

PS 458: International Political Economy
Oregon State University
Fall 2018

Instructor Information

Instructor: Michael W. Trevathan

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Class Location: Bexell Hall 417

Class Hours: Monday and Wednesday 12:00PM to 1:50PM

Office Location: Bexell Hall 100B

Office Hours: Monday and Wednesday 2:00PM to 3:00PM, and by appointment

Course Website(s):

[OSU Canvas](#)

[Student Textbook Resource Website](#)

Course Description, Objectives, and Details

This 4-credit course examines the actors, processes, theoretical paradigms, and issue areas governing the international political economy (IPE). Consequently, we will seek to understand and explain how interstate politics and economics intersect to produce the global economy. Our course will focus on the following objectives (a) an understanding of the competing theoretical frameworks used to explain and understand IPE, (b) examine specific substantive areas of the global economy, and (c) explore the varied prescriptive solutions offered to address issues of equity and management of the global economy. Additionally, we will also examine how the global economy has changed over time, transitioning between greater and lesser degrees of globalization, and how these changes have impacted states, citizens, and other actors in the past, and how these actors interact with the global economy today.

This course will include reading, writing, video, active-learning, and collaborative projects. In order to accomplish our learning objectives, it requires that each student come to class, every session, and be prepared to participate and engage our conversation about the global economy and its politics. This means that students are expected to have completed the readings before class, and reflected upon them. Consequently, success in this course will require students to actively engage the course materials, the instructor, and fellow students through these mediums and activities.

Course Topics and Student Learning Outcomes

This course will cover numerous topics, including:

- I. Historical and Theoretical Development of the International Political Economy
- II. Global Economic, Trade, and Financial Relations
- III. International Development
- IV. Global Economic Governance

- V. Regionalism
- VI. Global Economic Institutions
- VII. Hegemonic Stability Theory
- VIII. Multinational Corporations
- IX. Globalization

Student Learning Outcomes (SLOs)

- I. Demonstrate an understanding of the content and historical development of competing theories, schools, and explanations of IPE
- II. Apply theoretical perspectives to contemporary substantive issues in the global economy
- III. Demonstrate knowledge of the key actors and institutions that participate in and govern the global political economy.
- IV. Assess and explain how actors and institutions compete in the global economy, and how this competition in the global political economy leads to differential outcomes.
- V. Be able to use empirical evidence to test core IPE theoretical perspectives

Required Texts and Materials

Cohen, Benjamin J. 2008. *International Political Economy: An Intellectual History*. Princeton University Press: Princeton.

Additional required and optional readings are located in electronic format on Canvas. Students may also be asked to access and read additional resources, such as *The Washington Post*, *The New York Times*, *Foreign Affairs*, or other periodicals and news sources to complete class participation and assignment requirements. The topics and substantive focus of our course requires students to stay up to date with course-relevant current events.

Course Requirements and Evaluation

Graded Item	Points	Percent of Grade	Due Date(s)
<i>Exams (2)</i>	450	45%	10/24; TBD
<i>Research Project</i>	250	25%	Ongoing
<i>Reading Summaries</i>	100	10%	Ongoing
<i>Student Presentation</i>	100	10%	Ongoing
<i>Participation</i>	100	10%	Ongoing
Total	1000	100	

Course Grading Scale

A	93-100	B-	80-82	D+	65-69
A-	90-92	C+	77-79	D	60-64
B+	87-89	C	73-76	F	0-59
B	83-86	C-	70-72		

Exams: This course will have two (2) exams. Exams may consist of true/false; multiple choice; short answer; and essay questions. There will be no makeup exams unless students meet the requirements for makeup exams/assignments as outlined in the course syllabus.

Research Project: For this course each student will complete a research project broadly related to the course topic. The research project will be composed of the following parts: a research topic and justification; a research design; annotated bibliographies; and a research project abstract. A rubric for each part of the project will be provided in class.

Reading Summaries: Students must submit weekly reaction papers on the assigned readings for the week. These papers must be submitted before the start of Monday's class each week, starting with week 2. The reaction papers should detail the "big picture" themes and takeaways from each week's readings and critically evaluate the theories, methods, and concepts presented in the readings. Each paper must be between 2 and 3 pages in length (double-spaced, 12-point font, Times New Roman, 1-inch margins) and submitted to Canvas before class, or turned in to me at the start of class each Monday.

Student Presentation: Students will be required to lead one class discussion during the semester. This presentation should be focused on outlining the big picture themes and concepts from the week's readings, and should incorporate recent news events which are related to the readings for that week. The presentations should last between 10 and 15 minutes. Students are also expected to come up with questions related to the readings and chosen events that will prompt a conversation with the class. A rubric will be provided in class.

Participation: Students are expected to come to every class and to have read all of the assigned readings. Consequently, I have an expectation that students will actively engage the materials, fellow students, and the instructor in a meaningful and substantive manner during lecture in order to create a meaningful conversation that helps us explore our topics. Attendance, quality of participation, and in-class assignments will be used to holistically assess a student's participation for the course.

Extra Credit: As a general principle I believe that a student gets the grade that they earn. If I do decide to offer extra credit it will involve work that is related to the course and will require some effort on the part of the student. Extra credit will be offered to the entire class and not on an individual basis.

Deadlines and Makeup Policies

Deadlines are important. I expect all assessments (tests, assignments, projects, etc.) to be completed by the assigned due date. Do not get in the habit of waiting until the last minute to prepare for important class assessments. This is always the time when real life happens and sets you back. If something has happened that was unforeseen, the time to tell me is when you find out. Send me an email ASAP and keep me in the loop. This does not mean I will grant you amnesty or an extension, but it does increase the chances that I will. The time to tell me is not 5 minutes before it is due, or weeks after the problem has presented

itself.

Makeup Exams and Assignments: Makeup opportunities for missed exams and other assessments are granted only in extreme circumstances and require appropriate documentation. Makeup opportunities are only given in the case of a student having a serious personal illness; a serious personal illness or death of an immediate family member(s) (Spouse, Parent, Sibling, Child); or an academic-related absence.

In all cases, the student must provide appropriate documentation of the incident that led them to miss the assessment. Without appropriate documentation the assessment cannot be made up, nor can an extension be granted for the missed assessment. It is the students responsibility to provide the instructor with the appropriate documentation and it must be provided in a timely fashion (generally, within in one week or less).

Furthermore, makeup assessments must be completed in a timely manner. As a rule of thumb, makeup assignments/exams **must** be completed within one week of the original due date. It is the students responsibility to keep the professor informed of the students status and their ability to makeup an assessment. In the case of an academic-related absence the student must notify the professor in advance of the missed class and must provide documentation. This usually occurs within the first one to two weeks of the semester.

Incomplete Grades: The grade of I Incomplete can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the students control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Communication and Feedback Policies:

Email: My goal is to reply to all course-related communications and emails within 24 to 48 hours, Monday through Friday. On some occasions I may not get back to you in the stated time frame. This does not mean I am ignoring you. Send me another email, remind me after class, or come to my office hours. In any case, remember that most (all) of your administrative concerns will be covered in this syllabus and the Important Course Information section of our Canvas site. When in doubt, always refer to those sections and the assignment-specific instructions.

Classroom Behavior, Academic Integrity, and the Student Code of Conduct

Every student is entitled to a distraction-free classroom. Classroom behavior should always be courteous, respectful of others, and consistent with the expectations set forth by the

university. Students may not behave in any manner that interferes with the learning of another student, or my teaching. This includes, but is not limited to, the following: tardiness; private and disruptive conversations; crude language; etc. Furthermore, I do not allow the use of recording or other electronic devices (cell phones, laptops, etc.) during my lectures. No exceptions.

Academic Integrity Academic integrity is an important concern in the academic community. I expect all students to maintain, uphold, and engage in the highest levels of academic integrity and honesty. All forms of academic dishonesty will result in punitive sanctions. Examples of academic dishonesty includes, but is not limited to cheating, plagiarism, and other forms of academic dishonesty. The penalty for any infraction of academic dishonesty is an immediate grade of 0 for the assignment. Additionally, the student will be reported to the University for further investigation and possibly official university sanctioning. If you are unclear as to what constitutes plagiarism and other forms of academic dishonesty, please refer to Oregon State University's policies and regulations regarding academic dishonesty.

For more information please see [Oregon State University Code of Student Conduct](#).

Student Disability Access Services (DAS)

Statement Regarding Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

For more information please see [the DAS statement linked here](#).

Course Reading Schedule

Week 1 (9/24 and 9/26): Introduction to International Political Economy*Required Readings*

Cohen, Introduction (1-15)

Becker, Gary S. 1992. "The Economic Way of Looking at Life." (38-58). (Canvas)

Strange, Susan. 1970. "International Economics and International Relations: A Case of Mutual Neglect." *International Affairs* 46: 304-315.(Canvas)

Optional Readings

Katzenstein, Peter J., Robert O. Keohane, and Stephen D. Krasner. 1998. "International Organization and the Study of World Politics." *International Organization* 52(4): 645-685.

Week 2 (10/1 and 10/3): The American School

Required Readings

Cohen, Chapter 1 (16-43)

Keohane, Robert. 2009. "The Old IPE and the New." *Review of International Political Economy* 16(1): 34-46. (Canvas).

Cooley, Alexander. 2009. "Contested Contracts: Rationalist Theories of Institutions in American IPE." *Routledge Handbook of International Political Economy* (48-61). Canvas.

Week 3 (10/8 and 10/10): The British School

Required Readings

Cohen, Chapter 2 (44-65)

Cameron, Angus and Ronen Palan. 2009 "Empiricism and Objectivity: Reflexive Theory Construction in a Complex World." *Routledge Handbook of International Political Economy* (112-125). Canvas.

Cerny, Philip G. 2009. "Bridging the Transatlantic Divide? Toward a Structural Approach to International Political Economy." *Routledge Handbook of International Political Economy* (140-159). Canvas.

Week 4 (10/15 and 10/17): Critical IPE

Required Readings

Gill, Stephen R. and David Law (1989) Global Hegemony and the Structural Power of Capital. *International Studies Quarterly* 33, 4: 475-499.

Germain, Randall and Michael Kenny (1998) Engaging Gramsci: International Relations Theory and the New Gramscians. *Review of International Studies* 24, 1: 3-22.

Ruggie, John G. (1998). "What Makes the World Hang Together? Neo-Utilitarianism and the Social Constructivist Challenge." *International Organization* 52(4): 855-886.

Recommended Readings

Rupert, Mark (1998) (Re-)Engaging Gramsci: A Response to Germain and Kenny. *Review of International Studies* 24, 3: 427-434.

Rupert, Mark (2003) Globalising Common Sense: A Marxism-Gramscian (re)vision of the Politics of Governance/Resistance. *Review of International Studies* 29: 181-198.

Cox, Robert W. (1981). "Social Forces, States, and World Orders: Beyond International Relations Theory." *Millenium* 10: 127-155.

Cox, Robert (1987) *Production, Power, And World Order: Social Forces in the Making of History*. New York: Colombia University Press.

Week 5 (10/22 and 10/24): Hegemonic Stability Theory

Required Readings

Cohen, Chapter 3 (66-94)

Krasner, Stephen D. (1976) "State Power and the Structure of International Trade." *World Politics* 28: 317-47. (Canvas).

Cox, M. 2001. "Whatever Happened to American Decline? International Relations and the New United States Hegemony." *New Political Economy* 6 (3):311-340. (Canvas).

Recommended Readings

Snidal, Duncan. 1985. "The Limits of Hegemonic Stability." *International Organization* 39: 579-614. (Canvas).

Keohane, Robert O. (1997) "Problematic Lucidity: Stephen Krasners State Power and the Structure of International Trade." *World Politics* 50: 150-170.

10/24: Midterm Exam

Week 6 (10/29 and 10/31): Global Economic Governance

Required Readings

Cohen, Chapter 4 (95-117)

Mearsheimer, John J. (1994/5). "The False Promise of International Institutions." *International Security* 19(3): 5-49.

Keohane, Robert O. and Lisa Martin. (1995). "The Promise of Institutional Theory." *International Security* 20(1): 39-51.

Cutler, A. Claire. (1999). "Locating 'Authority' in the Global Political Economy." *International Studies Quarterly* 43(1): 59-81.

Vestergaard, Jakob and Robert H. Wade. 2013. Protecting Power: How Western States Retain The Dominant Voice in The World Banks Governance. *World Development* 46: 153-164.

Week 7 (11/5 and 11/7): States and the International Political Economy

Required Readings

Cohen, Chapter 5 (118-141)

Abbott, Kenneth W. and Duncan Snidal. (1998). "Why States Act Through Formal International Organizations." *Journal of Conflict Resolution* 42(1): 3-22.

Kratochwil, F. and J.G. Ruggie. (1986). "International Organization: A State of the Art on an Art of the State." *International Organization* 40(4): 753-775.

Putnam, Robert D. (1988). "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42: 427-460.

Recommended Readings

Milner, Helen and Keiko Kubota. (2005). "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries." *International Organization* 59(1): 107-143.

Mansfield, Edward D. and Diana C. Mutz. (2009). "Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-Group Anxiety." *International Organization* 63(3): 425-457.

Thies, Cameron G. and Schuyler Porche. (2007). "The Political Economy of Agricultural Protection." *Journal of Politics* 69(1): 116-127.

11/9: Last Day to Withdraw for Fall Term

Week 8 (11/12 and 11/14): Economic Regionalism

Required Readings

Dent, Christopher M. 2016. "East Asia and Regionalism: An Introduction." in *East Asian Regionalism, 2nd edition* (1-41). (Canvas)

Frost, Ellen L. 2008. "Individuals as Spontaneous Integrators." in *Asia's New Regionalism* (79-104). Canvas.

Frost, Ellen L. 2008. "Trade, Finance, and the Politics of Regionalism." in *Asia's New Regionalism* (151-177). Canvas.

Beeson, Mark. 2007. "The Evolution of East Asian Regionalism." in *Regionalism and Globalization in East Asia* (216-237). Canvas.

Week 9 (11/19 and 11/21): International Development

Required Readings

Collier, Paul and Jan Gunning. 1999. "Why Has Africa Grown So Slowly?" *Journal of Economic Perspectives* 13(3): 3-22.

Collier, Paul. 2007. "On Missing the Boat: The Marginalization of the Bottom Billion in the World Economy." in *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About it* (79-96). Canvas.

Seyedsayamdost, Elham. 2015. "Development as End of Poverty: Reform or Reinvention." *Global Governance* 21: 515-535. Canvas.

Shaw, Timothy M., Andrew F. Cooper, and Agata Antkiewicz. 2007. "Global and/or Regional Development at the Start of the 21st Century? China, India, and (South) Africa." *Third World Quarterly* 28(7): 1255-1270. Canvas.

Week 10 (11/26 and 11/28): Globalization and the Future of IPE

Required Readings

Cohn, Theodore H. 2010. Chapter 12 (383-405). Canvas.

Cohen, Chapter 6 and 7 (142-178)

Week 11 (12/3 and 12/5): Finals Week

Final Exam