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POLI 144D International Political Economy - Money and Finance:
Power, Institutions, & Ideas
Fall – 2019; Tuesday 630-920pm; Warren Lecture Hall 2111

Course Description:

“International Political Economy is about the reciprocal and dynamic interaction in international relations of the pursuit of wealth and the pursuit of power” – Robert Gilpin ... or is it?

Political economy is a subfield of the social sciences that focuses on the way in which power relations, political conflict, government policy, interest groups, and political institutions shape economic behavior and economic outcomes. Individuals have many identities (political, economic, social) and are subject to numerous forms of authority. Economic authority is most often thought of highly decentralized while political authority comes from above. As such, departing from traditional economics, political economy assumes economic outcomes are not simply the result of resources and market forces, but also from political (and ideational) forces that shape outcomes through government policy (and social forces/pressures).

The course will **NOT** duplicate the content of other POLI144 International Political Economy courses. As such, discussion over globalization, trade policy (free trade v tariffs), currency policy (fixed v floating) and crises, the gold standard, monetary integration (e.g. Euro), multinational corporations and the internationalization of production, trade organizations and treaties, foreign direct investment, and development policies. Other INTL and GPS courses cover these topics in an more advanced manner if interested.

Instead our focus will be on the primary international financial institutions (International Monetary Fund and the associated World Bank Group). We will discuss their creation, operation, and development as well as their role in international debt crises, economic policy coordination, and the role of international lender of last resort. Main conceptual frameworks provided by scholars of international political economy will be utilized in this analysis. In other words, this course expects students to apply alternative conceptions of “how the world works” to the creation, actions, and reform of international financial institutions. national policies and international collaboration on international financial institutions

Course Objectives

1. To introduce students to the defining characteristics of major international financial institutions, their purpose, the policies they pursue, and the outcomes associated with each.
2. To examine recent reforms of international financial architecture that has taken place in the new millennium and discuss characteristics of the contemporary international financial order.
3. To introduce students to a variety of theoretical frames used in the study of International Political Economy and apply these in the study of International Financial Institutions.

Broad Themes

1. Theoretical and Historic Overview – week 1-4
2. Recent Reforms – week 5-8
3. Country-Project Focus – week 10-Final

Attendance/Class Structure/Participation is central to this course. Recent research on academic teaching and learning (King and Sen, 2013) cites improvement in learning outcomes with (1) social motivations; (2) explaining one's opinions to others; (3) instant feedback. When engaged in conversation with others, people's minds wander only about a quarter of the time (Morse 2012). As such, class participation is essential, especially in a 2.5-hour time block. After clarifying the key components of the week's readings, students will then be expected to discuss the required readings in questions posed to the class. Students are responsible for the information and ideas covered in the readings before lecture. The utilization of the iClicker system will help facilitate discussion: code CC

Final Grades will be assigned by the following formula; You are responsible for ensuring your grades are accurately reported. Grades for participation will be posted within a day of submission. I reserve the right to up-grade to account for either exceptionally high or low performance on an assignment:

Letter Grade	Percentage	Letter Grade	Percentage
A+	96% or more	C+	77%-79%
A	93%-96%	C	73%-76%
A-	90%-92%	C-	70%-72%
B+	87%-89%	D+	67%-69%
B	83%-86%	D	63%-66%
B-	80%-82%	D-	60%-62%
		F	0%-59%

Regrading

If you believe that you have been graded incorrectly, there are two paths forward:

- (i) Submit for complete regrade, could result in increase or decrease
- (ii) Find a credible source that supports your claim AS IT IS WRITTEN (not what you “meant” to say); write a few sentences how what you wrote answers the question/assignment in light of your source

Grading Expectations

Examples and/or rubrics will be provided for all assessments. Please examine these before asking what is expected or if you are on the right track.

Course Requirements/Grading:

- Lecture slides will be posted *before* lecture for notetaking purposes. Course will also be available via podcast.ucsd.edu for review and/or absence. Extracurricular events are not excused absences
- 8 pts iClicker participation (2pts available each class: .5pts base, 1.5pts staying after break)
 - There are 6 instructional sessions after the first day. Two absence will not penalize grade.
- 9 pts reading participation (3 pts available each class)—As an upper-division seminar, critical engagement with the readings is expected and required
 - Students are required to submit questions **THREE** for 3 of 6 lecture weeks by midnight

Tuesday **before** in the **TritonED** “Contents and Submissions” folder for that week’s readings

One *Clarifying question*

- What in the readings could someone in class find confusing? Was the author unclear about something, use an unfamiliar term, or use a familiar term differently.
 - What does _____ mean in context of?
 - Is this article only about IMF or does it apply to other cases?
 - Could you rephrase what is meant by _____?

One *Discussion question*

- Open-ended (not yes/no); Usually 3-4 sentences: set up, your point, question
- *A) Can cite particular passages and ask people to look at them closely and draw connections between these passages and the rest of the work
- *B) Can make and challenge connections between the text at issue and other works, and the themes and issues of the course
- C) Can be a controversial questioning of the author, intent, audience, idea, or topic
- D) Can be a hypothetical change of reference (i.e. What if ____ occurred in East Europe?)

Please check for comments after first submission as these will indicate if your questions are appropriate or not. If they are submitted in an inappropriate format more than once, you will not receive full credit.

- 36pts exam (week 8 – Nov 19th)
 - The exams will be in short answer format. Exam questions will resemble the discussion questions submitted by students and discussed during course-time.
 - You may bring in one page of **hand written** notes, it is recommended that you identify key theorists, authors, and cases (no need to memorize).
 - Sample Questions will be provided before exam
 - 6 Questions Total: 3 subparts per question: 10 minutes each will keep you on track
~1-2 paragraph each to focus on: a) content, b) connection, c) conjecture
 - Graded on
 - (a) correctness, completeness
 - (b) relating the subject matter to overall course themes
 - (c) using evidence (cases) and/or theory to support answer
- 20pts Wikipedia Research Project
 - 5pts for ten (10) Wikipedia training modules and country assignment due by week 9 **Nov 26st**
 - **It is highly recommended that you do some preliminary research that there is a documented relationship that you are able to research
 - [http://dashboard.wikiedu.org/courses/UCSD/IPE_Money_and_Finance_IMF_WB_\(Fall_2019\)?enroll=ubnjcqfg](http://dashboard.wikiedu.org/courses/UCSD/IPE_Money_and_Finance_IMF_WB_(Fall_2019)?enroll=ubnjcqfg)
Assign yourself pages to edit on the students tab
e.g. “_____ -IMF relations” or “_____ -World Bank relations”
 - Previous examples can be found:
[https://dashboard.wikiedu.org/courses/University_of_California_-_San_Diego/POLI144D_IPE_-_Money_\(Spring\)/articles](https://dashboard.wikiedu.org/courses/University_of_California_-_San_Diego/POLI144D_IPE_-_Money_(Spring)/articles)
https://en.wikipedia.org/wiki/Category:World_Bank
 - https://en.wikipedia.org/wiki/Category:International_Monetary_Fund
- 15 pts Wikipedia entry + peer review of 2 others – Grading Rubric On TritonEd
 - You are expected to contribute at least 4 short paragraphs or 2 long paragraphs (6 sources total) to a Wikipedia page of your creation. Information about international lending programs is scarce on Wikipedia. Our final two weeks will help populate Wikipedia with this important material. You may choose any nation & it’s relations/lending programs with the World Bank, IMF, OECD, or other international lending organization if we discuss.
 - A library guide (<http://ucsd.libguides.com/poli144d>) has been created with resources

- Draft must be in “sandbox” by **Monday Dec 2nd, 1159pm**
 - You are to provide constructive critiques of two other individuals drafts articles/policy memo. Class time will be granted on **Dec 3rd. Due Dec 5th**
 - Please provide a 1-2 sentence critique for each line of the grading rubric on the user's talk page and sign your review with ~~~~username.
 - Example https://en.wikipedia.org/wiki/User_talk:AlexLeader/sandbox
 - Some tips: When you make a claim, clearly state the fact in your own words, and then cite the source where you found the information. Wikipedia “bots” will find and flag you if information is plagiarized
 - Use checklist on page 15 of “editing wikipedia”: proofread, neutral language, clear for non expert, Wikipedia consistent formatting, reliable sources, links to other Wikipedia articles where appropriate
 - E-mail the assigned WikiStaff (Shalor Toncray / shalor@wikiedu.org) if you are unsure of a source being appropriate or proper citation format
 - Librarian Annelise Sklar (Asklar@ucsd.edu) also an excellent resource
 - A good and not-so-good sample can be found in TA Alex's sandbox <https://en.wikipedia.org/wiki/User:AlexLeader/sandbox>
- The course wikipedia dashboard is available in TritonEd in the “contents” tab
 - In order for full credit to be received, you must assign yourself the article on the **dashboard** and place it within a Wikipedia category for the IFI of your choice **Final December 10th**: Add it to the IMF or World Bank category add [[Category:World_Bank]] or [[Category:International_Monetary_Fund]] at end of article
- 27pts Final Policy Memos – final version to be uploaded to TritonEd (**December 10th 950pm**)
 - There is no final-inclass-exam; Samples Will Be Provided on TritonEd
 - Using your Wikipedia Research Project, you will take the role of policy advisors recommending whether or not to pursue a development project. You will write **two** brief policy memos 3-4 pages each (double spaced) from two different perspectives: United States, IMF/WB/lending institution, Recipient country, non-government organization interest group
 - If more than one student working on a country, you must choose different perspectives
 - 2pts Draft **MUST** be uploaded to TritonEd before class Week 10 **Monday Dec 2nd, 1159pm**
 - Grading Rubric Provided on TritonEd
 - 5pts peer review due by **Thursday December 5th, 7pm**
 - Peer review the policy memos of **2 students** via TritonEd PeerMark in Submission Folder
 - Project Summary:
 - Advocate for/against a World Bank project or IMF intervention.
 - Two short (3-4 double spaced pages) memos
 - Represent the US government, IMF/WB governing board, a country's government, or a non-governmental organization with interest in the project
 - Preliminaries: The WikiPedia project will help you gather information needed to explain the background to your potential intervention
 - Subsections of a memo (each ~2 paragraphs; these can be explicit with headers or implicit)
 - Header (who you are)
 - Precipitating event: why the potential intervention might occur
 - Background on the relationship between the organization and the country
 - Details of the potential intervention/project
 - Your recommendation
 - *Any citation style is acceptable as long as ALL sources are cited
 - Each memo will have similar background information, but should be different tones

- Additional research beyond your Wikipedia project may be required (e.g. looking up the Article IV consultation agreements or Project Evaluation documents from the World Bank); at least 2 sources beyond Wikipedia is expected (information on government/economic history)
- Incorporation of course materials is expected as you take the viewpoint of your organization
- During class time, you will be granted some time to begin the peer-mark peer-review using the grading rubric.

Plagiarism: A digital copy of the final must be uploaded to TritonED and Turnitin.com (plagiarism software). Changes in policy give instructors little choice but to report plagiarism to the Academic Integrity Coordinator. The university's policies on academic misconduct are publicly available (<http://www-senate.ucsd.edu/manual/appendices/app2.htm>). If you have any questions about the applicability of them to your particular case, consult with the instructor before you submit the paper. Wikipedia also employs automated copyright scans for your contributions.

E-Mail/Course TritonEd Discussion Forum:

- Before e-mailing Professor about any assignment, course expectation, or general question, please check the TritonEd Discussion Forum.
- I encourage such questions to be posted in the forum, they will be answered within 24 hours (excluding weekends); anonymous *posting is enabled*
- Participation in writing or responding to forum posts will be viewed favorably when deciding grades
- If a question is inappropriate for the forum, e-mail the professor or TA directly indicating that you are student from POLI144D. Be sure to use your @**ucsd.edu** e-mail address for office course correspondence.
 - If the question might be had by other students, we will post the question (identifying information omitted) to the forum to aid classmates

Other Resources:

Student Counseling, Health, and Well-Being Central Office & Urgent Care: 858-534-3755

Writing Center: 127 Mandeville Telephone: 858-534-4911

Grading Peeves

::After getting a grade:: "I want an A, can I get an A?"

The points add to 100, which are translated into letter grades. To figure out what grade you will get at any time, estimate the amount of points you will get on future assignments, sum them up. You can e-mail me your calculations if you are unsure of adding correctly.

Curves

I don't believe that points earned should be taken away. Were I to average grades or assignments to any grade (an 80%, for example) this might potentially mean that some above are brought down. I also will not institute the curves that some other courses on campus offer where there is a specific number of failures, Cs, Bs, As.

Extra Credit/Late Work

None. Focus your energies on completing the assigned work in a timely manner. The assigned work is geared towards meeting the course learning objectives. Effort put into your final project will definitely pay off more than effort on extraneous activities.

Incomplete (I) Grade

The Incomplete is intended for use when circumstances beyond a student's control prohibit taking the final exam or completing course work. An Incomplete may not be used simply to allow a bit more time for an undergraduate student who has fallen behind for no good reason. An Incomplete may be granted only to students who have a legitimate excuse currently with a **non-failing grade**. Examples of unacceptable reasons for approving an Incomplete include the need to rewrite a paper; the demands of a time-consuming job; the desire to leave town for a vacation, family gathering, or athletic contest; the desire to do well on GRE tests; and the like.

OSD

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 (<https://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **well in advance** of any exams or assignments. The OSD Liaison for the Department of Political Science is Joanna Peralta; please connect with her via [in-person advising](#) (SSB 301) or the [Virtual Advising Center](#) as soon as possible.

Religious Accommodation

See: EPC Policies on Religious Accommodation, Final Exams, Midterm Exams

- It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.
- For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.
- For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.
- If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

ALL course materials are available on TritonED at <https://ted.ucsd.edu>. From the main TritonED page for POLI144D, click on "**Readings**". You will find the readings organized by week. Readings will either be a pdf document to download or a link to UCSD library resources. Readings for a subsequent week will be posted right after course-time.

Multimedia will also be incorporated. Links will be provided in posted lecture slides

Main texts: These are available for **download from the library**. Hard copies are available for purchase from online retailers.

Kaya, Ayse. 2015. Power and Global Economic Institutions. Cambridge University Press

Woods, Ngaire. 2006. The Globalizers: the IMF, the World Bank, and their Borrowers. Cornell University Press

iClicker – please register by week 2 via TritonEd (link on main menu)

Readings: As per Academic Senate Guidelines rule 760, a 4-credit course is equivalent to 12 hours work per week. Course time (2.5hrs), course readings, and clarifying/discussion questions (1 hr) are designed to not exceed that requirement. Some familiarity with each reading is expected during class time for

discussion. Main arguments/theories will be the subject of lecture/discussion.

There are various types of readings in this course: theoretical, empirical/statistical, critique, review

- As our topic is economic in nature, oftentimes you will see equations, discussions of statistical methods (regression, logit, probit, selection model, etc.) and regression table results (like those covered in POLI 30 or other research methods courses).
 - o These are not of primary importance.
- Our focus is on the **theoretical debates** and **evidence/cases** one can use in an argument.
- You will often find authors having theoretical debates with one another, *these are worth noting*
 - o Just because a statistical result occurs, does not mean that a previous argument is invalid. It just suggests that depending on what you measure, you get different results.
 - o The theoretical debate often includes disagreement over what to measure
- Tips for understand an academic article:
 - o Read the abstract
 - o Read the introduction. – make note of the unique theoretical contribution
 - o Read the conclusion.
 - o Read and note the theoretical argument/debate (after introduction) – note the competing viewpoints or other theories this work is building upon
 - o Skim the middle, skipping equations, and methodology discussion, looking at section titles, tables, figures, etc.—try to get a feel for the style and flow of the article.
 - o Often a discussion section will provide meaning and interpretation to statistics to convince reader of the theory
 - I will make notes of this on TritonEd

I. Theoretical Background – Oct 1st

1. Walker, Andrew and Sen, Gautam. 2009. Analyzing the Global Political Economy “Chapter 1: International Political Economy”
2. Kaya, Ayse. 2015. Power and Global Economic Institutions. “Chapter 1: Introduction”
3. Woods, Ngaire. 2006. The Globalizers. “Introduction”
4. Walker, Andrew and Sen, Gautam. 2009. Analyzing the Global Political Economy “Chapter 4: The Evolution of the International Monetary System”

II. Establishment of Bretton Woods Institutions – Oct 8th

1. Woods, Ngaire. 2006. The Globalizers. “Chapter 1: Whose Institutions”
2. Kaya, Ayse. 2015. Power and Global Economic Institutions. “Chapter 3: The Origins of States’ Formal Equality in the Global Financial Institutions”
**The following are both technical overviews of institutional architecture
3. Lessambo, Felix I. 2015. International Financial Institutions and Their Challenges. Palgrave Macmillan “Chapter 2: The International Monetary Fund, **OR** van Meerhaeghe, M.A. 1998 (7th edition). International Economic Institutions. Kluwer Academic Publishers Chapter 2: International Monetary Fund,
4. Lessambo, Felix I. 2015. International Financial Institutions and Their Challenges. Palgrave Macmillan Chapter 3: The World Bank, Chapter 4: The International Finance Corporation, Chapter 5: The International Development Association” **OR** van Meerhaeghe, M.A. 1998 (7th edition). International Economic Institutions. Kluwer Academic Publishers Chapter 3: The World Bank Group” **OR** “Guide to the World Bank” (World Bank)
5. Woods, Ngaire and Lombardi, Domenico. 2006. “Uneven patterns of governance: how developing countries are represented in the IMF” *Review of International Political Economy* 13 (3): 480-515

III. Fulfilling the Mission? Who and Type of Intervention– Oct 15th

1. Woods, Ngaire. 2006. The Globalizers. “Chapter 2: The Globalizing Mission”
2. Steinwand, Martin and Stone, Randall. 2006. “The International Monetary Fund: A Review of the Recent Evidence”. *Review of International Organization* (62):589-620
3. Dreher, Axel, Jan-Egbert Sturm, and James Raymond Vreeland. 2009. “Development Aid and International Politics: Does membership on the UN Security Council Influence World Bank decisions?” *Journal of Development Economics* 88 (1):1-18. 2009. “Global horse trading: IMF loans for votes in the United Nations Security Council”. *European Economic Review*, 53(7), 742-757.
4. Vreeland, James Raymond. 2003. “Why Do Governments and the IMF Enter into Agreements?” *International Political Science Review* (24) 3: 321-343
5. Nelson, Stephen C. "Playing favorites: how shared beliefs shape the IMF's lending decisions." *International Organization* 68.2 (2014): 297-328.

IV. Effect of Receiving Financing & Conditionality – Oct 22nd

1. Woods, Ngaire. 2006. The Globalizers. “Chapter 3: The Power to Persuade”
2. Lombardi, Domenico and Ngaire Woods. 2008. “The politics of influence: An analysis of IMF surveillance” *Review Of International Political Economy* (15) 5: 711-739
3. Babb, Sarah. 2005. “The Social Consequences of Structural Adjustment: Recent Evidence and Current Debates.” *Annual Review of Sociology* (31): 199-222
4. Williams, Laron K. 2011. “Pick Your Poison: Economic Crises, International Monetary Fund Loans, and Leader Survival” *International Political Science Review* 33(2): 131-149
5. Bas, Muhammad and Randall Stone. 2014. “Adverse Selection and Growth under IMF Programs” *Review of International Organizations* (9)1: 1-28
6. *In-Class: Does the IMF Help or Hurt Poor Nations? Discussion with IMF Managing Director Dominique Strauss-Kahn and Professor Vreeland* <https://youtu.be/TUtSqQDCIVY>

V. Reforming the IMF/WB – Oct 29th

1. Woods, Ngaire. 2006. The Globalizers. “Chapter 7: Reforming the IMF and World Bank: Changing the Tune: 204-213”
2. Kaya, Ayse. 2015. Power and Global Economic Institutions. “Chapter 5: Shifts in political power in the IMF 2008-2010” “Chapter 6: Shifts in political power in the World Bank 2008-2010”
3. Rising Powers and Multilateral Institutions.2015 Dries Lesage, Peter Debaere, Sacha Dierckx, Mattias Vermeiren. “Rising Powers and IMF Governance Reform” p 153-174 Jakob Vestergaard, Robert H. Wade. “Protecting Power: How Western States Retain Their Dominant Voice in the World Bank’s Governance” pages 175-196
4. Constructing the International Economy.2010. Weaver, Cathryn. “The Meaning of Development: Constructing the World Bank’s Good Governance Agenda” Best, Jacqueline. “Bringing Power Back In: The IMF’s Constructivist Strategy in Critical Perspective”

VI. US domestic influences on IMF/WB – Nov 5th

1. Woods, Ngaire. 2006. The Globalizers. “Chapter 7: Reforming the IMF and World Bank: Who Pays the Piper: 194-204
2. Broz, Lawrence. 2015. “The Politics of Rescuing the World's Financial System: The Federal Reserve as a Global Lender of Last Resort” *Korean Journal of International Studies* 13(2): 323-351
3. Broz, Lawrence. 2005. “Congressional Politics of International Financial Rescues”. *American Journal of Political Science* 49 (3): 479-496
4. Broz, Lawrence. 2011. “The United States Congress and IMF Financing, 1944-2009” *Review of International Organizations* 6: 341-368
5. Congressional Research Service. 2015. Debating IMF Reform
6. Subcommittee Hearing on Evaluating US Contributions to the IMF April 24, 2013
7. *In Class*: https://www.youtube.com/watch?v=F5Md_ZmOJKU “Examining Results and Accountability at the World Bank” March 22, 2017

VII. Alternative Non-Western Financing BRICs & East Asia– Nov12th

1. Kadogawa, Y., Khut, V., Ong, L.L., Poonpatpibul, C., Shimizu, J. and Wang, H., 2018. “Asia and the CMIM in the Evolving International Monetary System.”
2. Cooper, A.F., 2017. The BRICS’ New Development Bank: Shifting from Material Leverage to Innovative Capacity. *Global Policy*, 8(3), pp.275-284.
3. Suchodolski, Sergio Gusmão, and Julien Marcel Demeulemeester. 2018. "The BRICS Coming of Age and the New Development Bank." *Global Policy*.1-10
4. Wilson, J.D., 2017. The evolution of China’s Asian Infrastructure Investment Bank: from a revisionist to status-seeking agenda. *International Relations of the Asia-Pacific*.. 1-30
5. Lichtenstein, N. AIIB at Three: A Comparative and Institutional Perspective. *Global Policy*.
6. Wang, H., 2019. The New Development Bank and the Asian Infrastructure Investment Bank: China's Ambiguous Approach to Global Financial Governance. *Development and Change*, 50(1), pp.221-244.

VIII. Exam – Nov 19th

1. *After Exam: Wiki Review; Policy Memo Review*

IX. *No class holiday*

X. Wrapping Up & Peer Review – Dec 3rd: Discussions with peers on Wiki and Memo

Final: Deadlines for Wiki and Policy Memo Upload Thursday Dec 10th, 950pm

Frequently Asked Questions for Wiki and Policy Assignments

POLI144D: IPE-Money

<http://ucsd.libguides.com/poli144d>

Wikipedia + Policy Memo

Q: What types of content can I include on my Wikipedia page?

A: Constituencies/voting/changes, current projects (IMF: Article IV consultations; World Bank: Country Partnership Strategies; regional outlooks {below}), historical projects (successes and failures), secondary sources (JStor, Google Scholar), current debates (e.g. Barbados and IMF loan; <http://www.nationnews.com/nationnews/news/96064/imf-study-fix-tax>)

Q: What types of projects have been done/are needed?

A: <http://www.worldbank.org/en/projects-operations/country-strategies>

<http://www.imf.org/external/np/sec/aiv/index.aspx>

<http://www.imf.org/en/publications/REO>

<http://www.worldbank.org/en/about/annual-report/regions>

<http://www.worldbank.org/en/country>

<http://www.imf.org/external/country/index.htm>

Wikipedia

Q: Can I use the same document more than once?

A: Yes, you can cite to the same document more than one time, but you still need a total of 6 credible sources as per Wikipedia guidelines

Q: What if my information is outdated (or will soon be outdated), do I need to update my page?

A: Be sure to identify the date on your reference or in-text of when your information is relevant from. You are more than welcome to continue to update

Q: What's an example of a well-formatted page with the link requirements, categories, etc.

A: https://en.wikipedia.org/wiki/World_Bank_in_Honduras;

https://en.wikipedia.org/wiki/Uzbekistan_and_the_World_Bank (A+)

Q: Where is the draft due?

A: You can either place it in your sandbox, or make it live. If in sandbox, then it will be peer reviewed there. If live then it will be peer-reviewed on the live page. When you peer review another's you will add that you are a "reviewer"

Policy Memo

Q: Who can I represent?

A: A borrowing government, a lending government {US}, a non-governmental accountability organization, the organization's staff itself, other international organization

Q: Where would I find that person's contact information?

A: You can check government or organization websites, or that of the IMF and WB for who the director is:

<https://www.imf.org/external/np/obp/orgcht.htm>;

<http://www.worldbank.org/en/about/leadership>

Q: What types of reforms would be needed?

A: Look through previous arrangements or through the course readings along with background situation of your country.

Q: Where could I find the pros and cons of a country accepting support?

A: Look through the course readings. Think about whether your country is a democracy or not, when the next election is, what alliances it may be a part of, etc. Look through country financials (budget, Balance of Payments, etc.) can the country afford the project?

Q: Where can I find information on the types of projects and countries that the US government supports?

A: <https://www.treasury.gov/resource-center/international/Pages/default.aspx>

Q: What sources of funding might there be?

A: Other development banks, the government itself, private investors

A2: Each organization has multiple lending divisions based on income of country and type of project (e.g. IFC, MIGA, IBRD, IDA, SBA, PRGF, ECA). Be sure that this project/country is in alignment with the appropriate lending arm