

# **Globalization: Challenges in International Economics and Politics**

Session 1: June 25 – July 13, 2018

Instructor:  
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## **Overview:**

Recent changes in technology, society, and politics in the beginning of the 21<sup>st</sup> century are casting doubt on whether our international and domestic institutions are as robust or effective as once believed. Will the international trade regime continue to foster cooperation among states, or will it break down into counter-productive trade wars? Are inequality and environmental degradation inevitable consequences of economic development and increasing global interdependency? Can international diplomacy solve seemingly intractable problems like global climate change and human rights violations?

This course will offer students an introduction to the study of international politics and economics, with a special focus on the challenges of international cooperation and regulation in an increasingly interconnected world. The first part of the course will introduce the basic structure of the international system and the challenges of promoting cooperation between states in an anarchic international system where each state has sovereignty over its own territory. The course will then examine the consequences of free trade and the flow of goods and capital across borders, paying special attention to the problems of inequality and environmental protection. Finally, the course will introduce students to international law as a tool for regulating the international system and the specific challenges of regulating climate change and human rights.

## **Student Activities and Work:**

Students will be expected to complete reading assignments each night (approx. 20-40 pages) that will prepare them for the class the following day. Digital copies of all materials will either be available online directly through Courseworks or through the Columbia University libraries. Readings will be from a mixture of university-level, scholarly journals and reputable media sources. All readings are meant to challenge students but will not require prior knowledge of political science or economics. In addition, students will participate in daily activities that include individual and group work, short presentations, and critical engagement with class material.

Finally, students will be required to give a final presentation at the end of the course. For the presentation, students will work in pairs to find, research, and present a case in current events that represents a debate or concept on globalization, international cooperation, or international trade covered by this course. Each team should find 2-3 articles from reputable sources that describe the current event. They will then prepare a 10-minute presentation that describes the event and explains how it relates to the debates and material in the course. Students will also be required to ask questions of other student presentations.

## Week 1 – 6/25-6/29

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### **1. Introduction to the International System – Cooperation and Conflict**

The first part of the course will cover basic concepts in the study of international relations and the structure of the international system. It will also introduce students to the collective action problem and the barriers that inhibit states from interacting and trading for mutual gains.

#### Session 1 – 6/25

*Topic: Introduction to the Course.* This session will introduce students to classroom policies, coursework, and general concepts and theoretical ideas that will be central to understanding course materials. Introductory topics covered include: What is the study of social sciences and political economy? What do we mean by globalization? What is the international system and who are the relevant actors?

This session will also cover an activity on cooperation in the international system meant to highlight the difficulties involved with cooperation.

#### Session 2 – 6/26

*Topic: Cooperation and conflict in the international system.* This session will introduce students to the concept of anarchy in the international system and a basic introduction to game theory and the study of collective action problems. Students will learn basic collective action problems such as the prisoner's dilemma and the factors that impede states from cooperating with each other.

*Case:* Students will examine the emerging difficulties between the US and its current trading partners, and discuss the possible factors that may lead states to trade war. Students will also engage in a simulated round of trade to illustrate difficulties with trust in an anarchic system.

#### *Required Readings:*

- **Ch 1 “What is International Politics?” pp. 2-24.** Nye, Joseph S., and David A. Welch. *Understanding global conflict & cooperation: intro to theory & history.* Pearson Education, 2014
- “Trade by tweet: Donald Trump lobbs a grenade from afar into the G7.” *The Economist* (June 6<sup>th</sup>, 2018). <https://www.economist.com/finance-and-economics/2018/06/10/donald-trump-lobbs-a-grenade-from-afar-into-the-g7>
- Navarro, Peter. “The Era of American Complacency on Trade Is Over.” Opinion. *The New York Times*. (June 8<sup>th</sup>, 2018). <https://www.nytimes.com/2018/06/08/opinion/trump-trade-g7-russia-putin-navarro.html>

#### *Optional Additional Readings:*

- Council on Foreign Relations. *The Group of Seven (G7)*. (May 30, 2017). <https://www.cfr.org/backgrounder/group-seven-g7>

- “Why tariffs on steel and aluminium are easier said than done.” *The Economist*. (May 24, 2018). <https://www.economist.com/finance-and-economics/2018/03/24/why-tariffs-on-steel-and-aluminium-are-easier-said-than-done>

### Session 3 – 6/27

*Topic: Introduction to International Organizations.* This session will introduce students to the international system, its history, and its main institutions. It will focus on the main bodies of the United Nations, the General Assembly, and the Security Council, and whether these organizations can affect state behavior and regulate the international system or whether state power is the only source of international order. Students will also review theoretical topics important to the functioning of international organizations, including reputational and information mechanisms.

*Case:* Students will review the case of the Iraq war and the efforts of the United States to build an international coalition for the war and get approval from the United Nations. This case will then be used as a debate on whether international organizations can actually shape state behavior, or whether state power and interests define state behavior.

#### *Required Readings:*

- **“Introduction” pp. 1-10 & “United Nations” pp. 35-54.** Gutner, Tamar. *International Organizations in World Politics*. CQ Press, 2016.
- Council on Foreign Relations. “IRAQ: Justifying the War.” (Feb. 2, 2005). <https://www.cfr.org/backgrounder/iraq-justifying-war>

#### *Optional Additional Readings:*

- Fisher, Max. “America's unlearned lesson: the forgotten truth about why we invaded Iraq.” *Vox*. (Feb. 16, 2016). (Note: this article contains some vulgar language).
- Weisman, Steven. “Powell Calls His U.N. Speech a Lasting Blot on His Record.” *The New York Times*. (Sept. 9, 2005). <https://www.nytimes.com/2005/09/09/politics/powell-calls-his-un-speech-a-lasting-blot-on-his-record.html>

### Session 4 – 6/28

*Topics: Introduction to the global trade regime and international financial institution.* Students will learn about the main institutions that regulate the international economy, the WTO, and the history of the Bretton Woods system. This class will examine the benefits and drawbacks of negotiating through bilateral and multilateral treaties. It will also review more of hegemonic regime theory and debate the question of whether the current system and set of international institutions will change given the potential realignment of power in the international system.

*Case:* The rise of China and the challenge for international institutions. Students will examine the specific case of China and how it takes a different approach to negotiating trade deals.

*Required Readings:*

- **Ch 2 “The WTO and the World Trade System” pp. 21-44.** Oatley, Thomas. *International political economy*. Routledge, 2015.
- Manning, Robert. “Will Global Trade Survive 2018?” *Foreign Policy*. (Jan. 5<sup>th</sup>, 2018) <http://foreignpolicy.com/2018/01/05/will-global-trade-survive-2018/>

*Optional Readings:*

- Brewster, Rachel. “Trump is breaking the WTO. Will China want to save it?” The Monkey Cage. *The Washington Post*. (May 2, 2018) [https://www.washingtonpost.com/news/monkey-cage/wp/2018/05/02/trump-is-breaking-the-wto-will-china-want-to-save-it/?utm\\_term=.34d77d76a36d](https://www.washingtonpost.com/news/monkey-cage/wp/2018/05/02/trump-is-breaking-the-wto-will-china-want-to-save-it/?utm_term=.34d77d76a36d)
- Lardy, Nicholas. “Issues in China’s WTO Accession” The Brookings Institute. (May 9, 2001). <https://www.brookings.edu/research/china-and-the-wto/>
- Mattoo, Aaditya, and Arvind Subramanian. “China and the WTO.” *The Oxford Companion to the Economics of China* (2014).

## 2. Globalization, Free trade, and Development

The second part of the course will delve into the topic of the benefits and consequences of international trade and economic integration. Students will gain an understanding of some of the main advantages and disadvantages of increased international economic exchanges, and examine the effect of globalization on inequality, state autonomy, democracy, and environmental protection. They will also cover theory and evidence about the groups that gain or lose from globalization, and the policy debates behind increasing or decreasing economic integration.

### Session 5 – 6/29

*Topics: Globalization and Development – Origins.* Why are some nations wealthier than others? This course will introduce the students to the study of comparative political economy by examining the origins of the current division of wealth between nations. Are different levels of development caused by geography? The structure of the international system? Or by a country’s political institutions?

*Required Readings:*

- **Ch 1 “So Close and Yet so Different” pp 7-44.** Acemoglu, Daron, and James A. Robinson. *Why nations fail: The origins of power, prosperity, and poverty*. Broadway Business, 2013.

*Optional Readings:*

- **Ch 2 “Theories that Don’t Work” pp 44-67.** Acemoglu, Daron, and James A. Robinson. *Why nations fail: The origins of power, prosperity, and poverty*. Broadway Business, 2013.
- Ferraro, Vincent. "Dependency theory: An introduction." *The development economics reader* 12.2 (2008): 58-64.

## Week 2 – 7/2-7/6

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### Session 6 – 7/2

Topics: *The impacts of trade*. Does increasing international trade lead to mutual gains and increasing the pie for everyone (that is, the total available wealth in society)? What are the distributional consequences of the increased flow of goods and persons across borders? Does free trade allow countries to develop only at the expense of local policy control, labor rights, and protections for the poor and the environment? In this class students will examine the benefits of free trade and the potential consequences for state sovereignty and inequality.

Case: The garment industry, production of cotton, and the US quota system. Students will examine the production chain of clothing and how it shaped by the politics of domestic interest groups and affects world politics.

#### *Required Readings:*

- **Ch 3 “The Economic Case for Trade” pp 45-53.** Oatley, Thomas. *International political economy*. Routledge, 2015.
- **Pg 9-48 (Ch 2-3); Pg 157-195 (Ch 10-11) (students select either Ch 2-3 or Ch 10-11)** Rivoli, Pietra. *The travels of a t-shirt in the global economy: An economist examines the markets, power, and politics of world trade*. John Wiley & Sons, 2014.

#### *Optional Reading:*

- Mishra, Pankaj. “The Rise of China and the Fall of the ‘Free Trade’ Myth.” *The New York Times Magazine*. (Feb. 7, 2018)  
<https://www.nytimes.com/2018/02/07/magazine/the-rise-of-china-and-the-fall-of-the-free-trade-myth.html>

### Session 7 – 7/3

Topics: *Inequality and development*. Is inequality a necessary result of free trade and development in a capitalist system? What are the consequences of growing inequality for development? Students will examine the relationship between inequality and economic growth and whether the Kuznets curve really exists, or whether it was an historical fluke.

Guest Speaker: Georgia Michlig, Johns Hopkins School of Public Health, International Health Department, will speak in the afternoon on immigration and refugee issues.

#### *Required Readings:*

- **Ch 1 “Introduction” pp 1-35.** Piketty, Thomas. *Capital in the 21st Century*. Routledge, 2014.

#### *Optional Readings:*

- “For richer, for poorer.” *The Economist*. (Oct. 2012)  
<https://www.economist.com/node/21564414>

- Rodrik, Dani. *Feasible globalizations*. Working Paper No. 9129. National Bureau of Economic Research, 2002.

*Multimedia:*

- <https://voxeu.org/article/capital-21st-century>

Session 8 – 7/5

*Topics: Inequality and democracy.* This class will examine the potential impacts of inequality for domestic politics and democracy. Does inequality help countries transition to democracy, or does it destabilize democracy? What will happen in the future if our economies continue to grow more unequal?

*Case Study: Economic and political crises in Venezuela.* Students will learn about and debate the origins of the current crisis in Venezuela, using the ideas and theory learned in previous sessions. Is the current crisis due to weak political institutions? The heavy-handed economic policies of the government? The position of Venezuela in the international system?

*Required Readings:*

- **Ch 1 “Paths of Political Development” Ch 1, pp. 1-14**, Acemoglu, Daron, and James A. Robinson. *Economic origins of dictatorship and democracy*. Cambridge University Press, 2005.
- Hilton, Wil. “Can Venezuela Be Saved?” *The New York Times Magazine*. (March 1, 2018) <https://www.nytimes.com/2018/03/01/magazine/can-venezuela-be-saved.html>

*Optional Reading:*

- “Our Argument” Ch 2, pp. 15-29. Acemoglu, Daron, and James A. Robinson. *Economic origins of dictatorship and democracy*. Cambridge University Press, 2005.
- Ferejohn, John. “Is Inequality a Threat to Democracy?.” *The unsustainable American state* (2009) pp. 34-52

Session 9 – 7/6

*Topics: The environment and international trade.* Is there a trade-off between economic development and environmental protection? This class will cover the potential trade-off between environmental protection and economic development. Students will study ideas such as the Environmental Kuznets curve and the concept of a “race to the bottom,” in which increased international trade can lead to worse environmental standards globally. Students will also learn about debate regarding international environmental justice.

*Required Readings:*

- **“Development and the Environment: a false dichotomy.” Pp 25-43.** World Bank. *World Development Report 1992*.

<http://documents.worldbank.org/curated/en/995041468323374213/pdf/105170REPLACEMENT0WDR01992.pdf>

- Irfan, Umair. “Why India’s air pollution is so horrendous.” Vox. (June 9, 2018). <https://www.vox.com/2018/5/8/17316978/india-pollution-levels-air-delhi>

Optional Readings:

- Wang, Haikun, et al. “Trade-driven relocation of air pollution and health impacts in China.” *Nature communications* (2017): 738. <https://www.nature.com/articles/s41467-017-00918-5>

### **3. Challenges in Governing a Globalized World – Environment, Technology, and Rights**

This final section of the course will focus on three specific policy topics and challenge students to apply the theory and debates from the first two parts of the course to current problems relevant for international politics and governance. The three topics examined will be: international law, climate change governance, and human rights.

#### Session 10 – 7/9

UN VISIT 1:15pm – This day the class will take a field trip to the UN headquarters in New York. We need to leave at 11:30am to make be at the tour at least an hour before the tour starts. Please make sure to have a permission slip signed before the tour!

*Topics: International Law and International Governance.* This class will introduce students to basic concepts of international law, treaty building, and international legal institutions. Students will review concepts from the first part of the course on international cooperation and the difficulties with governing states in an international system characterized by anarchy and state sovereignty.

*Case: China and island building in the South China Seas.* For several years, China has been engaged in an island building project in the South China Seas as an effort to control waters that it claims are part of its national territory. These activities have continued despite protests by China’s neighbors and an international tribunal ruling declaring that China is breaking international law.

#### *Required Readings:*

- **Ch 2 “The Making of International Law.” pp 21-40.** Jan Klabbbers, *International Law* (Cambridge University Press, 2013).
- Specia, Meghan and Takkunen, Mikko. “South China Sea Photos Suggest a Military Building Spree by Beijing.” <https://www.nytimes.com/2018/02/08/world/asia/south-china-seas-photos.html>

#### *Optional Readings:*

- Fisher, Max. “The South China Sea” Explaining the Dispute.” *NY Times* (July 14, 2016). <https://www.nytimes.com/2016/07/15/world/asia/south-china-sea-dispute-arbitration-explained.html>
- Rapp-Hooper, Mira. “Parting the South China Sea: how to uphold the rule of law.” *Foreign Aff.* 95 (2016): 76.

## Session 11 – 7/10

*Topics: International Human Rights.* Is International Human Rights Law effective in protecting and promoting human rights globally? This class will introduce students to the basic structure of international human rights law. Students will also examine the problems with enforcement of a law in which states do not have incentives to hold other states accountable for human rights violations. Finally, students will learn about how non-state actors mobilize around human rights to promote justice and the effective enjoyment of rights.

*Case:* Surveillance and human rights. With the advent of new technology, the spread of mobile technology, and the capacity to collect and analyze “big data,” states and corporations are more able than ever to influence society. Students will examine the challenges for human rights these technological changes present specifically in regards the case of state surveillance.

### *Required Readings:*

- **Ch 1 “The Concept of Human Rights” pp. 7-23** Donnelly, J. (2013). *Universal human rights in theory and practice*. Cornell University Press.
- McDonnell, Stephen. “China congress: How authorities censor your thoughts.” *BBC News*. (Oct. 15, 2017) <https://www.bbc.com/news/world-asia-china-41523073>

### *Optional Reading:*

- Qiang, Xiao. “The rise of China as a digital totalitarian state” Opinion. *The Washington Post*. <https://www.washingtonpost.com/news/theworldpost/wp/2018/02/21/china-internet/>
- King, Gary, Jennifer Pan, and Margaret E. Roberts. "How the Chinese government fabricates social media posts for strategic distraction, not engaged argument." *American Political Science Review* 111.3 (2017): 484-501.

## Session 12 – 7/11

*Topics: International climate negotiations.* Can international law and international cooperation help prevent or mitigate international climate change? Students will learn about how collective action problems and difficulties with international cooperation apply specifically to the case of governing the commons. This class will also examine the specific case of regulating greenhouse gas emissions and the difficulties with designing an international regime that can prevent or mitigate global climate change.

*Case:* International Climate Change Negotiations. Students will review the effectiveness of international climate change negotiations and role-play a mock negotiation at the next round of talks.

*Guest speaker:* Vijay Limaye, Climate Change and Health Science Fellow, Natural Resources Defense Council will speak in the afternoon session on Climate Change negotiations and the impact of climate change on public health.

*Required Readings:*

- **Ch 1 “Reflections on the Commons.” pp 1-23.** Ostrom, Elinor. *Governing the commons*. Cambridge university press, 2015.
- “Role of Countries in Climate Negotiations.” *Climate Policy Info Hub*.  
<https://climatepolicyinfohub.eu/role-countries-climate-negotiations>

*Optional Readings:*

- Dietz, Thomas, Elinor Ostrom, and Paul C. Stern. “The struggle to govern the commons.” *Science* 302.5652 (2003): 1907-1912.
- Meyer, Robinson. “A Reader's Guide to the Paris Agreement.” *The Atlantic*. (Dec. 15, 2015). <https://www.theatlantic.com/science/archive/2015/12/a-readers-guide-to-the-paris-agreement/420345/>

Session 13 – 7/12

Student final presentations – Students will be required as part of the course to find, research, and present a case in current events that represents a debate or concept on globalization, international cooperation, or international trade covered by this course. Students will work in pairs and find 2-3 articles from reputable sources that describes the current event. They will then prepare a 10-minute presentation that describes the event and explains how it relates to the debates and material in the course. Students will also be required to ask questions of other student presentations.

Session 14 – 7/13

Finish up student presentations.

Wrap up and evaluations.