

POLI 305 B: International Political Economy
Syllabus – Winter 2019

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Class Location & Times: H 520 SGW / Tues. & Thurs. 8:45-10:00
Course Website: <http://moodle.concordia.ca>

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Course Description

International Political Economy is the study of how domestic political forces shape international economic systems, and conversely, how these international economic systems shape domestic politics. For example, topics include why some countries adopt free-trade or protectionist policies; monetary policy and exchange rates; the role of multinational corporations; the role of international institutions (e.g. WTO, IMF, EU); and the role of Foreign Direct Investment in economic development.

To study the politics of the global economy, we will learn about economic theories, and examine a mix of current and historical (1840s onwards) events.

Expected Learning Outcomes

By the end of this course, successful students will have demonstrated the ability to:

- Understand the causes of international conflict and cooperation in the areas of international trade, monetary and financial relations.
- Understand current debates in international political economy.
- Analyze political issues and phenomena using political science concepts, theories, and methods.
- To use argument and evidence effectively to communicate analysis of political phenomena.
- Identify and understand the principle arguments from complex and difficult academic literature efficiently.

Teaching Philosophy

We are all responsible for contributing to each other's learning experience. Rather than structuring the course with exams, it is designed to foster on-going learning. As such, students are expected to have read and thought about the material before attending class. In order to encourage this, I incorporate small 'journal' assignments and quizzes. These are designed to be short and effective – if you've been doing the readings and attending class, they should be relatively easy.

Recognizing that sometimes people have a bad week or may struggle with some of the material, the quizzes and assignments are designed to be flexible. Although all are mandatory, only your best ones will count towards your grade.

Students that are willing to put in a few hours a week into the course usually do well. Rather than having to 'cram' at the last minute to study for an exam or write a paper, on-going learning requires a continual commitment. This means that you cannot miss many classes or 'cram' for major exams.

Correspondence and Office Hours

During the semester, the TA and I are prepared to meet at our offices with all students enrolled in the course.

For questions related to quizzes or journals, students should first contact the TA. For all other questions, including those related to the content of the course, students should contact me.

Students are welcome drop in anytime during office hours, but preference is given to those who sign up on the sheet outside my office door.

To contact me, students may either send a message through Moodle (preferred), or e-mail. Please include your course code in the subject of your e-mail.

NOTE: Please do not reply to course-wide announcements sent through Moodle. I do not receive these e-mails.

Requirements

The major outputs of this course are:

- 30 %** Weekly Quizzes (Best 9 of 10)
- 15 %** Journal Reflection Responses (Best 10 of 11)
- 25 %** Writing Assignment
- 30 %** Final Take Home Exam

Lateness Policy

Deadlines are final. There will be no makeup quizzes; or journals, or paper outlines accepted after their respective deadlines. Exceptions may only be granted in extraordinary circumstances. Ideally, students should provide documentation and receive prior approval at least a week in advance. For final paper submissions, late assignments will be penalized 2.5 % per day and will not be accepted beyond a week past the deadline. **If you run into unforeseen challenges during the semester, please speak with me ASAP.** It is easier to work things out before deadlines pass.

If you are a parent and (might) require extra accommodations, please speak with me. I'm happy to work with you to ensure you can be successful in the course.

Quizzes

There are ten quizzes. Your best nine will be worth 30 percent of your final grade. The quizzes focus exclusively on the content from the weeks before. Some questions are derived from material only discussed in class (and deliberately not included on PowerPoint slides), some from the readings. **The quizzes are designed to penalize those that do not attend class or complete the readings.**

Final Take-Home Exam

Your final take home exam will be ~2000 words long and worth 30 percent of your grade. Whereas the quizzes only focus on the readings and content from each part of the course, the final, take home quiz will ask a few broader, overarching questions.

Writing Assignment

For the writing assignment students must write a 2,000-word paper on one of the following debates in IPE. Students are expected to concisely summarize the issue and argue for a given position, citing evidence to support their argument.

Topics include¹:

- Import-Substitution Industrialization vs. Export-oriented vs. Washington Consensus
- Sweatshop Regulation Is Counterproductive vs. Governments Must Regulate Sweatshops
- The MNC Race to the Bottom vs. The Myth of the MNC Race to the Bottom
- Foreign Aid Promotes Development vs. Foreign Aid is Ineffective
- Markets Caused the Financial Crisis vs. Too Much Government Intervention Caused the Financial Crisis
- Trade Deficits Reduce Total Jobs vs. Trade Deficits Produce Different Jobs
- Migration Brings Economic Gains vs. Migration Reduces Cultural Cohesion
- The WTO Undermines Environmental Regulation vs. The WTO Results in Stronger Environmental Regulation
- Governments Must Regulate MNCs vs. MNCs Can Self-Regulate

Writing Assignment Deadlines

To help you write an excellent paper, there are several tasks you must complete:

By Week 3: Signed up for a debate topic of paper (2.5 %)

By Week 7: Submitted outline (10 %)

By Week 11: Peer-editing of first draft (5 %)

By Week 12: Submitted final draft (82.5 %)

Journal Responses

Before each class, students are expected have answered journal prompts on the assigned readings, for a total of 13 responses during the course. Students will be allowed to miss one prompt, without penalty, throughout the term.

Prompts will be provided at least three days prior to the class. Responses should be approximately 250 words, written BEFORE class. Full grade for entries will be given when:

1. The entry provides some indication that the student read the required readings.
2. The student demonstrates that some time was taken for reflection.

Final Exam

The final take-home exam is worth 30% of the final grade. Whereas the quizzes are non-cumulative, the exam will focus on overarching questions and core concepts from the course. The question(s) for the take-home final exam will be assigned in the last class of the semester.

¹ Some topics inspired by the debates identified by Thomas Oatley (2010) in *Debates in International Political Economy*.

Readings

This course uses a variety of readings. All other readings aside from those from the assigned textbooks will be available online. To access these texts, you have several options. You may (a) use a computer in the library, (b) use your own computer on the university wireless network, or (c) connect to the university network from home using a VPN (<https://www.concordia.ca/it/services/vpn.html>).

Textbooks

Mark R. Brawley. 2005. Power, Money, and Trade: Decisions That Shape Global Economic Relations. Broadview Press.

Thomas Oatley. 2012. International Political Economy, 5th ed. Longman

Copies are also available on reserve at the University Library.

Academic Honesty

Don't cheat. Today's technology makes it very easy to catch cheaters. All your assignments will be verified online. Everything in your assignments must be your own work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Raise questions you have with me before problems arise.

Department of Political Science Statement on Plagiarism

The Department has zero tolerance for plagiarism.

1. What is plagiarism? The University defines plagiarism as “the presentation of the work of another person, in whatever form, as one’s own or without proper acknowledgment.” (Concordia Undergraduate Calendar 2017–2018, page 55-56). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see <http://www.concordia.ca/students/academic-integrity/plagiarism.html>.

2. What are the consequences of getting caught? The Dean may impose the following sanctions on students caught plagiarizing: a. Reprimand the student; b. Direct that a piece of work be resubmitted; c. Direct that the examination be taken anew; d. Enter a grade reduction for the piece of work in question or enter a grade of "0" for the piece of work in question; e. Enter a grade reduction in the course or enter a failing grade for the course; f. Enter a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; g. Impose the obligation to take and pass courses of up to twenty-four (24) credits, as specified by the Dean, in addition to the total number of credits required for the student’s program. If the student is registered as an Independent student, the sanction will be imposed only if he or she applies and is accepted into a program.

An Academic Hearing Panel may impose the following sanctions: a. Any or all of the sanctions listed above; b. Impose a suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be upon University premises; c. Expulsion from the University. Expulsion entails the permanent termination of all University privileges. (Undergraduate Calendar, page 56.)

Complete regulations can be found beginning on page 54 of the Undergraduate Calendar or (<http://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>).

3. See also The Political Science Department's "Resources on Avoiding Plagiarism" at: http://alcor.concordia.ca/~mlipson/01Plagiarism_Home.html

Accessibility

The University of Concordia is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the [Access Centre for Students with Disabilities \(ACSD\)](#) as soon as possible so that this office can assist with the necessary accommodations.

Policy on Audio and/or Video Recording of Lectures

Pursuant to [Concordia’s Policy on Audio and/or Video Recording of Lectures](#), you may not record lectures without prior written permission, and when granted, you may not distribute these recordings online or through any other medium.

Policy on Distribution of Course Materials

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. **There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.**

The Use of Electronic Devices in the Classroom

Studies suggest that compared to taking written notes, using a laptop hinders learning (e.g., [Mueller and Oppenheimer, 2014](#)). Moreover, browsing the internet and using electronic devices during class is distracting. To avoid affecting the learning experience of other students, texting during class is prohibited and students that insist on using laptops must sit in the last row of the room.

Sexual Harassment

As a professor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. If you have experienced sexual harassment, sexual violence or discrimination, Concordia's Sexual Assault Resource Centre provides information available resources: <https://www.concordia.ca/students/sexual-assault.html>

On-Campus Resources for Students

Student Success Centre (Tutoring, Mentoring, Workshops)

<http://www.concordia.ca/students/success.html>

SGW: [514-848-2424](tel:514-848-2424), ext. 3921

LOY: [514-848-2424](tel:514-848-2424), ext. 3555

Room H-440

Access Centre for Students with Disabilities

<http://www.concordia.ca/students/accessibility.html>

Phone: [514-848-2424](tel:514-848-2424), ext. 3525

Room GM-300

Counseling and Psychological Services

<http://www.concordia.ca/students/counselling.html>

SGW: [514-848-2424](tel:514-848-2424), ext. 3545

LOY: [514-848-2424](tel:514-848-2424), ext. 3555

Room H-440

Sexual Assault Resource Centre

<http://www.concordia.ca/students/sexual-assault.html>

[514-848-2424](tel:514-848-2424) ext. 3461

Changes to the Syllabus

I reserve the right to amend the schedule of meetings and assignments listed in this syllabus as might become necessary based on events throughout the semester. Any changes to the syllabus will be announced and the most up to date syllabus can be found online.

Reading Schedule

Week 1 – Introduction and Review of Basic Concepts

Review of fundamental concepts of International Relations and introduction to economic theories related to trade.

Readings

SKIM: Brawley, Part 1: “Approaches to International Relations,” pp. 27–132

(online) Krugman, Paul R. (1993). “What Do Undergrads Need to Know About Trade?”

American Economic Review 83 (2): 23-26. <http://www.jstor.org/stable/2117633>

Week 2 – Theoretical Concepts on Markets and Politics

How do international economic systems and domestic politics interplay?

In-class: quiz #1

Sign up for paper topics

Readings

Oatley, chap. 1: “International Political Economy.”

Brawley, “Introduction: The Interplay of Power and Wealth.”

Week 3 – The Rise of the Modern World Economy

How did free trade emerge?

In-class: quiz #2

Sign up for paper topics

Readings

Brawley, chap. 10: “Britain’s Repeal of the Corn Laws.”

Brawley, chap. 11: “The Cobden-Chevalier Treaty.”

(online) Nye, John V.C. (1991). “The Myth of Free-Trade Britain and Fortress France”

<http://www.jstor.org/stable/2123049>

Week 4 – The Rise of the Modern World Economy pt. II

What is the gold standard, why was it important and why did it emerge?

In-class: quiz #3

Readings

Brawley, chap. 14: “Britain’s Refusal to Retaliate on Tariffs, 1906–1911.”

Brawley, chap. 16: “Britain’s Return to the Gold Standard after World War I.”

(online) Economist, “Tired of globalisation,” November 5, 2005. <https://search-proquest-com.lib-ezproxy.concordia.ca/docview/224014314>

Week 5 – International Trade

Formation of the 20th Century's Trade system

In-class: quiz #4

Readings

Brawley, chap. 7: “The Politics of Trade.”

Brawley, chap. 17: “The Passage of the Smoot-Hawley Tariff.”

Oatley, chap. 2: “The World Trade Organization and the World Trade System.”

Week 6 – International Trade pt. II

Approaches to explaining different trade policies

In-class: quiz #5

Readings

Oatley, chap. 3: “The Political Economy of International Trade Cooperation.”

Oatley, chap. 4: “A Society-Centered Approach to Trade Politics.”

Oatley, chap. 5: “A State-Centered Approach to Trade Politics.”

Week 7 –Economic Development

Why have some countries had significant increases in economic development, while others have stagnated, and how might these be related to Trade? What are different types of policies governments implement to increase economic development?

In-class: trade activity

Paper Outline Due (Upload to Moodle and Bring to Class)

Readings

Oatley, chap. 6: “Trade and Development I: Import Substitution Industrialization.”

Oatley, chap. 7: “Trade and Development II: Economic Reform.”

Brawley, chap. 19: “South Korea Opts for Export-Oriented Industrialization.”

(online) The Economist. (2014). “Why globalisation may not reduce inequality in poor countries.” <https://www.economist.com/blogs/economist-explains/2014/09/economist-explains-0>

(online) NAÍM. (2015). “The Lagarde Consensus”. The Atlantic.

<https://www.theatlantic.com/international/archive/2015/04/the-christine-lagarde-consensus-imf/390309/>

Week 8 – Multinational Corporations

The consequences and formation of multinational corporations: How they shape and are shaped by global economic politics.

In-class: quiz #6

Readings

Oatley, chap. 8: “Multinational Corporations in the Global Economy.”

Oatley, chap. 9: “The Politics of Multinational Corporations.”

Brawley, chap. 9: “The Politics of International Investment.”

(online) Cornelia Woll. 2010. “Firm Interests in Uncertain Times: Business Lobbying in Multilateral Service Liberalization.” In Rawi Abdelal, Mark Blyth, and Craig Parsons, eds., *Constructing the International Economy*, pp. 137–54. Ithaca: Cornell University Press.

Week 9 – International Financial and Monetary Relations I

The creation and collapse of the Bretton Woods System

In-class: quiz #7

Oatley, chap. 10: “The International Monetary System.”

Oatley, chap. 11: “Cooperation, Conflict, and Crisis in the Contemporary International Monetary System.”

Brawley, chap. 8: “The Politics of International Monetary Relations.”

Week 10 – International Financial and Monetary Relations II

The creation and collapse of the Bretton Woods System

In-class: quiz #8

Readings

Oatley, chap. 12: “A Society-Centered Approach to Monetary and Exchange-Rate Policies.”

Oatley, chap. 13: “A State-Centered Approach to Monetary and Exchange-Rate Policies.”

Brawley, chap. 18: “The Creation of the Bretton Woods Monetary Regime.”

Brawley, chap. 20: “The Collapse of the Bretton Woods Monetary Regime.”

Week 11 – International Financial and Monetary Relations III

Approaches to understanding state monetary policies; financial crises and the IMF

In-class: quiz #9

Peer-editing of paper (Upload to Moodle and bring to class)

Readings

Oatley, chap. 14: “Developing Countries and International Finance I: The Latin American Debt Crisis.”

Oatley, chap. 15: “Developing Countries and International Finance II: A Decade of Crises.”

Brawley, chap. 21: “Brazil’s Response to the Debt Crisis.”

Brawley, chap. 25: “Mahathir, Financial Crisis, and Malaysia’s Capital Controls.”

Week 12 – IMF and Foreign Aid

The effect and consequences of foreign aid

In-class: quiz #10

Final paper due (Upload to Moodle and bring to Class)

Readings

(online) Vreeland, James Raymond (2003). “Why Do Governments and the IMF Enter into Agreements: Statistically Selected Case Studies.” *International Political Science Review* 24 (3): 321-43. <http://www.jstor.org/stable/1601660>

(online) Easterly, William (2006). “Why Doesn’t Aid Work?,” *cato-unbound.org*, April 3rd. <https://www.cato-unbound.org/2006/04/02/william-easterly/why-doesnt-aid-work>

Week 13 – Globalization and Current Problems in IPE

Selection of current debates in IPE; The politics and complications of European Integration

Oatley, chap. 16: “Globalization: Consequences and Controversies.”

(online) Enrico Spolaore, “What is European Integration Really About? A Political Guide for Economists” *Journal of Economic Perspectives*, vol. 27 (3), pages 125-

144. <http://www.jstor.org/stable/41955548>

(online) “The Eurozone Crisis: Growing Pains or Doomed from the Start?” Chapter 14 in Manuela Moschella and Catherine Weaver (eds.), *Handbook of Global Economic Governance* (Routledge, 2014), pp. 201-217

Finals Week

Take-Home Exam