International Political Economy

This course has two basic objectives. The first is to introduce the main theoretical perspectives of International Political Economy (IPE), a subfield of International Relations (IR). The second is to place these perspectives into an historical and comparative framework in order to understand the dynamics and evolution of international trade and development.

Building on the observation that political and economic interdependence has increased greatly over the past fifty years, we will examine how this has occurred with a focus on the structural changes in the international economy and the consequences of this for national economies. Most importantly, we will seek to diagnose the inherent tension and mutual interplay between an international system organized politically into sovereign nation-states and territorial boundaries but economically into a “borderless” world economy which is eroding the differences among national economies and undermining the policy autonomy of national governments.

Thus, a central theme running through this course is an examination of the politics of the “deeper” integration of national economies and the governance of a world economy. Finally, we will conclude by considering whether and how governments – developed and developing – can manage the dilemmas placed on national policies and attempts at international cooperation in a rapidly changing and “turbulent” external environment.

Readings

Required Text:


There are also a small number of additional required readings marked below with an asterisk (*). These readings are available in electronic format.
Recommended:

An important supplement to the weekly readings is to follow current IPE developments and to discuss these events in class. To facilitate this exchange of ideas and discussion, I highly recommend a daily newspaper with good international coverage such as the Financial Times, the New York Times, or the Wall Street Journal.


Office Hours and Contact Information

Office Hours: MW 8:30-10:00 a.m., and by appointment

Office: RT 1755
Phone: (216) 687-4678
Email: j.lewis07@csuohio.edu

Course Requirements

You are responsible for all readings listed on the syllabus. Attendance is mandatory. It is important to keep up with the weekly reading assignments since lectures and class discussion will assume familiarity with them. I will periodically call on people to answer questions, so coming to class prepared and ready to discuss IPE will be a benefit to you.

There are two in-class exams and a cumulative final. The exam format will be a combination of short answer and essay questions.

In addition, each student will produce an original research paper, approximately 8 pages in length (2,000 words), on a topic related to the themes of the course. The research paper has multiple stages, including an initial proposal, a rough draft, and a final, revised version (see due dates below). I will provide constructive feedback on the thesis, sources consulted, and the substantive analysis during the draft stages of the assignment; I will not proofread your work for spelling, grammar and punctuation – that’s part of your job! See the attached appendix that explains how to meet the course’s WAC requirements. Additional information about the paper and advice on selecting a topic will be provided in class.
Exam 1  20%
Exam 2  20%
Final Exam  35%
Research Paper  25%

Important dates:

Exam 1  Oct 8
Exam 2  Nov 17
Final Exam  Dec 8
Research Paper
  Proposal  Sep 22
  Rough Draft  Nov 7
  Final Revised Paper  Dec 3

Final grades will be based on the following scale:

A  92-100
A-  90-91
B+  88-89
B  82-87
B-  80-81
C+  78-79
C  70-77
D  60-69
F  59-0

No early exams will be given under any circumstances. Make-up exams will only be given in exceptional circumstances; in all cases, students must have a valid excuse and written documentation (doctor’s note, etc.) AND I should be notified PRIOR to the exam. Make-up exams will be given at my convenience and any missed exam must be taken within ONE WEEK of the original exam or a zero for that exam will be recorded. An essay format will be used for all make-up exams.

Early/late paper policy: Early papers are always welcome. I will read and provide feedback on late proposals or rough drafts – but you will not earn any credit towards your paper grade if you miss the deadline (deduct 5 points from your final paper grade if you miss the proposal deadline and 10 points if you miss the rough draft deadline). Late final revised papers will be accepted, but late penalties apply; for each calendar date late, deduct 15 points out of 100; if you consider this late assessment severe, I agree, so please be sure to turn your papers in on time or early. To be considered “on time,” papers are due in typed, hard copy form in class the day of the deadline. No e-mail papers will be accepted.

Please note, I do not provide information about grades by e-mail or phone.

The last day to withdraw is Oct. 31.
Finally, my policy on academic dishonesty is simple: zero tolerance. Cheating on exams or plagiarizing material (regardless of source -- this means internet sources too!) will result in a zero for that assignment. The University’s policy on academic dishonesty can be found in the student code of conduct; a particularly relevant passage you should be familiar with reads as follows:

Academic honesty is essential to maintain the integrity of the University as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University Academic Community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is, therefore, unacceptable, and students must be prepared to accept the appropriate sanctions for any dishonest academic behavior…Academic misconduct refers to any fraudulent actions or behaviors that affect the evaluation of a student's academic performance or record of academic progress. It includes:

**Cheating** -- Fraudulent acquisition and/or submission of another's intellectual property. This includes but is not limited to the unauthorized giving or receiving of a copy of examination questions, the use of unauthorized or fabricated sources in carrying out assignments, and copying the examination answers of others.

**Plagiarism** -- Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

Please read the definition of plagiarism carefully. “I didn’t know how to cite things” is not a valid defense for failing to give full and clear acknowledgment of the ideas or writings of someone else. If there is any reason to think your research paper does not provide full and clear acknowledgement, I will require you to submit an electronic version of your paper to me so that I may systematically check it at turnit.com. More information about the research paper and how to cite things will be provided in class.

**Course Outline**

1. **Introduction. The Nature of Political Economy and Increasing World Economic Integration.** Is the world economy today a “new economic order”? Are we witnessing a rebirth of the 1870s, the 1930s, or something altogether ‘new under the sun”? How and why are markets and states “inextricably intertwined”? What is globalization and how is it occurring?

   Gilpin, preface and chapter 1.

   Eichengreen, chapter 1.

   Palan, introduction.

2. Theories (“Ideologies”) of International Political Economy (IPE). What is the study of Political Economy? What are the main ideologies of IPE? Classifying diverse research traditions such as: national autonomy, regime theory, hegemonic stability, “governance” approaches, and new economic theory. What are the key differences between these approaches? The dynamics and mechanisms of structural change.

Gilpin chapters 2-6.

Research Paper Proposal due, Mon., Sep 22

3. The Postwar International Economic Order. The design of the “Bretton Woods System” (BWS). How the Great Depression and WWII were critical junctures: The lesson: avoid the nasty 1930s and make way for welfare states! The development of a “managed” world economy, the golden age of the Bretton Woods system and welfare capitalism, and the role of American hegemony.

Gilpin, chapters 8-10.

Eichengreen, chapters 2-3.

Exam 1, Wed., Oct 8


Eichengreen, chapter 4.

Palan, chapter 1.

5. National Systems of Political Economy – Are There Varieties of Capitalism and Can They Survive the New Era of Globalization? The institutional and cultural foundations of American, German, and Japanese versions of capitalism. What explains the continued divergence of capitalist models? Does one system outperform the others? Does globalization and “deeper integration” of national systems lead to convergence of types?

Gilpin, chapter 7.


6. The “New” Multinationalism. The increasing importance of Multinational Corporations (MNCs) as actors in IPE. The role of FDI in increasing integration of national economies. New age of “global production networks.” International Corporate Alliances (ICAs) and the “end of geography” thesis. How does the new “globalization” era affect the strategic behavior of firms?

Gilpin, chapter 11.

**Paper Rough Draft due, Fri., Nov 7**

7. Developmental Strategies and Future Prospects for Less Developed Countries. Uneven growth and the spread of the world economy. The rise of “Newly Industrialized Countries” (NICs). Does economic integration hold the key for developing countries to “catch-up” with the developed world? Do international institutions such as the World Bank and World Trade Organization help or hurt development?

Gilpin, chapter 12.

**Exam 2, Mon., Nov 17**

Palan, chapters 2-conclusion.

Gilpin, chapters 13-15.

Eichengreen, chapters 6-7.

**Final Revised Research Paper due, Tues., Dec 3**

**Final exam, Thurs., Dec 12, 8:30 – 10:30 a.m.**
Appendix: Writing Across the Curriculum Requirements

Cleveland State University, RT Library 123

Office Hours: M-TH: 9:30-7:00 pm; F: 9:30-4:00 pm

Director, Dr. Mary McDonald, 216-687-6981

WAC Criteria

Require students to write between 3,000 and 5,000 words (10-20 pages, double-spaced, in 12-point font, with 1” margins) in writing assignments (which may include drafts).1

Final versions of at least one assignment should total at least 2,000 words (eight pages).2

Teach students writing-to-learn strategies that foster students’ experiences in learning and writing-to-communicate strategies that foster students’ respect of readers’ experiences.3

Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews should be included.

Assign writing complex enough to require substantive revision for most students. The instructor should give feedback to assist students in preparing subsequent papers or drafts of papers. This feedback should not consist entirely of mechanical correction of punctuation and grammar.

Provide instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation.

Assign writing throughout the semester.

Where appropriate, address the needs of students regarding library competency.

Assign writing in English unless the course is specifically geared to improving writing at the 300-level in another language.

In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student’s writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

Maximum enrollment for this course is 35 or 45 with a graduate assistant.

1The word count may only include one preliminary draft for each final draft.
2Exceptions to this criterion may be granted in disciplines or courses where students do a substantial amount of writing, but the course structure and/or content does not create opportunities for an assignment of this length.
3Writing-to-learn helps students use writing to explore many aspects of the course as well as their own reflections; these activities should foster learning at deeper levels than memorization or recitation. Writing-to-communicate emphasizes aspects of writing (style, grammatical correctness, coherence, focus) that allow a reader to navigate the writing as he or she wishes.