POLI 144AB: Special Topics in IPE: Trade and US Politics

University of California, San Diego — Summer Session 1 2024
Tuesday and Thursday 2:00 - 4:50 PM
Class Zoom link: https://ucsd.zoom.us/j/93248764525
Course page: https://canvas.ucsd.edu/courses/58100
Updated 8/4/24

Instructor: Eric Thai (he/him/his)

Department of Political Science
Office Hours: Tuesday & Thursday 1-2 PM Sign up on Calendly
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Requirements

- 20% Short assignments

- 10% Participation

- 30% Take-home midterms

- 10% Trade Policy memo draft

- 30% Trade Policy memo

Short assignments

All short assignments are graded for completion, meaning that all parts of the assignment must be addressed for a total of 1 point. Late submissions are not accepted. Correct answers will be provided after the deadline, and we will review the solutions in the following class session. Short assignments are often coding exercises where you can apply the coding skills learned in class.

Extra Credit: Excellent submissions that go above and beyond can earn up to 1% extra credit toward the final grade, at the instructor's discretion. To achieve this, you need to demonstrate deep curiosity and a desire to go beyond the assigned task.

Participation

Each class session, everyone starts with a participation score of 1 out of 2 possible points. This means you will receive at least 50% even without participating. To earn full points, you need to participate at least once during the session. I will keep track of participation.

Participation can take various forms, but generally, I ask for your engagement with the class material. I will periodically display questions on the slides (in blue or purple text) or ask spontaneous questions. Your response to these questions will count as one participation point. Additionally, questions and follow-up responses during class discussions also count as one participation point.

Extra credit: To unlock the extra credit system, you must participate at least twice in a session. Each participation beyond your second will add 0.25% to your final grade, up to a maximum of 1% per class. In total of 8 class sessions, you would be able to receive up to 8% of extra credit.

2 Take-home midterms

There will be two take-home midterms, each due one week after the assigned date. I will provide three questions related to topics covered in class, and you may choose one to answer. Your response will require additional research.

You will be graded on:

1. Quality of Argument: The persuasiveness and coherence of your answer.

2. Use of Sources: The quality and relevance of the sources you cite, as well as any empirical evidence you incorporate.

No formal citation style is required. At a minimum, use brackets (e.g., [1]) to indicate your sources. In the reference page, provide a bullet point list of each citation (e.g., [1] Source - website links are acceptable).

US Trade Policy Memo

The purpose of this memo is to demonstrate your expertise on a specific issue area of US trade policy. You have complete autonomy in selecting the issue and the format of your memo. The requirements are:

1. In-depth Exploration: Show that you have thoroughly examined the topic, including its functions, the politics surrounding it, and its strengths and weaknesses.

2. Skill Demonstration: Exhibit a variety of skills, such as coding and writing, as this could potentially serve as your writing sample.

You may find inspiration from the way Congressional Research Service specialists write about trade issues, accessible here, and explore various trade-related issue areas on the USTR website.

More detailed instructions will be available on Canvas starting August 13.

A draft is due on August 29 for feedback purposes. The memo will be graded for completion.

Grade Scale

Grade Range	Letter Grade
98-100	A+
93-97.9	A
90-92.9	A-
87-89.9	B+
84-86.9	B
80-83.9	B-
77-79.9	C+
74-76.9	C
70-73.9	C-
60-69.9	D
0-59.9	F
70-100	Pass (if taking Pass/Fail)

Schedule

- August 6, 2024: INTRODUCTION TO INTERNATIONAL TRADE & BASIC CODING SKILLS

  - **Before Class**
    * Skim *World Politics* Ch.7 (International Trade)
    * Skim *Statistics Minus the Math* Ch.1 & Ch.2
    * Watch Crash Course on International Trade
    * Watch Basics of Comparative Advantage
    * Watch Basics of Free Trade
    * Read Brief History of International Trade Policy
    * Download R and Rstudio (MAC, Windows) & Install `tidyverse` and `here`, `readr` R packages (instruction on how to install)

  - **After Class**
    * **Assignment 1 (Coding):** Basic data cleaning. See Canvas for further instructions.

- August 8, 2024: WHAT EXPLAINS TRADE PATTERNS? GRAVITY MODEL AND INTERNATIONAL TRADE THEORIES. BASIC REGRESSION MODELS

  - **Before Class**
    * Read *World Politics* Ch.7 p.299-303, p.306-312
    * Read Baier & Standaert - Gravity Model and Empirical Trade
    * Skim *Statistics Minus the Math* Ch.3
    * Watch Linear Regression in R
    * Download the following packages in R: `fixest`
    * Download Gravity Data

  - **After Class:**
    * **Assignment 2 (Coding):** Basic regression. See Canvas for further instructions.

- August 13, 2024: INTRODUCTION TO RECIPROCAL TRADE AGREEMENTS, GRADUALISM, AND GATT/WTO
  Midterm 1 assigned (due August 19 11:59 PM)
  Policy Memo assigned (due September 8 11:59 PM)

  - **Before Class**
    * Skim *World Politics* Ch.11: International Law
    * Read the introduction of Bagwell 1994's A Theory of Gradual Trade Liberalization
    * Read Chisik 2003's Gradualism in free trade agreements: a theoretical justification
    * Read Ch.1 - Introduction of Gilligan 1997's Empowering Exporters
    * Read the introduction of Bagwell & Staiger 1999's An Economic Theory of GATT
    * Read the introduction of Bagwell et al. 2020's Multilateral Trade Bargaining
    * Read the introduction of Rosendorff & Milner 2001's The Optimal Design of International Trade Institutions: Uncertainty and Escape

  - **After Class**
    * **Assignment 3:** Find an interesting topic on the WTO website and write a short 250-word memo. Instruction on Canvas.

- August 15, 2024: US DOMESTIC POLITICS AND INTERNATIONAL TRADE

- **Before Class**
  - ∗ Read Bailey et al. 1997's The institutional roots of American trade policy: Politics, coalitions, and international trade
  - ∗ Read Goldstein & Gulotty 2014's America and trade liberalization: the limits of institutional reform
  - ∗ Read Margalit 2011's Costly Jobs: Trade-related Layoffs, Government Compensation, and Voting in U.S. Elections
  - ∗ Read the introduction of Autor et al. 2020's Importing political polarization? The electoral consequences of rising trade exposure
  - ∗ Read Handley 2024's What happened to U.S. manufacturing? The evidence on technology, trade, and structural change
- **After Class**
  - ∗ **Assignment 4 (Coding):** Map any variable of interest onto continental US at the county and state level.

- August 20, 2024: FREE TRADE AGREEMENTS

  - **Before Class**
    - ∗ Read Baccini 2019's The Economics and Politics of Preferential Trade Agreements
    - ∗ Read Rodrik 2018's What Do Trade Agreements Really Do?
    - ∗ Read Peacock et al 2019's Boilerplate in International Trade Agreements
    - ∗ Read Baier & Bergstrand 2007's Do free trade agreements actually increase members' international trade?
  - **After Class**
    - ∗ **Assignment 5:** Read one US free trade agreement of your choosing and annotate interesting provisions.

- August 22, 2024: US FREE TRADE AGREEMENTS AND LABOR RIGHTS

  - **Before Class**
    - ∗ Read The 1996 Singapore Ministerial Declaration
    - ∗ Read The 1998 ILO Delcaration on Fundamental Principles and Rights at Work
    - ∗ Read Hafner-Burton et al. 2018's Protecting Workers Abroad and Industries at Home: Rights-based Conditionality in Trade Preference Programs
    - ∗ Read Hafner-Burton 2005's Trading Human Rights: How Preferential Trade Agreements Influence Government Repression
    - ∗ Read Kim 2012's Ex Ante Due Diligence: Formation of PTAs and Protection of Labor Rights
    - ∗ Read Central American Free Trade Agreement - Dominican Republic Labor Provision (with particular focus on Article 16.2, Article 16.6.7).
    - ∗ Read Paiement 2017's Leveraging Trade Agreements for Labor Law Enforcement: Drawing Lessons from the US-Guatemala CAFTA Dispute
    - ∗ Read Congressional Research Service Report on USMCA: Labor Provisions
    - ∗ Read USMCA Labor Provision (With particular focus on Article 23.5)
    - ∗ Read USMCA Facility-Specific Rapid-Response Labor Mechanism
  - **After Class**
    - ∗ **Assignment 5:** Pick one Rapid-Response Labor Mechanism case and write a 250 words or more memo summarizing the case.

- August 27, 2024: CONSEQUENCES OF US TRADE POLICIES
  Midterm 2 assigned (due September 2, 11:59 PM)

    - **Before Class**
        * Read Autor et al. 2016's A Note on the Effect of Rising Trade Exposure on the 2016 Presidential Election
        * Read Margalit 2019's Economic Insecurity and the Causes of Populism, Reconsidered
        * Read Ritchie & You 2021 Trump and Trade: Protectionist Politics and Redistributive Policy
        * Read Fajgelbaum & Khandelwal 2021's The Economic Impacts of the US–China Trade War
        * Read Autor et al. 2024's Help for the Heartland? The Employment and Electoral Effects of the Trump Tariffs in the United States
        * Read Blanchard, et al 2024's Did Trump's Trade War Impact the 2018 Election?
        * Read Kim & Margalit 2021's Tariffs As Electoral Weapons: The Political Geography of the US–China Trade War
        * Read about Prof. Handley's new application to navigate Biden's tariffs

    - **After Class**
        * **Assignment 6:** Explore a product of your interest in The Biden Tariff Analyzer (created by Prof. Handley) and write a short 250 words (or more) memo describing trade and tariff patterns. Instruction on Canvas.

- August 29, 2024: TARIFF PHASEOUTS IN US FREE TRADE AGREEMENTS
  Policy Memo Draft Deadline

    - **Before Class**
        * Read Besedes et al. 2020's Phase out tariffs, phase in trade?
        * Read Khan and Rhederlarian 2021's How does trade respond to anticipated tariff changes? Evidence from NAFTA

- September 3, 2024: No Class (Conference). Extended office hours on Monday and by appointment any day of the week to workshop US trade policy memo.

- September 5, 2024: No Class (Conference).

Inclusive Classroom

I am committed to creating a learning environment that supports diversity of thought, perspective, experience, and identity. I urge all of you to contribute your unique perspective to discussions so we can all learn from each other. If you ever feel excluded or unable to fully participate in class, please let me know. I also ask that everyone abide by UCSD's Principles of Community and Student Code of Conduct.

Participation

Evidence-based research on teaching and learning has documented a strong causal relationship between active participation/discussion and student learning. I design my lectures to have intermittent active engagement and discussions to allow students time to engage with lecture materials. I strongly encourage you to come to class prepared to contribute to these discussions.

Email Policy

Please direct any and all questions to ethai@ucsd.edu and *not* through the Canvas message function. Allow me 24 business hours to respond (excluding the weekends). If it is urgent, please include "[URGENT]" in your subject line.

Academic Integrity

As per UCSD's Academic Integrity Policy, any form of cheating is not tolerated. This includes, but not limited to, looking up answer during exam and copying the work or answers of others.

ChatGPT (and equivalent LLMs)

My philosophy on generative AI, such as ChatGPT and equivalent large language models (LLMs), is that it is a tool to supplement your ability and creativity. Your use of LLMs should not compromise your own learning. While there is no way for any instructor to enforce against the use of AI in class assignments, I am allowing you to use it as long as it merely supplements your learning. Below are examples of acceptable uses of AI:

Coding: If you are unsure how to clean a certain variable or complete a specific operation but have a clear idea of what you want to achieve, feel free to ask ChatGPT for guidance. Instead of copying and pasting the answers provided by ChatGPT, strive to understand why certain codes work the way they do. ChatGPT offers exceptional explanations for the code it provides. Read these explanations and be curious.

Writing: I highly suggest using AI to enhance, not generate, your writing. You may use AI to improve your grammar and the flow of your writing. However, AI cannot replace your understanding of the material or your perspective on the world.

Disability Accommodations

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities. Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department well in advance of any exams or assignments. Please contact the Department of Political Science OSD Liaison if you have any disability needs; please connect with staff via the Virtual Advising Center as soon as possible.

Additional Sources:

Recent events highlight a variety of biases in how we all obtain information about the world. Even the textbook may be lying to you (it is not). Consider carefully where you get your news. The ubiquity of information on the internet paradoxically highlights the value of old-fashioned "brand name" news outlets. Students are encouraged to familiarize themselves with major periodicals covering international relations/foreign policy. Here are a few prominent outlets:

- Financial Times (http://news.ft.com/world)

- The New York Times (http://www.nytimes.com/pages/world/index.html)

- Washington Post (http://www.washingtonpost.com/wp-dyn/content/world)

- Foreign Affairs (http://www.foreignaffairs.org)

- Foreign Policy in Focus (http://www.fpif.org/)

- The National Interest (http://www.nationalinterest.org)

- Foreign Policy Association (http://www.fpa.org/)

- Council on Foreign Relations (http://www.cfr.org/)

I also highly recommend watching data science video from Julia Silge. She has excellent video on the state-of-the-arts data science tutorial in R.