POL 377
International Political Economy
Spring 2026

I. COURSE INFORMATION

Instructor: Dr. Giacomo Lemoli
Instructor's Email: glemoli@fus.edu
Office location: LAC 8 (3rd floor)
Office Hours: Tuesday and Friday 12:30-14:30
Class location: LAC classroom 7
Class meeting times: Tuesday and Friday 14:30-15:45

II. COURSE DESCRIPTION

The interplay between political and economic issues has become central to the study of international relations in the modern world. This course will examine the traditional theoretical foundations of International Political Economy (the views of the liberals, the Marxists, the nationalists, etc.) and their applicability to today's world. Using an inter-disciplinary approach, the course will look at both historical background and present-day issues and conditions. The problems of development and North-South relations and the question of sustainability will be examined. International trade issues, such as the relations between trade globalization and environmental and human rights concerns and the role of institutions such as, the WTO, the IMF and G8 meetings will be studied. Finally the course will also consider new problem areas such as the internet and its control and e-commerce and the emerging role of non-governmental organizations.
(Formerly POL 277. Students cannot earn credit for both POL 277 and POL 377.)

The course will expose students to the most recent scientific literature published in political science and economics journals. It is important to note, however, that the course does not require previous training in mathematics or statistics. The technical aspects of the assigned readings will be explained in class in an informal and accessible way and the course will focus on concepts.

III. RATIONALE

This course is a required course for the Political Science - Global Political Economy major and an elective course for the Political Science major.

IV. COURSE GOALS

In this course, students will

- Understand major events as the product of economic and political forces
- Understand the tools through which contemporary social scientists analyze the world
- Reflect on interdisciplinary contamination between disciplines and the strengths and limits of existing theories
- Build strong analytical skills
- Engage critically with modern scientific work in political science and economics

V. SPECIFIC LEARNING OUTCOMES

Upon completion of this course, students will be expected to:

- Demonstrate understanding of the main current themes and debates in international politics and economics
- Be able to critically analyze international political and economic events in light of domestic political regimes and constraints
- Use analytical skills and causal reasoning from social science to evaluate arguments and events
- Be able to read scientific articles in the field of international political economy and critically evaluate their claims

VI. REQUIRED TEXTS AND MATERIALS

There is no single textbook for the course. Each lecture will be based on scientific articles and, occasionally, book chapters. Digital copies of the readings will be made available through Moodle, except for books which are available at the University Library in digital or paper format.

Please refer to the syllabus and to Moodle to know which readings are required for each session.

Active participation in the class is key, and class discussion will be largely based on the weekly readings. Students are therefore expected to read the required readings <u>before each session.</u>

VII. ASSESSMENT OVERVIEW

Assignment	Date Due	Midterm Weight	Final Weight
Paper presentation and discussion (in groups)	Presentation dates: February 17 April 14	0%	20%
Midterm exam	March 3	60%	20%

Research design	Due on Moodle by April 24 Short class presentations on April 28, May 1	0%	40%
Class participation	Ongoing	40%	20%

VIII. ASSESSMENT DETAILS

Paper presentation and discussion:

Two sets of scientific articles will be provided: one covering topics from the first part of the course and one covering topics from the second part. By the first week, students will choose a paper of their preference: no more than 3 students per paper. There will be two paper discussion sessions where the groups will present their paper and the class will engage in a discussion on the readings. Everyone in the class should read the papers presented before the session.

Each group will receive a grade for the presentation, which will be identical for all group members.

Instructions for paper presentation:
- Groups should prepare a 15 minutes presentation, followed by a 10 minutes discussion
- Groups should have no more than 3 members
- During the presentation, each member of the group has to talk
- During the discussion, the audience can ask questions or offer thoughts about the paper. The presenting group is expected to answer the clarifying questions on the paper. However, presenters are not expected to provide an explanation of the most technical aspects of the readings beyond what was explained in class. The instructor will clarify technical aspects if needed
- The presentation should focus on the following questions about the paper:
    - What is the research question?
    - Why is the research questions relevant according to the authors? Is there a gap in the literature that they are aiming to fill?
    - What is the research design employed? What identification assumptions are necessary to give a causal interpretation of the results?
    - What are the main results and how do we interpret them? If the paper has many supplementary analyses (modern papers often do), use your best judgement to decide which ones are more relevant to discuss and expose
    - What are the implications of the results for the broader debates on the topic? For example, if the paper is about historical events, does it have implications for today? If it contains an experiment, does it have implications for phenomena that occur "naturally" in the world? If the study focuses on a single country, do you think it could generalize to other countries? Why/why not?

- Use the right combination of text and visual representation to make the most effective presentation
- The number of slides is up to the group, but it should be appropriate to the length of the talk and the fact that every group member should present part of the presentation

Requirements: a set of slides in any format you prefer (Power Point, Beamer, Revealjs, etc). To be uploaded on Moodle any time before the presentation.

Midterm exam:

A closed-book, midterm exam will be held during class time on March 3. The goal of the midterm is to evaluate understanding of the class material of the first part of the course. It will consist of open-ended questions.

Research design:

The main course assignment is an original research design for a hypothetical project in any area of international political economy. The research design should be devised to answer a specific research question in IPE. The research proposed should be sound and realistic (meaning that, if one decided to pursue it, it would be feasible with data and instruments that are within reach of an average researcher).
The research design is an individual assignment and each student is individually responsible for final document they submit.

Instructions for the research design:

- A document of max. 5 pages, 1.5 lines, and font size 12. The references list (if included) does not count towards the page count.
- It should have the following structure:
  - Research question
  - Motivation
  - Relevance of the research
  - Specifics of the research design
    - population to be studied and motivation for selecting it, data needed, proposed empirical strategy, any assumption needed, challenges to causal inference and strategies to address them
- Figures and data (within the 5-page limit) can make a more effective design/proposal, although they are not strictly required

Requirements: The design should be submitted on Moodle by April 24 as a single PDF document. During the last 2 sessions, we will have short presentations of the research designs. The presentation should be max 10 minutes and use slides. There will not be class discussion of the design, and the grade will be based on the written document, not the presentation.

Class participation:

Active participation is an important requisite of this course. You are expected to actively participate in the many discussions and group activities that we will have during the course. The participation grade crucially depends on your preparation for the class, especially the readings, and the quality of your contributions to the discussion.

Participation is distinct from attendance. Importantly, the assessment of students' participation in discussion of political topics will be based on the quality of the students' contributions to the class, their curiosity and critical thinking. The assessment will <u>never</u> be based on the level of agreement between a student and the instructor, or between a student and other students. The following grading rubric will be used.

- **A's** = speaks often in class, asks thoughtful questions, clearly engaged, always prepared
- **B's** = occasionally contributes to class discussion, not clear that the student has done all of the readings, may appear attentive in class
- **C's** = only participates in class discussions a few times during the semester, does not appear to be prepared, does not exhibit interest in the material
- **D's** = rarely attends class, seems not to be prepared or engaged in the material, does not ask questions or provide comments
- **F's** = never attends class

IX. GRADING POLICIES AND EXPECTATIONS

Grading Policy

Examinations are given letter grades according to the following numerical scale:
A: 94-100
A-: 90-93
B+: 88-89
B: 84-87
B-: 80-83
C+: 78-79
C: 74-77
C-: 70-73
D+: 68-69
D: 64-67
D-: 60-63
F: 0-59

The course grade is an average of examination letter grades according to the following grade points (see the grading policy).

Grade	GPA Points	Performance
A	4.0	Excellent
A–	3.7	
B+	3.3	Good
B	3.0	
B–	2.7	
C+	2.3	Satisfactory
C	2.0	
C–	1.7	
D+	1.3	Unsatisfactory
D	1.0	
D–	0.7	
F	0.0	Failure
W		Withdrawal
I		Incomplete
P	0.0	Pass (equivalent to minimum of C)
NP	0.0	No Pass
AU		Audit
TR		Transfer or Advanced Standing

X. HOW TO DO WELL IN THIS COURSE (POLICIES / REQUIREMENTS)

Students are permitted a maximum of 5 absences without penalty. This includes absences for medical reasons. Any further absences will lead to a reduction in the overall grade/participation grade and could lead to failing the course.

Students with excessive absences may be reported to the Associate Dean for Student Success.

Medical notes are only accepted where a student may miss an in-class evaluation (test, quiz, presentation etc.) and/or an assignment, or in cases of prolonged absence for documented medical reasons. Medical notes must relate to the specific date(s) of the absence.

Students are also directed to the Catalog policy on [Administrative Course Withdrawals.](#)

XI. DIVERSITY, EQUITY, & INCLUSION IN OUR CLASSROOM

Mutual respect is fundamental for any academic community like Franklin. At Franklin, each individual's difference and uniqueness enrich our environment. Our shared values and beliefs lead us to respect all members of the community that we live in, and to value each other as individuals regardless of race, color, religion, gender identity or expression, sexual orientation, national or ethnic origin, genetics, age, or differences in ability. As members of the Franklin community, we support awareness of diversity, equity and inclusion through academic research, practical experiences and exchanges in everyday life.

All parties in the classroom space, including on class excursions and Academic Travel, are expected to:

- Show respect for all, valuing differences in identities, perspectives, and backgrounds;
- Engage in constructive dialogue that illustrates tolerance and respect for differing views and opinions;
- Contribute to a learning environment that ensures equal opportunities for all, avoiding any behavior that may marginalize or exclude others;
- Engage with course content and others in a culturally-aware manner, recognizing the impact of stereotypes, biases and assumptions.

Any form of discrimination, harassment, or disrespect based on identity will not be tolerated and should be reported immediately, either through the [Bias Incident Reporting form on Moodle](#) or by contacting the University-Wide Committee on Diversity, Equity and Inclusion at [dei@fus.edu](#)

Lived Name / Pronoun Syllabus Statement

I will gladly honor your request to address you by the name or gender pronoun that you choose. I will provide the opportunity for you to indicate your choice on the first day of class so that I may make appropriate changes to my records, and I am always open to change.

XII. ACADEMIC INTEGRITY: STATEMENT ON CHEATING AND PLAGIARISM

A student whose actions are deemed by the University to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the University and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the University. Cheating is a dishonest action out of sympathy with the ideals, objectives and spirit of the University. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to those students who have studied.

AI Policy

Students are allowed to use generative AI, but need to disclose all usage in take-home assignments, specifying the extent and how it was used. Submitting an assignment, authored as a whole or in significant parts, by any source than the student <u>without proper acknowledgement</u>, is considered plagiarism.

See the [University statement on cheating and plagiarism](#).

XIII. RESOURCES AVAILABLE

Students with certified learning differences are entitled to accommodations for all in-class activities, including, but not limited to, assessments. To ensure that both the learning objectives of the course and the needs of the student are upheld, a discussion of how a student's accommodations will be implemented in the course must take place. In order to allow adequate time for implementation of appropriate accommodations, this discussion must be requested <u>by the student</u> within the first two weeks of the semester. In the case of a delayed diagnosis, this request must take place as soon as possible, and within two weeks of official notification from the Franklin Office of Accessibility Services.

The course instructor may require the student to sign a contract specifying related rights and responsibilities.

XIV. COURSE SCHEDULE

Papers for Presentation

Part 1
(Scheve & Serlin, 2023)
(Gaikwad & Suryanarayan, 2019)

Part 2
(Colantone et al., 2024)
(Valentim et al., 2025)
(Caprettini & Voth, 2020)

Module 1: Theories and Methods

Session 1: Tuesday, January 20
What is International Political Economy?
Readings: (Frieden et al., 2017) [Introduction]. E-book available in the Library.

Session 2: Friday, January 23

Rationality and Institutions
Readings: (Shepsle, 2010) [Ch. 8, 9]. Hard copy available in the Library.

Session 3: Tuesday, January 27
Introduction to Causal Inference
Readings:
(Huntington-Klein, 2025) [Ch. 1, 5]. Free online version accessible at
https://theeffectbook.net/index.html
(Keele, 2015)

NO CLASS: Friday, January 30

Session 4: Tuesday, February 3
Causal Inference Review
Readings:
(Acemoglu et al., 2001)

Module 2: Globalization

Session 5: Friday, February 6
Globalization and Development
Readings:
(Goldstein et al., 2007; Tabellini & Magistretti, 2025)

Session 6: Tuesday, February 10
Globalization and Domestic Politics
Readings:
(Rogowski, 1987)
(Colantone & Stanig, 2019)

Session 7: Friday, February 13
Globalization and Culture
Readings:
(Margalit, 2012)
(Margalit, 2019)
(Baccini & Weymouth, 2021)

Session 8: Tuesday, February 17
Paper Presentations Part 1

NO CLASS: Friday, February 20 [February break]

NO CLASS: Tuesday, February 24 [Sustainability talk on Wednesday]

Session 9: Wednesday, February 25
Sustainability Talk @ 18.30

Session 10: Friday, February 27
<u>**University Event: Forecasting World Affairs @ 14.30**</u>

Session 11: Tuesday, March 3
MIDTERM EXAM

<u>**Module 3: Migration**</u>

Session 12: Friday, March 6
<u>**Economic and Political Consequences of Immigration**</u>
Readings:
(Marie & Pinotti, 2024)
(Malhotra et al., 2013)
(Hangartner et al., 2019)

NO CLASS: March 10 to March 20 [Academic travel]

<u>**Module 4: Technological Change**</u>

Session 13: Tuesday, March 24
<u>**Technological and Political Change**</u>
Readings:
(Dasgupta, 2018)
(Dasgupta & Ramirez, 2025)

Session 14: Friday, March 27
<u>**Automation**</u>
Readings: (Anelli et al., 2021)

Session 15: Tuesday, March 31
<u>**Artificial Intelligence**</u>
Readings:
(Kreps & Kriner, 2023)
A. Hall, "Don't Let AI Choose Your Politics for You". https://freesystems.substack.com/p/dont-let-ai-choose-your-politics

<u>**Module 5: Climate Change**</u>

Session 16: Friday, April 3
<u>**Political Attitudes Towards the Climate**</u>
Readings:
(Hoffmann et al., 2022)
(Wappenhans et al., 2024)

Session 17: Tuesday, April 7
Environmental Concerns and Economic Concerns
Readings:
(Cavallotti et al., 2025)
(Gaikwad et al., 2022)

Session 18: Friday, April 10
International Climate Policy
Readings:
(Keohane & Victor, 2016)
(Genovese et al., 2023)

Session 19: Tuesday, April 14
Paper Presentations Part 2

Module 6: Trade and Conflict

Session 20: Friday, April 17
Trade and International Conflict
Readings:
(Oneal & Russett, 1999)
(Copeland, 1996)

Session 21: Tuesday, April 21
Trade and Civil Conflict
Readings:
(Blattman & Miguel, 2010) [Read Section 3 only]
(Dube & Vargas, 2013)

Session 22: Friday, April 24 [Research Design Due!]
Trade and Ethnic Conflict
Readings:
(Mitra & Ray, 2014) [Skip Section 3: "Theory"]
(Genicot & Ray, 2024) [Only Section 3]
(Jha, 2013)

Session 23: Tuesday, April 28
Design Presentations

Session 24: Friday, May 1
Design Presentations

XV. BIBLIOGRAPHY

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