When I was growing up, my parents used to say to me, "Finish your dinner-- people in China and India are starving." My advice to you is: "Finish your homework-- people in China and India are starving for your jobs." (Adapted from Thomas Friedman, The World is Flat, p. 237).

Course Goals:
This course introduces some of the fundamental relationships between politics and economics, on both the domestic and international levels. The first part of the course will examine the overarching theories of IPE, and examine how each of these approaches has evolved. In the second part of the course, we will examine the critical issue areas of IPE: international finance, trade, investment and development. We will also examine the most fundamental trend in international political economy today: globalization. Is globalization the harbinger of all that is wrong in the world as its critics contend, or does globalization bring with it the promise of improved quality of life as its supporters suggest? In the end, you should be able to evaluate the relative importance of the market and the state and the extent to which borders around the world are becoming more or less meaningful.

Required Texts:

Course Requirements
Quizzes/In-class 10%
Case Journal 20%
Historical influences early draft 5%
Social & Political early draft 5%
Exam #1 20%
Exam #2 20%
Final Exam 20%

This focus of this course will be to understand the concepts and issues of IPE. In order to do this you will need to keep up with the reading and understand the material as we go. There will be three in class essay exams. Anyone who misses a scheduled exam will receive a zero on that exam. Make up exams will be given only if you have unavoidable circumstances
(with documentation) and only with advanced permission of the professor. Finally, you will have a case journal that you will contribute to throughout the semester. **Grading:** Course grades of 90 – 100 will be scored an A; a B is 80 to 89; 70 to 79 is a C; 60 to 69 is a D; below 60 is an F.

If you think that an error has been made in calculating your grade, it is your responsibility to provide me with all of your work. To that end, it would be prudent to save anything that is handed back to you until you get your final grade report. Any students caught cheating on an exam will receive a minimum punishment of a failing grade for the class.

**Participation:**
A large part of this course is discussion oriented. As such, participation in class discussions is strongly encouraged. As students, you will get the most out of this class if you engage in the discussions. Every student in this class has an opinion, and each of those opinions is valued. I ask that you respect the diverse backgrounds and views of your fellow students, and employ common courtesies during class.

**Reading:**
In order to get the most out of this class you should read assigned materials before the classroom discussion on that topic. That means if a reading assignment covers multiple dates you are responsible to have it read the first day it is listed on the syllabus. It is your job to keep up with the reading and come to class prepared to discuss the material. Reading critically requires you to plan to spend time reading, thinking analytically about what you are reading and how it fits in with the rest of the class. Critical reading often requires students to read material more than once. It may be helpful to take notes when reading the material and bring any questions to class. You are expected to come to class having read the material critically and prepared to discuss it.

**Attendance is required.** Please be on time to class and plan to stay, as entering a class late or leaving early is always disruptive. Such a disruption is unfair to the rest of the class. Poor attendance will be reflected directly in your grade.

**Other Important Policies:**
Assignments are always due at the beginning of class and are considered late if you are late to class. Late assignments will be penalized by one letter grade per day.

Anyone having problems in this course is strongly encouraged to contact the instructor as early as possible. I will be happy to meet you and help you in anyway possible. I may be able to help you study more effectively or recommend other assistance. **Remember – I want you to do well in this course.**

**Course Description (per SFA Bulletin):**
A survey of the analyses of the relationship between economics and politics in the formation of states’ economic policies and in international economic relations.

**General Education Core Curriculum Objectives/Outcomes:**
No specific general education objectives or outcomes are addressed in this course.

**Program Learning Outcomes:**
Students will critically analyze and critique political institutions and/or complex contemporary political issues.
**Student Learning Outcomes:**
By the end of this course, students will be able to:

- Critically distinguish between the main theoretical perspectives in international political economy
- Describe the importance of the international economic institutions and their role in the development of the world political economy
- Understand monetary policy and how countries might respond to balance of payment deficits.
- Describe the extent to which we have free trade and the limits to that idea.
- Discuss the effects of globalization, both positive and negative.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

This syllabus should be seen as a rough guide of the coming semester. I reserve the right to make changes to this syllabus throughout the semester.

Class information, including changes of dates, study aides, changes in assignments due to weather days or other information will be posted on the class D2L page.

The Family Rights and Privacy Act of 1974 restricts release of certain student information, such as grades. In accordance with the law, I will not be able to give grades out over the phone or e-mail. Please – DO NOT ASK.
# Course Outline:

## Reading

### Jan 21: Introduction

**Cohn (C) Chapter 1**  
Concepts: IPE, state v. market, realism, self-help, absolute vs. relative gains, orthodox liberals, positive sum, historical materialist (neo-marxist), globalization, broadening, deepening, hyper-globalist vs. internationalist vs. moderate globalist, DCs, LDCs, NIEs, BRICs, LLDCs, RTAs, GDP; What 4 points does Cohn make about globalization? How has US hegemony changed? What are the East Asian NIEs, the BRIC economies and the LLDCs? What do these groups tell us about economic disparities within the South?

### Jan 26 & Jan 28: Institutions

**C (C) Chapter 2**  
Concepts: Bretton Woods, mercantilism, IMF, fixed exchange rates, balance of payments, bilateral aid, GATT, liberalize trade, WTO, World Bank, triad, OECD, G10, G8, G20, exchange rate, PPP, HDI, G77, CPE, world economic forum, civil society, conformist vs. reformist vs. transformist, transnational advocacy network, Why were the KIEOs created? How did the KIEOs overcome the problems of the interwar period? According to Cohn, why did support for economic liberalism begin to decline in the 1970s? What is the HDI and what are its strengths and weaknesses?

### Feb 2 & Feb 4: Realism

**C (C) Chapter 3; Hamilton**  
Concepts: Realism (anarchy, self-help, most important actor, rational actor, unitary actor, security dilemma, relative gains), mercantilism, Hamilton, List, hegemonic stability theory, Gramscian hegemony, benevolent vs. exploitative hegemons, public goods, nonexclusivity, nonrivalry, free riders, regimes, imperial overstretch, declinists vs. renewalists, What are public goods and why are they necessary for the functioning of the global economy? Is the hegemon necessary to create and maintain open, stable economic regimes? What are the strengths and weaknesses of the realist approach to IPE?

### Feb 9 & 11: Liberalism

**C (C) Chapter 4; Smith**  
Concepts: liberalism (absolute gains), hierarchy, orthodox liberalism vs. interventionist liberalism vs. institutional liberalism, absolute vs. comparative advantage, Adam Smith, John Maynard Keynes, interdependence, sustainable development, intermestic, prisoner's dilemma (individual rationality vs. collective rationality), regime theory, How does the liberal view of globalization differ from the realist view of globalization?

### Feb 18: Exam #1
Feb 23 & 25: Neo-Marxism
(Historical materialists)
(Marx & Engels; and Lenin)
Concepts: Historical Materialism (absolute gains), imperialism, neo-colonialism, structural Marxism, superprofits, dependency theory, core, periphery, terms of trade, import substitution, industrialization, world system theory, world empire, world economy, semiperiphery, Gramscian theory, historic bloc, counterhegemony, cooperative security, human security, environmental security, sustainable development, public goods, private goods, club goods, common property goods, tragedy of the commons, How does neo-Marxism view globalization? What are Hobson’s three problems with capitalism? What is the feminist critique?

Feb 23rd – final day to have your case selection approved by the professor.

March 1 & 3: Monetary policy
(C) Chapter 6
Concepts: balance of payments (surplus/deficit), current account, capital account, central bank, monetary policy, fiscal policy, financing, devaluation vs. revaluation, depreciation vs. appreciation, fixed exchange rates, floating exchange rate, IMF conditionality, liquidity, seigniorage, special drawing rights, managed floating, dirty floating, pegged exchange rates, Unholy Trinity, volatility, What options does a country have in dealing with a balance of payment deficit? To what extent does the euro pose – or is likely to pose - a challenge to the U.S. dollar as a key currency? What are the arguments that the US deficits are/are not a major concern?

March 8 & 10: Trade
(C) Chapter 7
Concepts: absolute advantage, comparative advantage, opportunity costs, Heckscher-Ohlin theory, Stolper-Samuelson theory, strategic trade, protectionism, tariffs, voluntary export restraints, non-tariff barriers, GATT, nondiscrimination, most-favored nation status, reciprocity, specific vs. diffuse reciprocity, safeguards, dumping, WTO, GSPs, G-20, How do Neo-Marxists view free trade? Is free trade compatible with protection of the environment?

March 10th – historical influences section (with bibliography) of the case journal due. (must be posted by 5:00 to the Turnitin link on the D2L course site).

March 15 & 17: Spring Break

March 22: Regionalism
(C) Chapter 8
Concepts: RTAs, Free trade area, customs union, common market, economic union, political union, distributional effects, side payments, neo-functionalism, What are the five levels of integration? In what ways are RTAs trade diverting and trade creating?

March 24th Easter Break

March 29th: Exam #2
March 31 & April 5: MNCs  
(C) Chapter 9  
Concepts: foreign direct investment, horizontal vs. vertical integration, MNC host relations vs. MNC home relations, corporate social responsibility. What are some of the major effects of MNCs on home and host states? Have NGOs had a major impact on the behavior of MNCs?

April 7 & 12: Development  
(C) Chapter 10  
Concepts: comprador, foreign aid, concessional loans, Sachs-Easterly debate, Millennium development goals, World Bank, structural adjustment loans, import substitution industrialization, export led growth, developmental state, Washington consensus, structural adjustment programs, austerity measures, microfinance. What was the Asian financial crisis? How do realists, liberals and neo-Marxists views on development differ? Why do DCs give ODA? What are structural adjustment loans and how have they affected LDCs, women, and the poorest groups in LDCs?

April 12th– Social and Political factors section of the case journal due (with bibliography). (must be posted by 5:00 to the Turnitin link on the D2L course site).

April 14 & 19 Debt and Financial Crises  
(C) Chapter 11  

April 21 & 26: Views of Globalization  
TBA

April 26 – May 5  
Case Presentations as scheduled

May 3rd – Completed case journal due, including the following sections: historical influences (original and revised), social and political factors (original and revised), the current economy, policy prescription and (completed) bibliography. (You have to hand in the journal and post by 5:00 to the Turnitin link on the D2L course site).

**Final Exam Tuesday May 10th from 1:00 to 3:00** in regular class room
Course Journal:

☐ Identify case; you must pick an LDC or LLDC as your case for this assignment. Your case choice must be approved by the professor by February 23rd by 5:00pm.

☐ Historical influences – In this section you will discuss the historical influence and how those influences have contributed to the current economic standing of your chosen country. You might choose to focus on colonial background, history of conflict or which industry has been historically important. This section should be about 2-3 pages and is due March 10th by 5:00pm.

☐ Social and Political Factors – In this section you will discuss the extent to which social or political factors have affected the economic development of your chosen case. You may choose to focus on the type of political system (or degree of corruption within that system), and/or ethnic differences, religious disparities, or gender inequalities, for example. This section should be approximately 2-3 pages and is due April 12th by 5:00pm.

☐ Current Economy – In this section you will summarize the state of your country’s economy. You will want to discuss the country’s key goods. You may also want to address the extent to which there is dependence, whether or not the country has been able to attract trade, aid and investment, and/or the debt burden and its effects on the economy.

☐ Policy prescription – This section focuses on how you think this country should proceed. As you outline your policy prescriptions for your chosen country, you should address what specifically the country should do to improve its economic standing and which theory/theories support your advice. Your policy prescription should be based on realistic expectations, rather than surrounded by fuzzy bunnies and neon butterflies. (In other words you can’t just assume the world is going to forgive your countries entire debt or that the US will want to start building cars in middleofnowhereisland). Finally this paper should be grounded in the readings/material covered over the semester.

☐ The bibliography you must cite any material you reference directly or that influences your arguments indirectly in the bibliography. Your citations should be in parenthetical form. The majority of your citations should be from either books or articles, and you should include no more than 3 internet citations. Notes on correct citation will be posted on D2L. Note – a working bibliography will be turned in with EACH early draft, as well as a complete bibliography with the final draft.

☐ You will briefly present your case to the class, concentrating on the country’s current economy and your policy prescription. Each student will have 15 minutes to present their case study.

☐ The final notebook with all 4 sections (two of which will have been turned in earlier and revised) and the bibliography will be turned in on May 3rd by 5:00pm.
  • You must turn in the original (graded) versions of your historical influences and your social and political factors with all professor’s comments along with your revised versions.
  • Each section (historical influences, social and political factors, key goods, policy prescription) should be marked with a labeled divider at the beginning of the section.