

POLI 4046: International Political Economy

Tuesday & Thursday, 3:00-4:20pm Fall 2014

108 Tureaud Hall

Instructor

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Office Hours: Wednesdays 1:30-3:30pm or by appointment

Course Description: This is an advanced undergraduate course in International Political Economy (IPE), including topics such as international trade, international money, international development, and globalization. The course will focus on both technical elements of international economics as well as the international and domestic political processes which affect and are affected by international economic activities. It is expected that by the end of the course students will be able to use theories of international political economy to analyze contemporary events, and use the technical models to understand the motivations and incentives facing political and individual economic actors. Students are required to have taken POLI 2057 prior to this course, and while there are no formal economic prerequisites students will benefit from having taken an introductory course in macroeconomics. Students without exposure to one or both of these areas may find it necessary to do additional reading beyond the material listed on the syllabus.

Required Texts:

Oatley, Thomas. 2010. *International Political Economy*. 5th edition. Pearson Longman.

Sachs, Jeffrey. 2005. *The End of Poverty: Economic Possibilities for Our Time*. Penguin Press.

Easterly, William. 2006. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Penguin Press.

Additional Texts:

Cohn, Theodore. 2005. *Global Political Economy: Theory and Practice*. 3rd edition. Pearson Longman.

List, Friedrich. 1991. *National System of Political Economy*. Translated by Sampson S. Lloyd. A.M. Kelley.

Polanyi, Karl. 2001. *The Great Transformation*. Beacon Press.

Academic articles also listed on the syllabus can be downloaded via the LSU library website. Each of the included books, with the exception of the Oatley, has been submitted to Middleton library for inclusion with the course reserves.

Course Requirements: The structure of the class will be a mix of lecture as well as group discussion. To help facilitate the class discussion, it is imperative that students come prepared to each class having read that week's material. It would also be beneficial if students prepared their questions from the week's reading for discussion during class.

A few notes on participation:

1. All students are expected to participate in class discussions. Students uncomfortable speaking in front of the class are encouraged to come to office hours to discuss the material. Participation in office hours will count towards the class participation grade.
2. Many of the issues and approaches utilized in international relations are subject to debate. Students are therefore encouraged to question the material in a thoughtful and respectful manner. No student will be penalized for presenting an argument which questions the material presented; all perspectives are welcome, although they are also fair game for class discussion and debate.
3. In order to facilitate class discussion and preserve an environment in which all students are encouraged to participate, please keep the thrust of your class contributions directed at the material and arguments presented and not at fellow class members. Comments of a personal nature directed against fellow students will not be tolerated.

Grading Policy: The grading breakdown is as follows:

Class Participation 10%

Attendance: 10%

Critical Analysis Project: 20% (10% paper/10% presentation)

Mid-term Exam: 30%

Final Exam: 30%

A: 90-100% C: 70-79% F: 59% or below

B: 80-89% D: 60-69%

For the course grade, the calculated final percentage will be rounded up to the nearest integer. Each student will have two class absences forgiven. Absences beyond two will reduce the overall numerical grade for attendance by three percentage points. Missed exams may not be made up without appropriate documentation of a medical emergency or conflicting University obligation. If you feel that an error has been made in the grading of your assignment, a written submission specifying the contested question(s) and/or issue(s) as well as the detailed reason why you feel an error has been made, including supporting documentation, should be given to me prior to scheduling a meeting to discuss the issue. Only grading issues pertaining to the substance or format of an argument or factual error on the part of the instructor will be considered eligible for review.

General Statement on Academic Integrity:

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Plagiarism and Citation Method:

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively. If you have questions regarding what is appropriate, please consult with the library's tutorials on avoiding plagiarism and proper citation formats (links are also provided on the course *Moodle* page).

Group work and unauthorized assistance:

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faculty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Students requiring special accommodation: Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability needing academic adjustments is requested to speak with the Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Disability Services, 115 Johnston Hall, (225) 578-5919.

Course Outline & Reading Schedule**Week 1 – August 26 & 28 - Introduction**

Introduction

Video: “Commanding Heights”

Part I: Theories and History**Week 2 – September 2 & 4 - History**

Oatley – Chapter 1

Cohn – Chapter 2

Polanyi – Chapters 1 & 2

Week 3 – September 9 & 11 - Theories of IPE

Cohn: Chapters 3-5

Fallows, James. 1993. “How the World Works.” *Atlantic Monthly* 272(6): 60-87.

Part II: International Trade**Week 4 – September 16 & 18 Theory of International Trade**

Oatley: Chapter 3

Week 5 – September 23 & 25 - Globalization

Oatley – Chapter 16

Fallows, James. 2008. “The \$1.4 Trillion Question.” *Atlantic Monthly* 301(1): 36-48.

Week 6 – September 30 - Politics of International Trade

*****No Class October 2 Due to Fall Holiday*****

Oatley: Chapters 4 & 5

Crook, Clive. 2007: “Beyond Belief.” *Atlantic Monthly* 300(3): 44-46.

Week 7 – October 7 - Alternative views of International Trade

*****No Class October 9*****

Polanyi : Introduction (by Fred Block), Chapters 3, 4, 6, 19, 21

List: Book 2, Chapters 11, 13-16; Book 3, Chapter 31

Group Presentations on Polanyi & List

Class Discussion on Polanyi & List

Week 8 – October 14 & 16 - Midterm Week

October 14 – Midterm Review

October 16 – Midterm Exam (in class)

Part III: Multinational Corporations & Globalization**Week 9 – October 21 & 23 - MNCs**

Oatley: Chapters 8 & 9

Part IV: International Monetary Relations**Week 10 – October 28 & 30 - The System of International Monetary Relations**

Oatley: Chapters 10 & 11

Week 11 – November 4 & 6 -The Politics of International Monetary Relations

Oatley – Chapters 12 & 13

Strange, Susan. 1971. “The Politics of International Currencies.” *World Politics* 23(2): 215-31.

Part V: LDC’s, Aid and the IFIs**Week 12 – November 11 & 13 - Trade and Development**

Oatley – Chapters 6 & 7

Week 13 – November 18 & 20 - LDCs and IFIs

Oatley Chapters 6 & 7 (continued)

Oatley: Chapters 14 & 15

Cohen, Benjamin J. 1982. “Balance-of-Payments Financing: Evolution of a Regime”. *International Organization* 36(2): 457-478.

Week 14 – November 25 - Competing Perspectives on Aid

*****No Class November 27 Due to Thanksgiving Break*****

Film – “Life and Debt”

Week 15 – December 2 & 4 – Competing Perspectives on Aid

December 2 - Easterly: Chapters 1, 2, 6, 10, 11

Sachs: Chapters 1-4, 12, 13, 15, 16

Group Presentations on Sachs & Easterly

December 4 – Final Exam Review Session

Week 16 – Final Exam – Tuesday, December 9 3:00 – 5:00pm (as determined by Registrar’s issued final exam schedule)

Critical Analysis Project

All students enrolled in the course will participate in a group project that critically analyses one group of readings. The project will entail two parts, one in-class presentation and an accompanying written report.

The substance of the project is to summarize the selected readings and analyze the author's (or authors') arguments both for quality and clarity, and also within the context of the other material presented in the course. Questions that should be addressed in the analysis include, but are not limited to, the following:

- What is the question/topic being addressed by the piece?
- What is the argument being put forth? What are the key foundational assumptions of this argument?
- Is this piece a reaction to other pieces addressed in the course? If yes, how?
- How does the argument or analysis presented in the piece correspond with other works/ideas addressed in class? Is it complementary to other arguments, or does it take issue with them?
- What are the policy prescriptions one might take from the piece?
- How does the argument correspond to observed events? (i.e. are there real-world instances which contradict or confirm the viability of the argument?)
- Finally, in the opinion of the group, how feasible and/or desirable is the argument or its implications? Is it something that should be enacted, or an idea best avoided?

In-class presentations should be no longer than 15 minutes, and should include the use of visual aids (such as Powerpoint). Presentations which exceed 17 minutes will be cut off by the instructor and have five percentage points deducted from the presentation grade. Any materials requiring the use of multimedia should be emailed to the instructor no later than 10pm the day prior to class.

Written presentations should formally represent the material presented in class, and be 15-20 pages in length (excluding figures or works cited). All work must properly cite any relevant materials, including all arguments that are not the original contributions of the group. Failure to properly attribute credit for any cited or utilized material will result in a grade reduction of at least one half letter grade or a maximum of failing the assignment. Papers must be emailed to the instructor in .pdf format by the beginning of the class in which the in-class presentation is given.

The in-class presentation and written paper will be judged on the thoroughness, accuracy and creativity of the analysis, with works that accurately present the author's arguments and thoughtfully address the additional questions achieving the highest marks. Additional grading consideration will be given to the technical quality of the materials, including grammar, editing, and clarity. After the presentation the class will discuss the works presented, and the material from the presentation may be used on the midterm or final exam.

Each student will participate in one of the following groups

Group	Date	Material
Group 1	10/7/14	Polanyi Chapters Intro, 3, 4
Group 2	10/7/14	Polanyi Chapters 6, 19, 21
Group 3	10/7/14	List
Group 4	12/2/14	Sachs
Group 5	12/2/14	Easterly

Students will be assigned to groups in a manner to be discussed in class. Each group member who participates in a project will receive the same grade for each portion of the assignment, with no exceptions. Should you have difficulties with your group issues must be raised with the instructor prior to submitting the paper and/or giving the in-class presentation. Issues raised after this time will not be able to be accommodated.