

## GV314-6-AU International Political Economy 2023

**Lecturer and Module Supervisor**

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Academic Support Hours: Tuesday 3pm-4pm & Thursday 1pm-2pm

Module available for Study Abroad students: Yes  No

**ASSESSMENT:** This module is assessed by 100% coursework.

**LISTEN AGAIN:**  Listen again is available and should be fully utilised.

***INSTANT DEADLINE CHECKER - COURSEWORK***

*AU variant*

Assignment Title	Due Date	Coursework Weighting	Feedback Due
Contemporary Issues – Reaction Paper (FASER)	<b>Week 8 (*)</b>	35%	Week 12
Contemporary Issues – Group Presentation (FASER)	<b>Week 10.</b> Upload the <b>day before</b> of the module meeting (*)  <u>In class</u> presentations will be on <b>Week 10 and 11</b> , depending on the schedule on Moodle	25%	In class feedback. Written feedback 4 weeks after the presentation date (Weeks 16 and 17)
Moodle Test (FASER)	<b>Week 11 (*)</b>	40%	Week 17

(\*) Please check the dates on FASER

**ASSESSMENT**

This module is assessed by 100% coursework. Coursework includes the in-depth analysis of a contemporary issue in the global economy including an individual written component (35%), and a pre-recorded group presentation component (25%); and a take-home test (40%). Each of these assignments contributes to the following one. **See description of all coursework in page 4 of this module outline.**

**TOP READS**

Readings are available on-line or in the library. All the required (essential) readings can be found on Talis.

## **MODULE DESCRIPTION**

Politicians, journalists, and activists use the term "globalisation" to refer to a wide range of economic, political, and social phenomena – from increasing global trade and deeper integration of financial markets, or reduced transportation and communication costs, to the emergence of global cultural trends.

This module examines the dynamics associated with the global integration of the world economy from a political economy perspective. Throughout the module, we will address the questions "How do international/global economic factors (trade, finance, etc.) affect domestic politics?" and "how do domestic politics affect the international economy?"

The module relies on theories from international political economy (IPE) to explore the politics behind globalisation. The society- and state-centred approaches provide analytical tools to understand who wins and who loses from globalisation, and what policies governments can implement. We will analyse the causes and consequences of international trade, why firms invest abroad, and the structure of international finance. The last sessions will explore contemporary issues in the global economy, such as migration, foreign aid, or the effects of globalisation on domestic politics.

This is an upper-level seminar: students are expected to come prepared to class and ready participate in in-class dynamics. This means reading the assigned material, taking notes about main ideas and/or questions, and actively engaging in in-class discussions. The quality of the module largely depends on students' participation and engagement.

## **AIMS**

This module introduces theories from international political economy (IPE) to explore the politics behind globalisation. Students will learn to use analytical categories to explain the most salient trends in the global economy and how they constrain (or not) domestic politics.

Throughout the module, we will work on strengthening the following skills: critical thinking (based on careful reading of class materials, and their application to cases and examples), argumentation, and written and oral presentations.

### **Objectives and transferable skills**

By the end of the module, the students should be able to:

1. Identify the main approaches, concepts, and methods employed in IPE.
2. Identify and explain key concepts in IPE.
3. Use theories to explain the causes and effects of international trade, international capital flows, monetary relations, and the main debates around globalisation.
4. Demonstrate analytical and critical thinking skills when analysing political phenomena.

## MODULE STRUCTURE AND TEACHING

This is a 10-week module based on one two-hour seminar. Classes 9 and 10 will have a different format and will be based on the discussion of students' presentations.

### What we expect of you during lecture and classes:

- To attend all lectures and classes after having done the required reading
- To pay attention and take notes as necessary.
- To think about the readings and lectures notes before the class, and be ready to discuss them: try to identify the key assumptions in the texts; map the structure of the argument; underline the conclusions. Highlight to yourself points you don't understand. (If you don't understand it, there's great likelihood others have not understood it either, so don't be shy to ask.) Ask yourself whether you agree with the text, whether you can identify weaknesses or gaps in the argument, and what could someone who disagrees with it argue against it.
- To offer your participation as required (answering questions, asking questions etc.). Learning about and discussing these texts is a communal endeavour and it is a matter of good citizenship to contribute. Further, part of what we want you to achieve, and what we mark you for, is clear and confident oral presentation. You are expected to answer questions, raise new points, and contribute to the progression of discussion in class.

### Classroom courtesy

Treat your classmates and professors with respect by avoiding distractions.

**Be on time.** Arriving late for class or leaving early is bad for you and for other students. Not only you may miss important materials, but you also interrupt the class dynamics

**Turn off your cell phone.** Unless medical or family reasons makes it necessary for you to keep your phone visible, the instructor requests to keep phones off and out of sight.

**Bring the readings to class.** It is very helpful for class dynamics if students have access to the class materials and/or their notes.

**Use academic support hours.** Questions right before the class begins can cut into the lecture time. Questions right at the end of the class, when another group of students may need to use the classroom, is also inconvenient for classmates. During academic support hours, the instructor can pay full attention to students' concerns and provide better answers.

## ASSESSMENT – DETAILED DESCRIPTION OF ALL COURSEWORK

This module is assessed by 100% coursework, including three pieces of assessment: An individual reaction paper (35%), and a pre-recorded group presentation component (25%); on the same topic (a contemporary issue in the global economy, listed at the end of the module outline), and a take-home test (40%). Follow the indications below for each assignment. Further indications will be given in class and posted on Moodle

### I. REACTION PAPER (35%)

- Characteristics of the **short paper** that supports the group work for the presentation:
  - **Format:**
    - Include the Department's cover sheet with the student ID in the same document.
    - Save your work as a word document (do not send PDF files)
    - Number the pages.
  - **Word count:** Between 750 and 1000 words. This does not include the cover sheet or the bibliography.
  - **Upload** to FASER on week 8 (confirm exact day and time on FASER).
  - **Readings for the paper:** Each student will be assigned two or three of the articles from the readings for the topic. The list with the topic readings assignment for each student will be posted on Moodle. Students need to write the paper as a critical review of these articles, following the structure described below. **This is not a summary of each article, independently from each other.** Students do not need additional materials for this assignment, but they can refer to other class materials.
  - **Structure of the paper:** The paper needs to have the sections and subsections described below. The following questions may help to structure the contents for each section:

**1. Introduction:**

What **research question(s)** underlie these articles? Why is it important or interesting? How does it relate to the general literature on IPE? Include key definitions if necessary.

**2. How have scholars addressed this issue from an IPE perspective?**

**2.1. Theories:**

What are the authors' answers (**theory**)? Critically assess the theoretical arguments (assumptions, theoretical contribution, weaknesses). Although you may want to describe each of the articles separately, the purpose of this section is NOT to summarise each article, but to compare the different answers or contributions that each article makes.

**2.2. Evidence:**

How do the authors test their theories? What kinds of data do they use? Could you propose an alternative or additional test for these theories? Is the **evidence** sufficient to answer the research question?

**3. Conclusion:**

What is your general impression about these articles? What research questions remain open? How would you address them?

**II. PRE-RECORDED PRESENTATION (25%)**

- Characteristics of the **presentation:** The group presentation is based on the readings for the topic, and the papers the members of the group have written. This is a two-step process (both **uploading** the pre-recorded presentation AND **presenting your work in class** are necessary components to receive a mark):
  1. The group will need to submit a pre-recorded PowerPoint presentation with voice included, podcast, or video. Students may submit either a video featuring all or some of the members of the group, or a PowerPoint presentation narrated by two or more members. The group is **jointly responsible** for preparing a **15 to 17-minute** presentation based on their short papers, uploading the file(s) containing the presentation on FASER. **Each member of the group** is responsible for

uploading the presentation files. THIS STEP IS NECESSARY BUT NOT SUFFICIENT TO RECEIVE A MARK FOR THE PRESENTATION.

2. The group is **jointly responsible** for **presenting the group's work in class** (i.e., uploading the presentation to the classroom computer and making the presentation work) on the date in which the presentation is scheduled, and to answer questions from the class and the lecturer. THIS STEP IS NECESSARY TO RECEIVE A MARK FOR THE PRESENTATION. Students who are not able to attend the date of the presentation will need to file extenuating circumstances to receive a mark for this assignment.
- Although this presentation is based on the articles assigned to the topic, and the reaction papers students wrote, the goal is for the group or student to provide (1) **background information** on the issue under analysis, and (2) a **simplified explanation** of how the literature addresses this issue. Students are free (and encouraged) to think about creative forms to present this information. For example, it can be a traditional presentation, or an interview, a news report, a series of infographics, etc.
  - **Structure of the presentation:** The following questions may help to structure the document:
    3. **Introduction:**  
What is the issue under analysis? Present all the definitions and/or historical background and/or data that would allow your classmates understand the topic  
Why is it important or interesting? How does it relate to the general literature on IPE?
    4. **What do we know about this issue?**  
How do the assigned articles help us to understand better this issue? You can structure the presentation around research questions or vignettes presenting the findings and explaining how these findings complement or contradict each other. The purpose of this section is to show what we gain by using theories of IPE to understand the issue under analysis, not to enter in detailed criticism of each paper (you can do that in the paper if you wish).
    5. **Conclusions**  
What have you learned after gathering information on this issue and reading these articles? In your opinion, what are the main research questions that remain open?

### III. TAKE-HOME TEST (40%)

- There will be a take-home test in week 12. The test will include short essay questions and/or multiple option questions. It is designed to be completed in 90 minutes. However, students will have 24 hours to complete the test (the test will be posted on Moodle 24 hours before the deadline). Students with special needs, please contact the instructor to discuss special accommodations.
- Students are allowed to have and use all the class materials. However, students should not consult each other regarding the test questions. Discussing your answers is an academic offense.
- Students are to upload their answers on FASER

**Note regarding proper citation of academic work, for all assignments:** All written work submitted for this class is required to properly cite the referenced materials (both in text, and

as a separate bibliography list). Verbatim citation should be limited to key concepts or ideas. For in-text citations, use “(author year: page)” – for example (Chayes and Chayes 1993:178). For the bibliography, follow the template used in this syllabus. If you have doubts, ask your instructor and/or the Department’s Study Skills Officer. If necessary, consult the essay-writing program provided by the University of Essex: <http://www2.essex.ac.uk/essay-writing/>.

## How to submit your essay using FASER

You will be able to access the online submission system via your myEssex portal or via <https://FASER.essex.ac.uk>. FASER allows you to store your work-in-progress. This facility provides you with an ideal place to keep partially completed copies of your work and ensures that no work, even drafts, is lost. If you have problems uploading your coursework, you should contact [ltt@essex.ac.uk](mailto:ltt@essex.ac.uk). You may find it helpful to look at the FASER guide <https://faser.essex.ac.uk/Student/Help>. If you have any questions about FASER, please contact your administrator or refer to the handbook.

**Under NO circumstances is your coursework to be emailed to the administrators or the lecturer. This will NOT be counted as a submission.**

## Coursework deadline policy for undergraduates

There is a single policy at the University of Essex for the late submission of coursework in undergraduate courses. Essays must be uploaded before 09.45 on the day of the deadline.

All coursework submitted after the deadline will receive a mark of zero. The mark of zero shall stand unless the student submits satisfactory evidence of extenuating circumstances that indicate that the student was unable to submit the work prior to the deadline. For further information on late submission of coursework and extenuating circumstances procedures please refer to <http://www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx>.

Essay feedback will be given via FASER.

ALL submissions should be provided with a coversheet (Available from Moodle).

## Plagiarism

Plagiarism is a very serious academic offence and whether done wittingly or unwittingly it is your responsibility. **Ignorance is no excuse!** The result of plagiarism could mean receiving a mark of zero for the piece of coursework. In some cases, the rules of assessment are such that a mark of zero for a single piece of coursework could mean that you will fail your degree. If it is a very serious case, you could be required to withdraw from the University. It is important that you understand right from the start of your studies what good academic practice is and adhere to it throughout your studies.

All work submitted to the Department will be run through plagiarism detection software and lecturers are very good at spotting work that is not your own. **Plagiarism gets you nowhere; DON'T DO IT!**

Following the guidance on referencing correctly will help you avoid plagiarism.

Please familiarise yourself with the University’s policy on academic offences: <http://www.essex.ac.uk/about/governance/policies/academic-offences.aspx>.

## Extenuating circumstances for late submission of coursework

The university has guidelines on what is acceptable as extenuating circumstances for later submission of coursework. If you need to make a claim, you should upload your coursework to FASER and submit a late submission of coursework form which can be found here: <http://www.essex.ac.uk/students/exams-and-coursework/late-submission.aspx>. This must be done within seven days of the deadline. FASER closes for all deadlines after seven days. The Late Submissions committee will decide whether your work should be marked and you will be notified of the outcome.

If you experience significant longer-term extenuating circumstances that prevent you from submitting your work either by the deadline or within seven days of the deadline, you should submit an Extenuating Circumstances Form for the Board of Examiners to consider at the end of the year <http://www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx>.

### SCHEDULE OF TOPICS AND READINGS

#### 1. What is globalization? Why is it controversial?

Required:

\*\*\* Baker, Andy. 2005. "Who Wants to Globalize? Consumer Tastes and Labor Markets in a Theory of Trade Policy Beliefs." *American Journal of Political Science* 49(4): 924–938.

\*\*\* Mukherjee, Nisha, and Jonathan Kriekhaus. 2012. "Globalization and Human Well-Being." *International Political Science Review / Revue Internationale de Science Politique* 33(2): 150–170.

\*\*\* Lockwood, Erin. 2021. "The international political economy of global inequality." *Review of International Political Economy* 28(2): 421–445.

#### 2. The political economy of international trade: Society-centred approach to trade politics

Required:

\*\*\* Betz, Timm, and Amy Pond. 2019. "The Absence of Consumer Interests in Trade Policy." *The Journal of Politics* 81(2): 585–600

\*\*\* Mutz, Diana, Edward D. Mansfield, and Eunji Kim. 2021. "The Racialization of International Trade." *Political Psychology* 42(4): 555–573.

\*\*\* Hiscox, Michael J. 2001. "Class versus Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade." *International Organization* 55(1): 1–46.

#### 3. The political economy of international trade: State-centred approach to trade politics

Required:

\*\*\* Betz, Timm. 2017. "Trading Interests: Domestic Institutions, International Negotiations, and the Politics of Trade." *The Journal of Politics* 79(4): 1237–1252.

\*\*\* Chow, Wilfred Ming, and Daniel Yuichi Kono. 2017. "Entry, Vulnerability, and Trade Policy: Why Some Autocrats Like International Trade." *International Studies Quarterly* 61(4): 892–906.

\*\*\* Nielson, Daniel L. 2003. "Supplying Trade Reform: Political Institutions and Liberalization in Middle-Income Presidential Democracies." *American Journal of Political Science* 47(3): 470–491.

#### **4. Why do countries use (formal or informal) institutions?**

Required:

\*\*\* Lipson, Charles. 1991. "Why are some international agreements informal?" *International Organization* 45 (4):495-538.

\*\*\* Schneider, Christina. 2011. "Weak States and Institutionalized Bargaining Power in International Organizations." *International Studies Quarterly* 55(2): 331-355.

\*\*\* Johnson, Tana, and Johannes Urpelainen. 2014. "International Bureaucrats and the Formation of Intergovernmental Organizations: Institutional Design Discretion Sweetens the Pot." *International Organization* 68(1): 177-209.

#### **5. Multinational corporations and foreign direct investment**

Required:

\*\*\* Ahlquist, John S. 2006. "Economic Policy, Institutions, and Capital Flows: Portfolio and Direct Investment Flows in Developing Countries." *International Studies Quarterly* 50(3): 681–704

\*\*\* Owen, Erica. 2015. "The Political Power of Organized Labor and the Politics of Foreign Direct Investment in Developed Democracies." *Comparative Political Studies* 48(13): 1746–1780.

\*\*\* Pandya, Sonal S. 2016. "Political Economy of Foreign Direct Investment: Globalized Production in the Twenty-First Century." *Annual Review of Political Science* 19(1): 455–475.

#### **6. The international monetary system**

Required:

\*\*\* LeBaron, Genevieve, Daniel Mügge, Jacqueline Best, and Colin Hay. 2021. "Blind spots in IPE: marginalized perspectives and neglected trends in contemporary capitalism." *Review of International Political Economy* 28(2): 283–294.

\*\*\* Norrlof, Carla. 2017. "The international political economy of money, macro-money theories and methods." *Review of International Political Economy* 24(4): 718–736.

\*\*\* James, A., Retting, T., Shogren, J.F., Watson, B. and Wills, S., 2022. Sovereign wealth funds in theory and practice. *Annual Review of Resource Economics*, 14, pp.621-646.

#### **7. Monetary and exchange rate policies**

Required:

\*\*\* Bodea, Cristina, Ana Carolina Garriga, and Masaaki Higashijima. 2019. "Economic Institutions and Autocratic Breakdown: Monetary Constraints and Fiscal Spending in Dominant-Party Regimes." *The Journal of Politics* 81(2): 601–615.



\*\*\* Bodea, Cristina, and Raymond Hicks. 2015. "International Finance and Central Bank Independence: Institutional Diffusion and the Flow and Cost of Capital." *Journal of Politics* 77(1): 268–284.

\*\*\* Markgraf, J. and Rosas, G., 2019. On board with banks: do banking connections help politicians win elections?. *The Journal of Politics*, 81(4), pp.1357-1370.

## **8. Conclusion: The achievements of and challenge to the global capitalist economy**

Required:

- Walter, Stefanie. 2021. "The Backlash Against Globalization." *Annual Review of Political Science* 24(1): 421–442.
- Milner, Helen V. 2021. "Is Global Capitalism Compatible with Democracy? Inequality, Insecurity, and Interdependence." *International Studies Quarterly* 65(4): 1097–1110.

## **9. Presentations: Contemporary issues in the global economy**

- **Presentation I:** The political economy of migration/labour markets
- **Presentation II:** The political economy of foreign aid
- **Presentation III:** Globalization and domestic politics

Required:

- The groups papers posted on Moodle

## **10. Presentations: Contemporary issues in the global economy.**

- **Presentation IV:** Brexit
- **Presentation V:** Health and the global economy
- **Presentation VI:** Opposition to globalisation. The race to the bottom?

Required:

- The groups papers posted on Moodle

## READINGS FOR CONTEMPORARY ISSUES IN THE GLOBAL ECONOMY

(for assignments 1 and 2)

Groups must analyse and present *all* the required (essential) readings.

### Presentation I: The political economy of migration/labour markets

Required:

- Mosley, Layna, and David Andrew Singer. 2015. "Migration, Labor, and the International Political Economy." *Annual Review of Political Science* 18(1): 283–301.
- Fitzgerald, Jennifer, David Leblang, and Jessica C. Teets. 2014. "Defying the Law of Gravity: The Political Economy of International Migration." *World Politics* 66(3): 406–445.
- Peters, Margaret E. 2015. "Open Trade, Closed Borders Immigration in the Era of Globalization." *World Politics* 67(1): 114–154.
- Bearce, David H., and Andrew F. Hart. 2017. "International Labor Mobility and the Variety of Democratic Political Institutions." *International Organization* 71(1): 65–95.
- Holland, Alisha C., and Margaret E. Peters. 2020. "Explaining Migration Timing: Political Information and Opportunities." *International Organization* 74(3): 560–583.
- Adida, Claire L., and Desha M. Girod. 2011. "Do Migrants Improve Their Hometowns? Remittances and Access to Public Services in Mexico, 1995–2000." *Comparative Political Studies* 44(1): 3–27

### Presentation II: The political economy of foreign aid

Required:

- Alesina, Alberto, and David Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?" *Journal of Economic Growth* 5(1): 33–63.
- Briggs, Ryan C. 2017. "Does Foreign Aid Target the Poorest?" *International Organization* 71(1): 187–206.
- Bermeo, Sarah Blodgett. 2017. "Aid Allocation and Targeted Development in an Increasingly Connected World." *International Organization* 71(4): 735–766.
- Heinrich, Tobias, and Yoshiharu Kobayashi. 2020. "How Do People Evaluate Foreign Aid To 'Nasty' Regimes?" *British Journal of Political Science* 50(1): 103–127.
- Easterly, William R. 2003. "Can Foreign Aid Buy Growth?" *Journal of Economic Perspectives* 17(3): 23–48.
- Dietrich, Simone. 2016. "Donor Political Economies and the Pursuit of Aid Effectiveness." *International Organization* 70(1): 65–102.
- Ziaja, Sebastian. 2020. "More Donors, More Democracy." *The Journal of Politics* 82(2): 433–447.

### **Presentation III: Globalization and domestic politics**

Required:

- Milner, Helen V., and Bumba Mukherjee. 2009. "Democratization and Economic Globalization." *Annual Review of Political Science* 12(1): 163–181.
- Walter, Stefanie. 2010. "Globalization and the Welfare State: Testing the Microfoundations of the Compensation Hypothesis." *International Studies Quarterly* 54(2): 403–426.
- Huber, Evelyne, Bilyana Petrova, and John D. Stephens. 2020. "Financialization, labor market institutions and inequality." *Review of International Political Economy*: 1–28.
- Mosley, Layna. 2000. "Room to Move: International Financial Markets and National Welfare States." *International Organization* 54(4): 737–774.
- Rudra, Nita. 2002. "Globalization and the Decline of the Welfare State in Less Developed Countries." *International Organization* 56(2): 411–445.
- Jensen, Nathan M., and Guillermo Rosas. 2020. "Open for Politics? Globalization, Economic Growth, and Responsibility Attribution." *Journal of Experimental Political Science* 7(2): 89–100.

### **Presentation IV: Brexit**

Required:

- Jensen, Mads Dagnis, and Holly Snaith. 2016. "When Politics Prevails: The Political Economy of a Brexit." *Journal of European Public Policy* 23(9): 1302–1310.
- Owen, Erica, and Stefanie Walter. 2017. "Open Economy Politics and Brexit: Insights, Puzzles, and Ways Forward." *Review of International Political Economy* 24(2): 179–202.
- Colantone, Italo, and Piero Stanig. 2018. "Global Competition and Brexit." *American Political Science Review* 112(2): 201–218.
- Green, Jane, Timothy Hellwig, and Edward Fieldhouse. 2022. "Who Gets What: The Economy, Relative Gains and Brexit." *British Journal of Political Science* 52(1): 320–338.
- Becker, Sascha O, Thiemo Fetzer, and Dennis Novy. 2017. "Who Voted for Brexit? A Comprehensive District-Level Analysis." *Economic Policy* 32(92): 601–650.
- Schwartz, Cassilde, Miranda Simon, David Hudson, and Jennifer van-Heerde-Hudson. 2021. "A Populist Paradox? How Brexit Softened Anti-Immigrant Attitudes." *British Journal of Political Science* 51(3): 1160–1180.

### **Presentation V: Health and the global economy**

Required:

- Carpenter, Daniel. 2012. "Is Health Politics Different?" *Annual Review of Political Science* 15(1): 287–311
- Lipsy, Phillip Y. 2020. "COVID-19 and the Politics of Crisis." *International Organization* 74(S1): E98–E127.
- Forster, Timon, Alexander E. Kentikelenis, Thomas H. Stubbs, and Lawrence P. King. 2020. "Globalization and health equity: The impact of structural adjustment programs on developing

countries.” *Health Inequalities: The Emerging Field of Comparative Cross-National Research on Social Inequalities in Health* 267: 112496.

- Suzuki, Mao, and Shiming Yang. 2022. “Political economy of vaccine diplomacy: explaining varying strategies of China, India, and Russia’s COVID-19 vaccine diplomacy.” *Review of International Political Economy*: 1–26.
- McNamara, Kathleen R., and Abraham L. Newman. 2020. “The Big Reveal: COVID-19 and Globalization’s Great Transformations.” *International Organization* 74(S1): E59–E77.

## **Presentation VI: Reactions to globalisation. Backlash, populism, and more**

Required:

- Broz, J. Lawrence, Jeffrey Frieden, and Stephen Weymouth. 2021. “Populism in Place: The Economic Geography of the Globalization Backlash.” *International Organization* 75(2): 464–494.
- Frieden, Jeffrey A. 2018. “The Political Economy of the Globalization Backlash: Sources and Implications.” [http://pelg.ucsd.edu/Frieden\\_2018.pdf](http://pelg.ucsd.edu/Frieden_2018.pdf).
- Rodrik, Dani. 2018. “Populism and the Economics of Globalization.” *Journal of International Business Policy*: 1–22.
- Franzese, Robert J. 2019. “The Comparative and International Political Economy of Anti-Globalization Populism.” <https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-638>.
- Johns, Leslie, Krzysztof J. Pelc, and Rachel L. Wellhausen. 2019. “How a Retreat from Global Economic Governance May Empower Business Interests.” *The Journal of Politics* 81(2): 731–738.
- Scheve, Kenneth F., and Matthew J. Slaughter. 2018. “How to Save Globalization. Rebuilding America’s Ladder of Opportunity.” *Foreign Affairs* 97(6): 98–108.