

IR6620: International Political Economy (W-E)

Term 4, 2016-2017 March 13 – May 14, 2017 3 Credit Hours

Location: Misawa Air Base, Education Center

Class Meeting Times: 0900-1800 – Apr. 1-2, May 13-14

Instructor: Clifton W. Sherrill
Office Phone: DSN 634-5539
Office Hours: By appointment

Office: Kadena, Japan (Education Bldg. Rm. 220A)
E-mail: csherrill@troy.edu
Website: <http://trop.troy.edu/csherrill>

Course Description

An examination of the interrelationships between international politics and economics covering theories of International Political Economy (IPE), states and markets, trade, foreign investment, international monetary affairs, foreign aid, state development strategies, and globalization.

Course Objectives

After taking this course, the student should understand basic macro-economic ideas including the fundamentals of free market economics, arguments for and against free trade, variations on free trade, why economists support free trade yet politicians resort to protectionism, how fiscal and monetary policies are used by states, the nature of exchange rates, the roles and effects of international financial institutions, definitions of and strategies for development, and how globalization affects economics. In addition, the student should be able to explain standard IPE theories and the values that underlie the differing positions on IPE internationally.

Required Texts

- Robert Gilpin, Global Political Economy: Understanding the International Economic Order (Princeton, NJ: Princeton University Press, 2001) ISBN: 9780691086774

Additional assigned readings will be available electronically through TROY library databases.

Nature of Graduate Work

“Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2015-16 Troy University Graduate Catalog, p. 4).

Course Requirements

Students are expected to keep up with the readings and to participate in class discussion. Students should obtain a TROY e-mail account and check it regularly as this will be the means of providing notice of assignment changes, class cancellations, or other matters outside of class. Students should also ensure familiarity with Blackboard, as this is a Web-Enhanced class. All dates and time provided in this syllabus refer to Okinawa time (GMT + 09:00).

A. Exams

There will be two exams in this course. The midterm (take-home), due April 16, will count for 30% of the course grade. The final exam (in-class) will count for 35% of the course grade. Exams will include material covered in the readings and material discussed in class. Exams will consist of short answer and essay questions.

B. Papers

There will be a single analytical paper accounting for 20% of the semester grade. Students will have the option of completing either 1) a formal research paper presenting a theory and testing hypotheses via an appropriate research design on a topic of the student's choice (to be approved by the instructor); or 2) completing a thorough literature review centered on a topic such as: a) the desirability of free trade for the United States; b) the structural health of the current Chinese national economy; c) developmental models for sub-Saharan African states. Detailed instructions, including phased assignment due dates, are provided in the paper instructions appended to the syllabus. **Late assignments will be assessed a 20 point penalty per day late.**

C. Syllabus & Plagiarism Quiz

A short quiz, accounting for 5% of the course grade, covering the syllabus as well as what constitutes plagiarism will be posted on Blackboard. This quiz must be completed and submitted to the instructor via e-mail **NLT 3/19**.

D. Discussion Board Participation

Departmental policy mandates use of discussion boards in Blackboard. Accordingly, a series of questions will be posted in Blackboard. Students must read all discussion boards and must respond to at least 4 different discussion questions over the course of the term. Some questions may require viewing of on-line videos first. Posts will account for 10% of the course grade.

E. Attendance

Regular attendance is imperative for understanding the subject as well as for maximizing your chances to succeed on the exams. Per PACOM and Troy University instructions, the site coordinator must be notified of students who miss more than 25% of classes. Attendance will be taken in compliance with this policy.

Grading Policy

90 - 100	A	70 - 79	C	0 - 59	F
80 - 89	B	60 - 69	D		

Incomplete grades: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the

discretion of the instructor using the following criteria: Student submits a completed “Incomplete Grade Request” form prior to assignment of a course grade. Student’s progress in the course is deemed satisfactory. Student is passing the course when the request is made. The circumstances that prevented the student’s completion of course requirements are beyond the student’s control and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an “Incomplete Grade Request” form. This form can be found at www.troy.edu/graduateschool/forms.html.

Web-Enhanced Classes

A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Blackboard. To meet this 9 hours, this course includes the following: Viewing of 2 one-hour videos (2 hours); discussion board posts & peer reviews (6 hours), and review of instructor slides/lectures posted on Blackboard (1 hour).

Americans with Disabilities Act

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:

http://trojan.troy.edu/etroy/documents/Troy_University_ADA_Policies.pdf

Cell Phone and Other Electronic Devices

Use of any electronic device (cell phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.) In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The instructor in this class has opted to permit use of tablets and/or laptops in class.

Academic Honesty

By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. It is the student’s responsibility to be familiar with these guidelines and to comply therewith.

Plagiarism is the use of another person’s words or ideas without proper attribution; whether intentional or not, representing another person’s words or ideas as one’s own constitutes plagiarism. Plagiarism is an ethical offense violating Troy’s Standards of Conduct and Troy’s Academic Code. All MSIR students are expected to understand the concept of plagiarism as well as the rules of

proper citation. If a student has any doubt about proper attribution, it is the responsibility of the student to seek clarification from the instructor. Students deemed by the instructor to have engaged in intentional plagiarism in this course shall receive an automatic F in the class and are subject to additional discipline up to and including expulsion from the program. Students deemed by the instructor to have engaged in unintentional plagiarism are subject to disciplinary action to be determined by the instructor in accordance with the severity of the offense. The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

Library Resources

Students can access online information resources through Troy Library Services home page at <http://trojan.troy.edu/library> These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis. Remote access is available via the student's Troy User ID and Password. Specific help for Global Campus students, including a dedicated librarian, is available at: http://trojan.troy.edu/library/globalcampus/gc_librarian.html

Note: The below schedule, readings and procedures in this course are subject to change with notice.

Course Schedule

Week 1 (Mar.13-19): Introduction to International Political Economy

- Gilpin, Chapters 1-4
- Katzenstein, Peter J., Robert O. Koehane, and Stephen D. Krasner, "International Organization and the Study of World Politics," *International Organization* 52, no. 4 (Autumn 1998): 645-685. (Available in JSTOR).

Week 2 (Mar. 20-26): Theoretical Underpinnings and National Systems

- Gilpin, Chapters 5-7
- Adam Smith, *The Wealth of Nations*, Chapters 1-3. (Available at <http://www.econlib.org/library/Smith/smWN1.html>)
- David Ricardo, *The Principles of Political Economy and Taxation*, Ch. 7. (Available at <http://www.econlib.org/library/Ricardo/ricP2a.html#Ch.7>, On Foreign Trade)
- Stephen D. Krasner, "State Power and the Structure of International Trade," *World Politics* 28, no. 3 (April 1976): 317-347. (Available in JSTOR).

Week 3 (Mar. 27 – Apr. 2): The Trading System

- Gilpin, Chapter 8
- Paul Krugman, "The Narrow and Broad Arguments for Free Trade," *American Economic Review* 82, no. 3 (May 1993): 362-66. (Available in JSTOR Economics)
- Cletus Coughlin, "The Controversy over Free Trade: The Gap between Economists and the General Public," *Federal Reserve Bank of St. Louis Review* (Jan/Feb 2002): 1-21. Available at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.199.5047&rep=rep1&type=pdf>

- Richard Rosecrance and Peter Thompson, “Trade, Foreign Investment, and Security,” *Annual Review of Political Science* 6, no. 1 (2003): 377-98. (Available in Academic One Search)
- Helen Milner, “The Political Economy of International Trade,” *Annual Review of Political Science* 2, no. 1 (1999): 91-114. (Available in Academic One Search)

Saturday 4/1

- Introduction
- Economic Primer
- Theories & Systems
- Free Market

Sunday 4/2

- Free Trade
- Protectionism
- Exchange Systems
- Capital Controls

Week 4 (Apr. 3-9): The Monetary and Financial System

- Gilpin, Chapters 9-10
- Christopher J. Neely “An Introduction to Capital Controls.” *Federal Reserve Bank of St. Louis Review* 81, no. 6 (1999): 13-30. Available at <<http://research.stlouisfed.org/publications/review/99/11/9911cn.pdf>>
- J. Lawrence Broz and Jeffrey A. Frieden, “The Political Economy of International Monetary Relations,” *Annual Review of Political Science* 4, no. 1 (2001): 317-343. (Available in Academic One Search)

Week 5 (Apr. 10-16): Midterm Exam; Development

- **MIDTERM EXAM (Take home, due 4/16)**
- Gilpin, Chapters 11-12

Week 6 (Apr. 17-23): Development

- Theotonio Dos Santos, “The Structure of Dependence,” *American Economic Review* 60, no. 2 (May 1970): 231-236. (Available in JSTOR.)
- Daniel Chirot and Thomas D. Hall, “World System Theory,” *Annual Review of Sociology* 8 (1982): 81-106. (Available in JSTOR)
- Stephen Kosack and Jennifer Tobin. “Funding Self-Sustaining Development: The Role of Aid, FDI and Government in Economic Success.” *International Organization* 60, no. 1 (2006): 205-243.
- E. Borensztein, J. De Gregorio and J-W. Lee. “How does foreign direct investment affect economic growth?” *Journal of International Economics* 45, no. 1 (1998): 115-135
- Seymour Martin Lipset, “Some Social Requisites of Democracy: Economic Development and Political Legitimacy,” *American Political Science Review* 53, no. 1 (Mar. 1959): 69-105.
- Ronald Inglehart and Christian Welzel, “How Development Leads to Democracy: What We Know about Modernization,” *Foreign Affairs* 88, no. 2 (March/April 2009): 33-41

Week 7 (Apr. 24-30): International Institutions

- John Gerard Ruggie, “International regimes, transactions, and change: embedded liberalism in the postwar economic order.” *International Organization* 36, no. 2 (1982) :379-415
- Vreeland, James Raymond. “The Politics of IMF Conditional Lending.” *World Economics* 8, no. 3 (2007): 185-93.
- Nooruddin, Irfan and Joel W. Simmons. “The Politics of Hard Choices: IMF Programs and Government Spending.” *International Organization* 60, no. 4 (2006): 1001-1033.
- A. Cooper Drury, Jonathan Kriekhaus, and Michael Lusztig, “Corruption, Democracy, and Economic Growth,” *International Political Science Review* 27, no.2 (April 2006): 121-36. (Available in JSTOR)

Week 8 (May 1-7): Regionalism & Globalization

- Gilpin, Ch. 13-15
- Daniel W. Drezner, “Globalization and Policy Convergence,” *International Studies Review* 3, no. 1 (Spring 2001): 53-78. (Available in JSTOR)
- Jeffrey Frankel, “Globalization of the Economy,” NBER Working Paper 7858 (August 2000), Available at <http://www.nber.org/papers/w7858>
- Alan Greenspan, “Never Saw it Coming,” *Foreign Affairs* 92, no. 6 (Nov/Dec 2013): 88-96. (Available in Business Source Premier)
- Michael Spence, “The Future of Economic Growth in a Multispeed World,” *Conversations with History* (Video, 2011). Available at <http://conversations.berkeley.edu/content/michael-spence>

FINAL PAPER DUE 5/7

Week 9 (May 8 – May 14): Final Exam

- Fareed Zakaria, “Can America Be Fixed?” *Foreign Affairs* 92, no. 1 (Jan/Feb 2013): 22-33. (Available in Business Source Premier)
- **FINAL PAPERS DUE 5/11**

Saturday 5/13

- Development
- FDI and Foreign Aid
- Democracy & Development
- Freedom as Development

Sunday 5/14

- International Institutions
- Globalization
- **FINAL EXAM**

Paper Instructions

Per the syllabus, a single analytical paper will account for 20% of the semester grade. Students will have the option of completing either:

1. a formal research paper presenting a theory and testing hypotheses via an appropriate research design on a topic of the student's choice (to be approved by the instructor); or
2. a thorough literature review centered on a topic such as:
 - a. how economic interdependence influences the likelihood of conflict;
 - b. how international agreements aimed at controlling climate change might affect domestic economic health;
 - c. developmental models for sub-Saharan African states;
 - d. the impact and efficacy of the International Monetary Fund; or
 - e. another topic approved by the instructor

General:

(a) Students opting to undertake a research paper should take care to review the availability of data when constructing their research question. A significant amount of economic data is available on line via the World Bank, IMF, and UN websites. Research papers need not use quantitative methods; however, they should follow rigorous standards designed to provide unbiased empirical evidence regarding their chosen question.

(b) Students opting to undertake a literature review should be sure to consult academic journals available online via Troy's library website. JSTOR (political science, economics, and finance), Academic One File, Lexis, and the Bureau of Economic Analysis will likely be among the most helpful databases. **Literature reviews which rely solely on material culled from websites (other than databases of academic journals) will generally be insufficient.** Brief how-to articles on literature reviews can be found at <<http://library.ucsc.edu/help/howto/write-a-literature-review>> or at numerous other sites you can find through a simple Google search.

Peer Reviews:

In keeping with the Web-Enhanced format, Blackboard will be used to post drafts of the assigned papers. Each student will provide a peer-review of at least two (2) other papers. Peer reviews will then be posted on Blackboard for the original paper author to consider. Peer reviews are intended to provide constructive criticism. Peer reviews should be kept to no more than two pages. Authors of the drafts should consider the peer review critique, but are not obligated to amend their papers accordingly. Rather, authors should use their own judgment as to what is helpful. Peer reviews are a graded component of the assignment, accounting for ten percent of the overall paper grade.

PHASED ASSIGNMENT SCHEDULE, WITH POINT ALLOCATION PER ASSIGNMENT IN PARENTHESES

Due Date	Literature Review	Research Paper
Mar. 26	Lit Review topic due (5)	Specific Research Question due (5)
Apr. 9	Preliminary Bibliography due (5)	Theory & Hypotheses due (5)
Apr. 23	Draft Paper due for posting on Blackboard (5)	
Apr. 30	Peer Reviews due for posting on Blackboard (10)	
May 7	Final Paper due (75)	

Late assignments will be assessed a 10 point penalty per day late.

Format: Papers must be typed, double-spaced, in twelve-point Times New Roman font, with one inch margins. Do not place additional space between paragraphs. Papers are anticipated to be approximately 10-12 pages in length, with a limit of no more than 15 pages, exclusive of title page, bibliography, and notes. Please note that quality is more important than volume. Hand-written papers are not acceptable.

Citation and Sources: You may use whatever citation system you are familiar with; however, you must identify the system you are using and keep to it consistently. If I am not familiar with the system, you must be able to provide me with a system manual that I may review upon request. Proper citation requires sufficient information for me to check your sources with ease. Internet sources may be used at your own risk. Common sense should help tell you which websites are acceptable and which are not for academic work. If in doubt, it is probably best to avoid that site. Of course, you may always ask me for an opinion as to suitability. Citation of internet sources requires more than simply listing the website. Include titles, authors, dates written, and dates accessed. Papers citing Wikipedia will be docked 5 points. Students should consult books, scholastic periodicals, newspapers, policy papers, and government documents as well as on-line sources when conducting research.

Grading: Papers will be graded on demonstrated understanding, thoroughness, and integration of research into a coherent presentation. Poor spelling, grammar, punctuation, organization or style will negatively affect the grade.

PLEASE PROOFREAD.