

International Political Economy: LAIS 545

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| Class time: Tuesday, 12:30-3:15 | Classroom: Stratton Hall 313 |
| Office hours: Tuesday, 10:00-11:30; Tuesday, 3:30-4:00 You may also schedule a meeting time. | Office: Stratton Hall, 322 Phone: 384-2407 (o); 720-340-6550 (c) E-mail: khancock@mines.edu |

Course Goals and Expectations

This is a graduate course designed to introduce students to International Political Economy (IPE) theories and empirical studies. IPE scholars examine the intersection between economics and politics, with a focus on interactions between states (countries), organizations, and individuals around the world. IPE is a sub-field of Political Science, but draws on a variety of other disciplines, including sociology, geography, and history. In this course, we begin with a discussion about social science research and how social scientists formulate research designs. We then move on to an overview of the three main schools of thought on IPE: Realism (mercantilism), Liberalism, and Critical Perspectives, including Marxism, feminism, and environmentalism. We consider the historical context that gave rise to these theories. We next evaluate substantive issues such as the role of international organizations (the World Trade Organization, the World Bank, and the International Monetary Fund), the monetary and trading systems, natural resource issues, regionalism, international development, foreign aid, debt crises, multinational corporations, and globalization. Because of its strong role in the international system and its highly unusual structure, we spend some focused time on the European Union. Throughout the course, we will consider the positives and negatives associated with a more globalized economy. Beginning in the third week, we will use a variety of news sources that specialize in IPE-related issues to evaluate current events as they relate to the class material. The various assignments encourage students to think analytically and critically, to hone their writing and speaking skills, to remain abreast of current events, and to apply theory to understand and explain world events as they relate to IPE.

Required texts

The required texts include a standard textbook on IPE, with a strong focus on the three main theoretical approaches, a popular book by an economist that critiques some aspects of capitalism, . Other readings will be posted on Blackboard. In addition, we will keep abreast of current affairs by reading relevant news from several international media: *New York Times*, *Economist*, *Wall Street Journal*, *Financial Times*, and *Christian Science Monitor*.

- ✓ Theodore H. Cohn. 2012. *Global Political Economy: Theory and Practice*. 6th Edition. Pearson Longman Publishers. 978-0-20-507583-6
- ✓ Ha-Joon Chang. 2010. *23 Things They Don't Tell You about Capitalism*. New York: Bloomsbury Press. 978-1-60-819166-6
- ✓ John Pinder & Simon Usherwood. *The European Union: A very short introduction*. Oxford University Press, 2007. ISBN 978-0-19-923397-7.
- ✓ Laura Roselle and Sharon Spray. 2012. *Research and Writing in International Relations*. 2nd edition. Pearson Education. 978-0-20-506065-8

Recommended text

- ✓ Kathleen J. Hancock. 2009. *Regional Integration: Choosing Plutocracy*. Palgrave Macmillan. 978-0230616738

Grading

Your semester grade will be comprised of oral participation (10%), weekly analytical papers (25%), weekly news analysis papers (15%), and a research paper and conference participation (50%).

Participation: 10%

You are expected to actively participate in all sessions. This is a critical aspect of a graduate seminar. There are no lectures. The course thus depends on students' informed discussion of the reading materials. Only in this way will you master the theories and their applications. To earn an A for participation, you will need to consistently demonstrate your knowledge of the material via your in-class comments. If you are not in the classroom, you will not be able to participate. Attendance is thus critical for your success in this course.

Purpose: To enable us to cover much more material than can be included in the written papers; to share your insights with others; to practice articulating arguments; to demonstrate that you thoroughly read the assigned readings, including points you did not cover in the written assignment; and to see how others understand the readings. I expect to hear a wide variety of comments. You will find that you agree with some authors and some of your colleagues' comments and disagree with others. We will explore why that is and try to determine the strengths and weaknesses of the various readings.

Weekly Papers: 25%

Starting with Week 2, you will write a 2-page paper (single-spaced, Times New Roman, 12-point font, 1" margins) analyzing the week's readings. **Papers are due at the beginning of class.** For the first three papers (due weeks 2-4), you will submit your paper via email to me, at khancock@mines.edu, no later than Tuesday, 12:30 (when class begins). Use Word (either .doc or .docx); other formats will not be accepted. Title your paper as such: "[your last name]-[week of assigned readings].docx", e.g., "smith-week2.docx." The week number refers to the week in the semester, as noted on the syllabus. For example, your first paper is due during the second week of class; therefore, use "week2." I will return these papers to you via email, so that you have timely feedback. Turn on "track changes" to see comments and your grade. Starting with the 4th paper (Week 5), you will bring hard copies to class. For the first 3 papers, I will insert editorial as well as substantive comments. Afterwards, if you are still seeing a low grade on the writing aspect of the assignment, see the Writing Center for help; details on the Writing Center are below.

The analysis must include ALL readings assigned that week. Rather than individual summaries for each chapter or article, you will write a coherent analysis; during this process you will reveal that you read and understood the arguments and material being made and presented by the authors. To do the analysis, you'll first need to do a summary for yourself. After you can summarize the readings, then you can take the next step, a more challenging one, of analyzing them. In your paper, do not first write summaries and then analysis (note: you will do this with the news assignment below, but not with the weekly assigned readings); instead, write analytically from the first sentence on. Use endnotes for your citations; see the Chicago Style handout.

Grading criteria

| Item | Details | Points |
|-----------|---|--------|
| Analysis | See details below | 4 |
| Coverage | Cover all the readings assigned that week, demonstrating your knowledge | 3 |
| Writing | Grammar, transition sentences, organization, etc. | 2 |
| Citations | Proper formatting, frequent use | 1 |

If you do not turn in a paper, by 12:30, you will receive 0 out of 10 points. Please make every effort to turn in something each week, even if it is not your best effort.

Analysis Details For some weeks, you will get a specific prompt in class or via email that you should respond to. If there is no prompt, you can analyze the readings in a variety of ways:

(1) You can compare how the different authors address a particular issue. For example, how do the authors see democracy as affecting political risk? You could write something like this: “Marks, Downing, and Smith all agree that advanced democracy is critical to political stability.” Include a citation that references all three authors and the page(s) where they discuss this issue, and elaborate on the similarities. You can then note differences: “However, only Marks argues that transitioning democracies can be highly unstable.” You might then speculate on why he does that and not the others and whether you think his analysis is stronger or weaker than the others. Cite references, including page numbers.

(2) You can bring in other weeks’ readings, including your news analysis from a prior week, to shed light on the current week’s readings. You could write something like this: “Lake’s argument differs from that of Marks’ discussion about the role of resources. [Insert citations for both Lake and Marks, then elaborate on the differences.]

(3) You can combine aspects of one author’s work that appear in different places. For example, you could discuss how an argument from Chang in chapter 4 relates to an argument made in Chang chapter 22.

(4) You can discuss strengths and weaknesses of the arguments. For example, what do you find compelling about realism and what do you see as its weaknesses? Points of analysis might include how the authors (or the theories spelled out by Cohn) define variables, if they appear to be missing important variables, if there are cases they should consider, if they have too many variables, and whether their logic is consistent.

A few other pointers: (1) Make sure to focus on substance, not style. Substance: “Laird never clearly defines what he means by energy.” Style: “Laird’s writing is too wordy.” (2) You need not mention that the information is out-of-date. Anything that’s been published is necessarily dated; the research was finished well before the publication date. In addition, even publications from long ago can make excellent points worth reading today; consider Adam Smith and Karl Marx. However, you can note that new information would undermine, or strengthen, the author’s argument: “The idea that the EU is a model for economic integration has been undermined by the recent and ongoing euro crisis.” (3) Stay focused on the assigned readings rather than on other things you’ve read or happen to know. In your papers, you need to demonstrate your knowledge of the readings and your ability to think critically about them. (4) Use the terminology from Roselle and Spray.

Late papers **will not be accepted, regardless of explanation.** With 2 papers per week from each student, the logistics become unruly if students submit late papers. In addition, one of the primary purposes of the papers is to prepare you for discussion. It’s not fair to others if you wait to hear the discussion and then write your paper; it’s also not fair to you, as you will learn more if you have to think about these issues on your own.

Purpose: To help you synthesize the readings and prepare yourself for in-class discussion; to encourage you to focus on only the most important aspects of the argument; to give you practice writing professionally; to prepare you for longer writing assignments; to help sharpen your analysis (it’s harder to fudge an argument when you have to put it in writing); and to give you summaries to access for future research projects.

News Analysis: 15%

Each week, starting Week 2 and ending Week 11, you will write a one-page, single-spaced (Times New Roman 12-point font, 1” margins) summary and analysis of a news story. Use one of the following news sources chosen for its strong international coverage: *The Economist*, *New York Times*, *Financial Times*, *Wall Street Journal*, and the *Christian Science Monitor*. During the

course of the semester, use each of these sources at least once. Papers using other sources will not be accepted. List the citation at the top of the page. For this paper, you do not have to use footnotes or endnotes. Papers are due on **Tuesdays at 12:30**. Turn in your paper **in class**, in hard-copy. As appropriate, bring up your news analysis during classroom discussion.

Grading criteria

| Item | Details | Points |
|----------|--|--------|
| Summary | One paragraph, in your own words, summarizing the news story | 4 |
| Analysis | One paragraph showing how the news connects to the readings for the week | 4 |
| Writing | Grammar, transition sentences, organization, etc. | 2 |

Purpose: To help you see the connections between the theories and arguments we are studying and current events, to enhance the class’s knowledge of current IPE events, to give you practice summarizing articles in writing and verbally, and to expose you to some of the top newspapers/magazines in the IPE field.

Research Paper and Conference Participation: 50%

final paper=30%; research design=10%; presentation=5%; discussant=5%

(1) Final paper (30%): You will write a 15-page (1.5 spacing) research paper, using the Roselle and Spray book as a guide. Around mid-semester, you will receive a detailed handout on the requirements for the research paper.

(2) Research design (10%): By week 12, you will turn in a 2- to 3-page, 1.5 spaced paper, with your research design for your final paper. The design will use the terms and concepts from Roselle and Spray. Late papers will receive a 1 point reduction for each day late, including weekends.

Grading criteria

| Item | Details | Points |
|----------------|--|--------|
| DV | Operationalization of general and specific dependent variable | 2 |
| IV | Operationalization of at least three possible independent variables you will explore in your paper and the causal mechanisms for each IV | 4 |
| Cases, Methods | Discussion of at least two cases you will research, why you chose those cases and the methodology you will use to conduct the research | 2 |
| Writing | Grammar, transition sentences, organization, etc. | 2 |

(3) Presentation (5%): We will have a two-day “IPE Conference” in the classroom during which you will present your draft paper. This conference will mimic an academic conference in which scholars present their papers and colleagues respond with helpful comments for improvement. It is understood that the paper is in draft form. Do not let the low percentage obscure the considerable value of getting comments from your colleagues and professor before the final paper is due. The length of presentations will be determined by the size of the class. We will discuss this as we get closer to conference week. You will send your draft paper to the discussants, the other panelists, and the conference chair (me) at least **3 days before** your presentation. There is a 1 point **late penalty** for each day you are late sending your paper.

Grading criteria

| Item | Details | Points |
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| Substance | Week 14: first draft of literature review, polished research design, brief summary for each aspect of the remainder of the paper Week 15: well developed literature review, polished research design, draft of the body, outline of policy recommendations | 3 |

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| Organization | introduction, conclusion, well organized | 3 |
| Vocal delivery | Word choice, volume, speed, variety | 2 |
| Non-vocal delivery | Body language, gestures, facial expressions, eye contact | 2 |

(4) Discussant (5%): On the conference day on which you are *not* presenting, you will act as discussant for a colleague’s paper. This means that you will read the paper before the presentation, noting both the strong points and the ways the author can improve the paper. After the author presents his or her paper, you will present your comments.

Grading criteria

| Item | Details | Points |
|--------------------|---|--------|
| Substance | Discuss strengths of the paper and offer concrete suggestions | 6 |
| Vocal delivery | Word choice, volume, speed, variety | 2 |
| Non-vocal delivery | Body language, gestures, facial expressions, eye contact | 2 |

Purpose of research paper: To give you an opportunity to more thoroughly research a topic of interest to you; to gain experience researching and writing longer papers; to bring together what you’ve been reading and learning throughout the course; to prepare for a possible thesis in the social sciences; to continue to build on writing skills, including citations, grammar, etc.; and to give you a sense of what academic conferences are like, including presenting your work under a time constraint and acting as constructive discussant.

Late Penalties Late weekly analytical papers, news analyses, and research papers will **NOT** be accepted. There is a 1 point grade reduction for each day late on the research design and 1 point for each day late sending your paper to the conference panel.

Writing Center: The Writing Center, located in Stratton 306, is here to help all members of the Mines community with writing projects at any stage of the writing process. Writing Consultants will help you understand an assignment; brainstorm, develop and organize ideas; cite sources; narrow your focus; and/or fine-tune your writing for polish, clarity, adherence to grammatical conventions, etc. To make an appointment, please visit the online scheduling system at: <http://mines.mywconline.com>. Questions can be directed to Shira Richman, Writing Center Director, at: srichman@mines.edu or 303-273-3484.

Incompletes: Under University policy, incompletes can be given “if a student, because of illness or other reasonable excuse, fails to complete a course.” The grade indicates “deficiency in quantity of work and is temporary.”

Communication Come to my office hours as often as you like. If you cannot come at my scheduled hours, set up an appointment or call me. Feel free to talk with me before or after class. Email should be reserved for simple questions which can be quickly answered. For more complex issues, call or see me in person. Check frequently for email messages from me so as to avoid missing important news or clarifications.

Students with Disabilities Support services, including registration assistance, are available to students with documented disabilities through Office of Services for Students with Disabilities, 303-273-3377.

Academic Integrity Be honest in your work. Academic dishonesty is not tolerated at CSM. Students who engage in misconduct may face a range of sanctions, including disciplinary change of grade, loss of institutional privileges or, in extreme cases, academic suspension or dismissal. For more information on these policies, see the Graduate Bulletin, Academic Integrity.

In a writing intensive course such as this one, students must avoid intentionally or unintentionally committing plagiarism (“presenting the work of another as one’s own”). In your long research paper and in weekly papers, whether paraphrasing or directly quoting, you must cite your sources. We will discuss this in class, but if you are still unsure about when and how to cite, please come see me or ask questions in class.

| Week | Date | Topics and Reading Assignments * = located on Blackboard |
|-------------|-------------|---|
| 1 | Aug. 23 | Introduction to the Class What is IPE? What is a research paper? What are independent and dependent variables? Roselle and Spray, intro to Section 1 and Chapter 1. |
| 2 | 30 | Introduction to IPE Roselle and Spray, Chapter 2; using this week’s readings, do exercises 3 and 4 for Chapter 2; and exercises 1-4 for Chapter 1. Cohn, Part I, Overview and Introduction, 1-51. |
| 3 | Sept. 6 | Theoretical Perspectives Roselle and Spray, Chapter 3. Realist/Mercantilist Perspectives Cohn, Chapter 3 * <i>Report on Manufactures</i> , Hamilton, 85-98 Liberal Perspective Cohn, Chapter 4 * <i>Wealth of Nations</i> , Smith |
| 4 | 13 | Critical Perspectives Cohn, Chapter 5 Chang, Ha-Joon, <i>23 Things They Don’t Tell You about Capitalism</i> . Read chapters on at least 15 out of 23 “things.” |
| 5 | 20 | International Monetary Relations Cohn, Chapter 6: International Monetary Relations Roselle and Spray, using Cohen and Hix and Høyland, do exercises 3 and 4 for Chapter 2 * Benjamin Cohen, “Monetary Governance in a Globalized World.” * Simon Hix and Bjørn Høyland, “Economic and Monetary Union,” in <i>The Political System of the European Union</i> , New York: Palgrave Macmillan, 2011. (From this week forward, turn in hard copies of analytical papers.) |
| 6 | 27 | Foreign Debt & Financial Crises Cohn, Chapter 11: Foreign Debt and Financial Crises Roselle and Spray, Chapter 3 |
| 7 | Oct. 4 | IPE and Energy Issues * Steven M. Gorelick, <i>Oil Panic and The Global Crisis: Prediction and Myths</i> . |

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| | | <p>Chapter 2: The Global Oil Landscape, 16-57; Chapter 4: Counter-Arguments to Imminent Global Oil Depletion, 118-194.</p> <p>* Philippe Le Billon, “The Geography of Resource Wars,” in <i>The International Studies Encyclopedia</i>, ed. Robert A. Denmark, 2010.</p> <p>* Terry Lynn Karl. <i>The Paradox of Plenty: Oil Booms and Petro States</i>. Berkeley: University of California Press, 1997.</p> <p>* Mehmet Gurses. “State-sponsored Development, Oil and Democratization.” <i>Democratization</i>, 16:3 (2009): 508-529.</p> <p>Visit the US International Energy Association (http://iea.doe.gov) and read a country report for at least 1 state.</p> <p>Roselle and Spray, Chapter 4</p> |
| 8 | 11 | <p>Global Trade, Energy and the Environment</p> <p><i>MIPER-Hennebach Speaker:</i> Mr. Raymond Ahern, Congressional Research Service. We will meet at the talk, which is open to all CSM faculty and students. After the presentation, we will meet to discuss the readings.</p> <p>Cohn, Chapter 7: Global Trade Relations</p> <p>* Edward B. Barbier. “Trade, natural resources, and developing countries,” 71-82. In <i>Handbook on Trade and the Environment</i>. Kevin P. Gallagher, Ed. Cheltenham, UK; Northampton, MA: 2008.</p> <p>* James K. Boyce. “Globalization and the environment: convergence or divergence?” 97-115. In <i>Handbook on Trade and the Environment</i>. Kevin P. Gallagher, Ed. Cheltenham, UK; Northampton, MA: 2008.</p> <p>* David Naguib Pellow. “The Global Waste Trade and Environmental Justice Struggles,” 225-233. In <i>Handbook on Trade and the Environment</i>. Kevin P. Gallagher, Ed. Cheltenham, UK; Northampton, MA: 2008.</p> <p>* Frank Ackerman. “Does Environmental Policy Affect Trade? The Case of EU Chemicals Policy,” 287-295. In <i>Handbook on Trade and the Environment</i>. Kevin P. Gallagher, Ed. Cheltenham, UK; Northampton, MA: 2008.</p> <p>* Alejandro Nadal. “Redesigning the World’s Trading System for Environmentally Sustainable Development,” 327-336. In <i>Handbook on Trade and the Environment</i>. Kevin P. Gallagher, Ed. Cheltenham, UK; Northampton, MA: 2008.</p> |
| | 18 | Fall Break: No class |
| 9 | 25 | <p>Regionalism</p> <p>Cohn, Chapter 8: Regionalism and the Global Trade Regime</p> <p>* Hancock, Kathleen. Chapter 2: “How and Why States Economically Integrate,” in <i>Regional Integration: Choosing Plutocracy</i>. New York: Palgrave Macmillan Press, 2009.</p> |

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| | | <p>* Hancock, Chapter 5, “The Eldest: The Southern African Customs Union.” OR Chapter 6, “The Newest Member: The Eurasian Customs Union.”</p> <p>* Michael J. Hiscox. “Through a Glass and Darkly: Attitudes toward International Trade and the Curious Effect of Issue Framing.” <i>International Organization</i>, 6, no. 3 (2006): 755-780.</p> <p>Roselle and Spray, Chapter 7</p> |
| 10 | Nov. 1 | <p>Regionalism: the European Union <i>The European Union: A Very Short Introduction</i>. All chapters.</p> <p>* Simon Hix and Bjørn Høyland, “Foreign Policies,” in <i>The Political System of the European Union</i>, New York: Palgrave Macmillan, 2011.</p> <p>Roselle and Spray, Part III</p> |
| 11 | 8 | <p>The EU: energy and the environment</p> <p>MIPER-Hennebach Speaker: Dr. Christian Burgmueller, EU Delegation to the US, Head of Transport, Energy and Environment We will meet at the talk, which is open to all CSM faculty and students. After the presentation, Dr. Burgmueller will meet with just our class.</p> <p>* Joseph Szarka, “Bringing Interests Back In: Using Coalition Theories To Explain European Wind Power Policies.” <i>Journal of European Public Policy</i>, 17:6 (2010): 836-853</p> <p>* Christian Egenhofer and Arno Behrens. “Resource Politics: The Rapidly Shifting European Energy Policy Agenda.” In Erik Jones, et al., ed., <i>Development in European Politics</i>, 2nd edition. New York: Palgrave Macmillan, 2011.</p> <p>* Frank N. Laird and Christoph Stefes. “The Diverging Paths of German and United States Policies for Renewable Energy: Sources of Differences.” <i>Energy Policy</i>, 37 (2009): 2619-2629.</p> <p>Last week for news analysis</p> |
| 12 | 15 | <p>Research Design paper due</p> <p>International Development Cohn, Chapter 10</p> <p>* Joseph E. Stiglitz, Amartya Sen, and Jean-Paul Fitoussi. <i>Mismeasuring Our Lives: Why GDP Doesn’t Add Up</i>. Executive Summary and Classical GDP Problems, 1-59. New York; London: The New Press, 2010.</p> |
| 13 | 22 | <p>Multinational Corporations and Global Production Cohn, Chapter 9: Multinational Corporations and Global Production</p> |
| 14 | 29 | <p>IPE Conference-1: presenters, email discussants, other panelists, and the professor a draft of your paper at least 3 days before the conference.</p> |
| 15 | Dec. 6 | <p>IPE Conference-2 (see above comment re emailing your paper)</p> |
| | 15 | <p>Research Papers Due – 12:00 noon</p> |