you are likely to collect and marshal in support of your argument. Your proposal must include an annotated bibliography. You must submit and have your policy paper proposal approved by the professor in order to be eligible to submit your final summative policy paper at the end of the exam period. The paper proposal must be submitted through the course Brightspace portal.

3.2 *Final Summative Policy Paper*

(2,500 words, excluding references) – 40% of final grade, **DUE MIDNIGHT, April 28, 2022**

You will submit a polished 2,500 word paper (excluding references) per the paper proposal that has been agreed with the course professor. This is a piece of formal academic work and as must follow the appropriate conventions for citations and referencing. It is an independent piece of work and must be researched and prepared by you independently – Carleton University's academic conduct rules do apply. The paper may be prepared in single- or double-spaced format as you prefer, but it must be submitted through the course Brightspace portal. The set deadline is the latest that can possibly be arranged and extensions will not be available. You should be well prepared to complete this paper due to the work necessary to pass the policy paper proposal exercise and thus be eligible to complete this assignment.

Weekly Schedule

Week 1 – January 10, 2022

Portrait of the Global Economy

Core lecture reading

Gerber, Chapter 1: International Economic Integration, pp. 1-11 only.

No tutorial session this week.

Supplementary readings:

Susan Strange, (1994) *States and Markets* (London: Polity Press): Chapters 1-5.

Krisch, Nico, and Benedict Kingsbury. "Introduction: global governance and global administrative law in the international legal order." *European journal of international law* 17.1 (2006): 1-13.

International Monetary Fund (2020), *World Economic Outlook Update, June 2020* (Washington, DC: International Monetary Fund).

Week 2 – January 17, 2022

Global Economic Institutions

Core Lecture Reading:

Gerber, Chapter 2: International Economic Institutions.

Core Tutorial Readings:

Helleiner, Eric. "The life and times of embedded liberalism: legacies and innovations since Bretton Woods." *Review of International Political Economy* 26.6 (2019): 1112-1135.

Tutorial questions:

- 1) What is meant by embedded liberalism?
- 2) How do international institutions and embedded liberalism interact?
- 3) Given the realities of embedded liberalism, what prospect is there for major change in the international institutional system and how might it happen?

Supplementary readings:

Stephen Haggard and Beth Simmons (1987), "Theories of International Regimes," *International Organization* 41 (3) (Summer).

Ruggie, John Gerard. "International regimes, transactions, and change: embedded liberalism in the postwar economic order." *International organization* 36.2 (1982): 379-415.

Knorr, K. (1948). The Bretton Woods Institutions in Transition. *International Organization*, 2(1), 19-38. doi:10.1017/S0020818300019226

William I Robinson (2004), *A Theory of Global Capitalism: Production, Class, and State in a Transnational World* (Baltimore: Johns Hopkins University Press).

Acharya, Amitav. "The future of global governance: Fragmentation may be inevitable and creative." *Global Governance: A Review of Multilateralism and International Organizations* 22.4 (2016): 453-460.

Week 3 – January 24, 2022

Global Social Conditions

Core Lecture Reading:

Gerber Chapter 8: International Labour and Environmental Standards.

Core Tutorial Reading:

Case study:

Michael Clancy (2000), "Case 264 Sweating the Swoosh: Nike, the Globalization of Sneakers, and the Question on Sweatshop Labor," ,” Institute for the Study of Diplomacy, Georgetown University: <https://isd-georgetown-university.myshopify.com/products/sweating-the-swoosh-nike-the-globalization-of-sneakers-and-the-question-of-sweatshop-labor>

Tutorial questions:

- 1) Assess Knight’s quip that ‘there is no value in making things anymore’. What are the implications of his statement?
- 2) What does the Nike case tell us about the business model underpinning the rise of many multinational corporations and what implications might this hold for government policy makers?
- 3) What does the rise of MNCs herald for labour and the environment? Is this process inevitable and unstoppable?
- 4) Who wins and who loses with the rising spread of MNCs and global value chains?

Supplementary Readings:

González-Garibay, Montserrat. "The trade-labour and trade-environment linkages: together or apart?." *Journal of International Trade Law and Policy* (2011).

World Trade Organization, "An introduction to trade and environment in the WTO," https://www.wto.org/english/tratop_e/envir_e/envt_intro_e.htm

World Economic Forum (2019), *Global Gender Gap Report 2020* (Davos: World Economic Forum): <https://www.weforum.org/reports/global-gender-gap-report-2020>

UNDP (2020), *Human Development Report 2019: Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century* (New York: United Nations): <http://hdr.undp.org/en/2019-report>

Chapters Two and Three in Tom Nankivell (2002), "Living, Labour and Environmental Standards and the WTO," Productivity Commission Staff Working Paper (Australian Government):

<https://www.pc.gov.au/research/supporting/wto-labour-environmental-standards/lleswto.pdf>

Beaulieu, Eugene, and James Gaisford. "Labour and environmental standards: The 'Lemons Problem' in international trade policy." *World Economy* 25.1 (2002): 59-78.

William I. Robinson (2005), "Global Capitalism: The New Transnationalism and the Folly of Conventional Thinking," *Science and Society* 69 (3) (July): 316-328.

Runyan, Ann Sisson & Spike V. Peterson. Chapter 5: Gendered Labor and Resources. In Runyan, A. & Peterson, S. 2013. *Global Gender Issues in the New Millennium*. Westview Press.

Week 4 – January 31, 2022

Understanding International Trade I

Core Lecture Reading:

Gerber, Chapter 3: Comparative Advantage and the Gains from Trade.

Core Tutorial Reading:

- Chapter one of Tom Nankivell (2002), "Living, Labour and Environmental Standards and the WTO," Productivity Commission Staff Working Paper (Australian Government):
<https://www.pc.gov.au/research/supporting/wto-labour-environmental-standards/lleswto.pdf>

Tutorial questions:

- 1) Is trade a good thing? Why and why not, and for whom?
- 2) Should we simply let the invisible hand of markets operate freely?
- 3) Do all have fair or equal access to the possibilities and/or risks of trade?

Supplementary Readings:

Gonzalez, Carmen G. "An environmental justice critique of comparative advantage: Indigenous peoples, trade policy, and the Mexican neoliberal economic reforms." *U. Pa. J. Int'l L.* 32 (2010): 723.

"Sweatshop Regulation is Counterproductive vs. Government Must Regulate Sweatshops", pp. 159-182. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Education / Longman. 2nd Ed.

<https://technology.councilforeconed.org/comparative-advantage/>

National Geographic Trading Game

<https://www.nationalgeographic.org/activity/the-trading-game/>

For the post-COVID teaching environment: Strow, Brian K., and Claudia W. Strow. "Illustrating trade in the classroom: How free trade can create wealth and decrease hunger, literally." *Journal of*

Economics and Finance Education 3.2 (2004):

<https://pdfs.semanticscholar.org/ae6e/eb462b51635b3c242f43472d9115c4e72604.pdf>

Week 5 – February 7, 2022

Book Review Briefing Memo Assignment

DUE MIDNIGHT, February 11, 2022

Understanding International Trade II

Core Lecture Reading:

Gerber, Chapters 4 and 7

4. Comparative Advantage and Factor Endowment, pp. 63-74.

7. Commercial Policy, pp. 136-148.

Tutorial Reading:

Case study:

John Odell & Anne Dibble (1992) "Case 166 Brazilian Informatics and the United States: Defending Infant Industry versus Opening Foreign Markets," Institute for the Study of Diplomacy, Georgetown University:

<https://casestudies.isd.georgetown.edu/collections/global-economy/products/brazilian-informatics-and-the-united-states-defending-infant-industry-versus-opening-foreign-markets>

→further details on case study tasks to be posted on course Brightspace page.

Supplementary readings:

Easterly, William. "Globalization, poverty, and all that: Factor endowment versus productivity views." *Globalization and poverty*. University of Chicago Press, 2007. 109-142.

[\[https://www.nber.org/chapters/c0112.pdf\]](https://www.nber.org/chapters/c0112.pdf)

Eisenman, Joshua. "China–Africa trade patterns: causes and consequences." *Journal of Contemporary China* 21.77 (2012): 793-810.

Raul Prebisch (1988), "Notes on Trade from the Standpoint of the Periphery," in *CEPAL Review* No. 28 (April): 203-214.

Week 6 -- February 14, 2022

Understanding International Trade III

Core Lecture Reading:

Gerber, Chapter 5: Beyond Comparative Advantage: Intra-industry trade, geography and industrial policy

Tutorial Reading:

Case Study

Simon Reich (1992), "Case 167 Restraining Trade to Invoke Investment: MITI and the Japanese Auto Producers," Institute for the Study of Diplomacy, Georgetown University: <https://casestudies.isd.georgetown.edu/products/restraining-trade-to-invoke-investment-miti-and-the-japanese-auto-producers>

→further details on case study tasks to be posted on course CULearn page.

Supplementary reading:

Draper, Peter. "The shifting geography of Global Value Chains: Implications for developing countries, trade policy, and the G20." *Global Summitry Journal* 1.1 (2013): 1-40.

[<http://globalsummitryproject.com.s197331.gridserver.com/wp-content/uploads/2020/06/Peter-Draper.pdf>]

Gallup, John Luke, Alejandro Gaviria, and Eduardo Lora. *Is Geography Destiny? Lessons from Latin America*. The World Bank, 2003. [available online through the Carleton University Library System]

Ginzburg, Andrea, and Annamaria Simonazzi. "Patterns of industrialization and the flying geese model: the case of electronics in East Asia." *Journal of Asian Economics* 15.6 (2005): 1051-1078.

"Free Trade Agreements are Stepping Stones vs. Free Trade Agreements are Stumbling Blocks", pp. 95121. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Ed. / Longman. 2nd Ed.

Lanz, R. and S. Miroudot (2011-06-24), "Intra-Firm Trade: Patterns, Determinants and Policy Implications", OECD Trade Policy Papers, No. 114, OECD Publishing, Paris.

<http://dx.doi.org/10.1787/5kg9p39lrwnn-en>

Sean Burges (2005) "Bounded by the reality of trade: practical limits to a South American region." *Cambridge review of international affairs* 18.3 (2005): 437-454.

Week 7 – February 21, 2022 – READING WEEK

Week 8—February 28, 2022

<u>Informational Memorandum due by</u> <u>MIDNIGHT 4 NOVEMBER 2020</u>
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International Finance I

Core Lecture Reading:

Gerber, Chapter 9: Trade and the Balance of Payments.

Tutorial Reading:

- OXFAM (2013), "The True Cost of Austerity and Inequality: Greece Case Study," OXFAM Case Study (September): https://www-cdn.oxfam.org/s3fs-public/file_attachments/cs-true-cost-austerity-inequality-greece-120913-en_0.pdf

- Poul M. Thomsen (2019), "The IMF and the Greek Crisis: Myths and Realities." Speech by Poul Thomsen, Director of the European Department of the International Monetary Fund, at the London School of Economics (September 30): <https://www.imf.org/en/News/Articles/2019/10/01/sp093019-The-IMF-and-the-Greek-Crisis-Myths-and-Realities>
- Peterson Institute for International Economics, "The Greek Debt Crisis: No Easy Way Out." *PIIE Case Study*: <https://www.piie.com/sites/default/files/documents/greek-debt-crisis.pdf>

Tutorial questions:

1. Imagine you are head of a European bank loaded with Greek bonds that are losing value in 2010 at a time when Greece is swimming in red ink from budget deficits. What do you want Greek and European authorities to do to protect your investments?
2. Imagine you are a Greek worker who has lost his or her job or pension because of the financial crisis. What must the Greek government and European authorities do to help you in a situation not of your own making?
3. Imagine you are an official at the European Central Bank. What is the best course to rescue Greece while preserving the solvency of European banks and making sure Greece does not repeat its mistakes?

Supplementary Readings:

"China Must Revalue to Correct Global Imbalances vs. Chinese Revaluation Will Not Correct Global Imbalances" pp. 253-270. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Education / Longman. Second Edition.

Cantamutto, Francisco J., and Daniel Ozarow. "Serial payers, serial losers? The political economy of Argentina's public debt." *Economy and society* 45.1 (2016): 123-147.

Walter, Stefanie, and Thomas D. Willett. "Delaying the inevitable: A political economy approach to currency defenses and depreciation." *Review of International Political Economy* 19.1 (2012): 114-139.

Strange, Susan. *Mad Money: with an introduction by Benjamin J. Cohen*. Manchester University Press, 2015.

Ricardo Soares de Oliveira (2015), "Angola's Perfect Storm: The dos Santos Regime and the Oil Crisis," *Foreign Affairs* (28 October): <https://www.foreignaffairs.com/articles/angola/2015-10-28/angolas-perfect-storm>

For extended detail, skim International Monetary Fund (2018), "ANGOLA REQUEST FOR AN EXTENDED ARRANGEMENT UNDER THE EXTENDED FUND FACILITY" *IMF Country Report No. 18/370*: <https://www.imf.org/en/Publications/CR/Issues/2018/12/18/Angola-Request-for-An-Extended-Arrangement-Under-the-Extended-Fund-Facility-Press-Release-46479>

Week 9 – March 7, 2022

Core Lecture Reading:

Gerber, Chapters 11 and 12.

11. An Introduction to Open Economy Macroeconomics, pp. 250-262.
12. International Financial Crises, pp. 270-298.

Tutorial Readings:

Case Study:

Gregory P Corning, "Case 262 Managing the Asian Meltdown: The IMF and South Korea,"
Institute for the Study of Diplomacy, Georgetown University:

<https://casestudies.isd.georgetown.edu/collections/international-trade/products/managing-the-asian-meltdown-the-imf-and-south-korea>

→further details on case study tasks to be posted on course CULearn page.

Supplementary Reading:

Kaminsky, Graciela L., Carmen M. Reinhart, and Carlos A. Vegh. "The unholy trinity of financial contagion." *Journal of economic perspectives* 17.4 (2003): 51-74.

[\[https://pubs.aeaweb.org/doi/pdf/10.1257/089533003772034899\]](https://pubs.aeaweb.org/doi/pdf/10.1257/089533003772034899)

Forbes, Kristin J. "The'Big C': Identifying and mitigating contagion." (2012).

[\[https://www.kansascityfed.org/publicat/sympos/2012/kf.pdf\]](https://www.kansascityfed.org/publicat/sympos/2012/kf.pdf)

OECD (2012), "Financial Contagion in the Era of Globalised Banking?", *OECD Economics Department Policy Notes*, No. 14, June. <http://www.oecd.org/economy/monetary/50556019.pdf>

Chapters 4 and 5 of Lowell, J et al (1998), "Financial Crisis and Contagion in Emerging Market Countries," *RAND National Security Division*:

https://www.rand.org/content/dam/rand/pubs/monograph_reports/2009/MR962.pdf

"Too Little Market Regulation Caused the Financial Crisis vs. Too Much Government Intervention Caused the Financial Crisis" pp. 235-252. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Education / Longman. Second Edition.

Germain, Randall. "Financial order and world politics: crisis, change and continuity." *International Affairs* 85.4 (2009): 669-687.

Summaries on the Global Financial Crisis:

<https://www.rba.gov.au/education/resources/explainers/the-global-financial-crisis.html>

<https://www.cbc.ca/meltdown/about.html>

<https://www.history.com/news/2008-financial-crisis-causes>

Week 10 – March 14, 2022

The Commodity Conundrum

Core Lecture Readings:

- Nkurunziza, Janvier D., Komi Tsowou, and Sofia Cazzaniga. "Commodity dependence and human development." *African Development Review* 29.S1 (2017): 27-41.
- Bresser-Pereira, Luiz Carlos. "The Dutch disease and its neutralization: a Ricardian approach." *Brazilian Journal of Political Economy* 28.1 (2008): 47-71.
<https://www.scielo.br/pdf/rep/v28n1/a03v28n1.pdf>

Tutorial Readings:

Movie: *Black Gold: Wake up and Smell the Coffee* (<https://blackgoldmovie.com/>)

Watch the movie before class – you will not be watching it in class or tutorial.

Tutorial Questions:

- 1) Who is best served by the current global commodity market system?
- 2) Does the end consumer have any responsibility for the setting of global commodity prices? If there is a responsibility, what is the nature of this responsibility?
- 3) Why do you think the representatives from developing nations were frustrated at the WTO meeting?
- 4) Do you think U.S. Trade Representative Robert Zoellick's characterization of "can do" countries and "won't do" countries is fair? Does it tell us anything about the global trading system?

Supplementary Reading:

Jeffrey Frankel (2010), "The Natural Resource Curse: A Survey" CID Working Paper No. 195 May: https://www.hks.harvard.edu/sites/default/files/centers/cid/files/publications/faculty-working-papers/195_pdf.pdf

R. Prebisch (1951), "Growth, Balance and Disparities: Interpretations of the Economic Development Process," in CEPAL, *Economic Survey of Latin America, 1949* (Santiago: United Nations).

Birdsall, Nancy, and Amar Hamoudi. "Commodity dependence, trade, and growth: when 'openness' is not enough." *Center for Global Development Working Paper 7* (2002).

Tilly, Charles, and Catherine Besteman. "War making and state making as organized crime." *Violence: A reader* (1985): 35-60. DOI: <https://doi.org/10.1017/CBO9780511628283.008>

Week 11 – March 21, 2022

Economic Development I

Core Lecture Reading:

Gerber Chapter 15: Trade and Policy Reforms in Latin America.

Tutorial Reading:

Manuel R. Agosin, Claudio Bravo-Ortega (2009), "The emergence of new successful export activities in Latin America : the case of Chile." Inter-American Development Bank Research Network Working Papers R-552: <https://publications.iadb.org/publications/english/document/The-Emergence-of-New-Successful-Export-Activities-in-Latin-America-The-Case-of-Chile.pdf>

Tutorial questions:

- 1) Chile is consistently held up as the model for export-led development in Latin America. What lessons do the cases outlined in this report hold for the rest of the region?
- 2) Chile is perhaps the most developed country in the region. Is it realistic to expect other countries to follow Chile's path? Why or why not?
- 3) What are the down sides you see to the model being pursued by Chile? Are these potential negatives manageable? If so, how?

Supplementary Readings:

"Trade Promotes Growth vs. Trade Does Not Promote Growth", pp. 273-294. In Oatley, T. (2012) Debates in International Political Economy. Pearson Education / Longman. 2nd Ed.

R. Prebisch (1951), "Growth, Balance and Disparities: Interpretations of the Economic Development Process," in CEPAL, *Economic Survey of Latin America, 1949* (Santiago: United Nations).

Baker, Andy. "Why is trade reform so popular in Latin America? A consumption-based theory of trade policy preferences." *World Politics* (2003): 423-455.

Sebastián Sáez (2005), "Trade Policy Making in Latin America: A Compared Analysis," United Nations Economic Commission for Latin America and the Caribbean:
https://repositorio.cepal.org/bitstream/handle/11362/4397/1/S2005201_es.pdf

Ocampo, José Antonio. "Commodity-led development in Latin America." *Alternative pathways to sustainable development: Lessons from Latin America*. Brill Nijhoff, 2017. 51-76.

"Annex: Socio-Economic Context in the Region" of Adam Smith International (2018), *Latin America and the Caribbean Regional Programme Evaluation: Evaluation Report for the Department of Foreign Affairs and Trade, Government of New Zealand*,
<https://www.mfat.govt.nz/assets/Aid-Prog-docs/Evaluations/2018/LAC-Country-programme-evaluation.pdf>

Week 12 – March 28, 2022

Economic Development II

Core Lecture Reading:

Gerber Chapter 16: Export-Oriented Growth in Asia.

Tutorial Reading:

- Holzer, Boris. "Miracles with a system: the economic rise of East Asia and the role of sociocultural patterns." *International Sociology* 15.3 (2000): 455-478.
- Amsden, Alice H. "Like the rest: South-East Asia's 'LATE' Industrialization." *Journal of International Development* 7.5 (1995): 791-799.

→Further details on tutorial questions to be posted on CULearn page

Supplementary Reading

"Foreign Aid Promotes Development vs Foreign Aid Is Ineffective" pp. 295-313. In Oatley, T. (2012) Debates in International Political Economy. Pearson Education / Longman. 2nd Ed.

Akamatsu, Kaname. "A historical pattern of economic growth in developing countries." *The developing economies* 1 (1962): 3-25.

Michael Sarel (1996), "Growth in East Asia What We Can and What We Cannot Infer," *IMF*: <https://www.imf.org/external/pubs/ft/issues1/>

Brautigam, Deborah. *The dragon's gift: the real story of China in Africa*. OUP Oxford, 2011.

Amsden, Alice H. "Why isn't the whole world experimenting with the East Asian model to develop?: Review of the East Asian miracle." *World Development* 22.4 (1994): 627-633.

Week 13 – April 14, 2022

Reflective Essay Due by **MIDNIGHT, DECEMBER 2, 2020**

Course Wrap Up and Economic Development III

Lecture Reading:

Gerber Chapter 17: The BRICS Countries in the World Economy.

Tutorial Reading:

- Mansfield, Edward D. "Rising powers in the global economy: Issues and questions." *International Studies Review* 16.3 (2014): 437-442.
- Combine the Mansfield article with a reading of your choice from the supplementary list.

Tutorial questions:

- 1) Will the BRICS change the nature of the Global Economy? If so, how?
- 2) Do the BRICS constitute a real challenge to existing global economic governance regimes?
- 3) Is it reasonable to view the BRICS as a contiguous and coordinated unit?
- 4) Think back to the first tutorial in the class and Helleiner's article: Given the realities of embedded liberalism, what prospect is there for major change in the international institutional system and how might it happen?

Supplementary Reading:

Special Issue of *International Affairs*, "Negotiating the Rise of New Powers" 89 (3) (2013): <https://academic.oup.com/ia/issue/89/3>

Chin, Gregory, and Ramesh Thakur. "Will China change the rules of global order?" *The Washington Quarterly* 33.4 (2010): 119-138.

Donno, Daniela and Nita Rudra. (2014) "To Fear Or Not to Fear? BRICs and the Developing World" *International Studies Review* 16 (3): 447-452. Available at:
http://resolver.scholarsportal.info/resolve/15219488/v16i0003/447_tfontbatdw

Robinson, William I. "The transnational state and the BRICS: a global capitalism perspective." *Third World Quarterly* 36.1 (2015): 1-21.

Stuenkel, Oliver, *Post-Western World* (Polity). ** a recommended spare time read.

Wilson, Dominic, and Roopa Purushothaman. "Dreaming with BRICs: The path to 2050." *Goldman Sachs Global Economics Paper* 99 (2003): 1-24.

O'Neill, Jim. "Building better global economic BRICs." (2001).

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-5206608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- x reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- x submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- x using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- x using another's data or research findings;
- x failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- x handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGINs office in 2404R, River Building. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail.

Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from BGInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the BGInS website is the official course outline.

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