

## IPE Courses Description

### *International Political Economy (Undergraduate)*

Who are the winners and losers of free trade? Why do some governments impose tariffs despite the consumer benefits of free trade? Why does the bargaining power of multinational companies vis-à-vis host countries decline over time? Does FDI promote labor rights in industrializing countries? How could countries that were not among the original industrializers attempt to replicate their success? Students will adopt analytical approaches that emphasize actors' ideas, interests, their strategic interactions, and institutional structures in evaluating international economic policies in five select issue areas of trade, finance, FDI, development, and migration. This course uses "Constructing the IPE" by Abdelal, Blyth, and Parsons, and "International Political Economy: Perspectives on Global Power and Wealth" by Frieden, Lake, and Broz as textbooks. In addition, students will read policy reports and case studies on an as-needed basis. The course begins with an examination of major perspectives on the international political economy. It then explores four topical modules: trade, FDI, development, and migration. Each module is composed of two components: a) Theories: The course provides lectures that review theories (e.g., comparative advantage) and political models that explain the circumstances in which policymakers may fail to implement economically optimal policies. b) Policy: It provides relevant case studies and cutting-edge empirical work to help students apply the models in policymaking. The last section considers how non-economic issues such as national security and climate change intersect with IPE. Pedagogically, I use exams and policy memos to enhance student understanding. For example, I have students use the theories and empirics to formulate two short policy memos in response to pressing policy problems. In this way, students gain an analytical foundation in understanding pressing policy problems.

### *Global Economic Governance in Difficult Times (Postgraduate)*

How do international institutions affect economic cooperation? Why is the multilateral trade regime under challenge? Is China's Belt and Road Initiative undermining the existing liberal order? What explains the absence of a multilateral investment regime akin to the WTO? This course addresses academic and policy debates on major international institutions in the areas of trade, development, and investment. I want students to identify the common challenges faced by the economic governance systems in those areas, and how the challenges vary by issue. The first section of the course reviews traditional and new theories that explain how international institutions may promote cooperation among states. The course then presents empirical research and new data to help students adjudicate the contending theories in the select issue areas. The final section considers major issues facing the system. These include the rise of populism in major democracies, climate change, and migration. Pedagogically, this course helps students develop original perspectives on global economic governance based on lectures, debates, and paper writing. Students will write an original research article on a topic of their interest.

### *The Political Economy of Trade (Advanced undergraduate & Postgraduate)*

Who wins and loses from trade liberalization? Do similar countries gain from trade? Why do countries protect certain industries and why do they use different policies to do so? Does trade expansion hurt the environment and labor rights? This course surveys major theories on international trade, and helps students apply them to understand trade politics. I will use

“[International Economics: Theory and Policy](#),” and “[The Political Economy of the World Trading System](#)” as textbooks. This course begins with an examination of the rationales for trade liberalization and protection, the distributional consequences of trade and the impact of trade on employment and growth. It then considers political institutions that regulate international trade with a heavy focus on the WTO and PTAs. The last section addresses new issues in trade such as services, intellectual property, labor and environmental regulations.

*Designing Economic Policies (Advanced undergraduate)*

Should the E.U. try to save the World Trade Organization? Should trade agreements contain labor provisions? Faced with a financial crisis, should a political leader accept an IMF deal that may negatively affect most citizens in the short run? This course brings the real world of economic policymaking into the classroom using case studies and simulations. With a heavy focus on trade and finance, this course aims to accomplish three objectives: i) Students will read up-to-date policy debates and case studies. I will use “Case Studies in U.S. Trade Negotiations” as a textbook. Additionally, I will have students read select case studies from [Georgetown University’s case study library](#), and the [Stanford Case Studies database](#). Importantly, they will learn to evaluate contending arguments on policy problems and weigh their costs and benefits; ii) Students will formulate short policy memos. They will develop and compare multiple policy proposals, and substantiate their claims systematically based on credible evidence; iii) Students will practice policy-making skills using group simulations. For example, students will be pre-assigned to a role to play a simulation where the E.U. and Korea are contemplating including labor rights provisions in their trade agreement.