IPE 201: Introduction to International Political Economy
Fall 2014  MW 2:00-3:20  Thompson 391

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Course Description
International political economy is the study of how states and markets affect the distribution of power and wealth in the world. Analyzing the interactions of governments, businesses, and ordinary people, IPE helps us understand the causes of global problems and the consequences of global exchanges.

We will begin with a critical analysis of major theoretical perspectives in IPE, including mercantilism, liberalism, and structuralism. Each perspective is based on a set of assumptions that “colors” the way we interpret events in the global economy. With this foundation, we will then examine the nature of international “structures” of trade, finance, security, and knowledge. Who has authority over these structures, and with what purposes, means, and consequences? What are the “rules” of international trade? How do the IMF, the World Bank, and multinational corporations affect flows of investment around the world? Why are some states secure while others are engulfed in violence? Who benefits from control of knowledge?

We will begin the second half of the course with a focus on contemporary struggles between advanced industrial states for markets and power. What happens to states and societies as they adapt to changes in global structures? Among the issues of importance are struggles over competition, protectionism, debt, and austerity in Europe, North America, and Asia. Then we will shift to North-South relations. Are many of the world’s economies “non-viable?” What forces are shaping trends in poverty and inequality? How do transnational corporations and illicit economies affect growth and the environment?

The study of IPE helps us understand why countries move up or down in the global hierarchy. This course will also prepare students to analyze how the United States affects the welfare of the world. Students will be expected to: assess theories of IPE; write analytically about international struggles over power and resources; interpret graphical information; and connect current events to material discussed in the course.

Primary Readings
- Other required readings and audio-visual material listed on the syllabus are available on Moodle. *These materials, drawn from books, journals, and media sources, are an integral part of the course.*

**Expectations**

- **ATTENDANCE:** Regular attendance and punctuality are required. More than 3 absences will affect your participation grade. More than 5 unexcused absences will result in a failing grade for the course. I record attendance after each class.

- **EXAMS AND WRITTEN ASSIGNMENTS:** I will hand out a study guide before each exam. Exams will likely consist of a combination of essays, short answers, and identifications. The final exam is not comprehensive; it primarily covers the material from after the midterm. Laptops are not to be used in class or for exams unless approved by the Office of Accessibility and Accommodations. Exams must be taken on the scheduled date unless there is a legitimate, documented reason for absence. Similarly, writing assignments must be turned in on the due date. Late papers will be penalized a half grade for each day late unless you provide documentation in advance of legitimate, extraordinary circumstances.

- **PLAGAIRISM:** It is your responsibility to be familiar with the Student Integrity Code and UPS' policies on academic honesty—particularly with regard to the serious consequences for plagiarism—as explained in The Logger and at http://www.pugetsound.edu/student-life/student-handbook/academic-handbook/academic-integrity.

- **READINGS:** It is important to read assigned materials before each class. Please bring the readings with you to class. I will often ask you in class discussions to answer specific questions about the assigned readings.

- **PARTICIPATION:** Your meaningful participation is what leads to a productive class. I expect thoughtful comments, consistent note-taking, and demonstrated engagement with class readings. Valuable participation also requires equanimity, respect for the opinions of fellow students, and the ability to assess issues with an open mind. Do not interrupt others who are talking, hog the conversation, or make flippant remarks. Your participation grade assesses a variety of factors including your intellectual curiosity, self-motivation, critical thinking, and every-day involvement in the class. I prefer that discussion proceed via raising of hands, so that that each person has an equal opportunity to join in. You can also expect me to call on you to answer questions.

- **OFFICE VISITS:** I expect you to stop by my office several times in the semester. Take the initiative to ask questions and engage in discussions with me. I am interested in your opinions, observations, and materials that you come across that tie in to our course.

- **SUPPLEMENTARY READING:** You should regularly read one of these publications: *The New York Times; The Economist; The Guardian*. They will reinforce what you learn in class and provide important examples of IPE issues.
**Office of Accessibility and Accommodations**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253-879-3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**Bereavement Policy**
Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

**Classroom Emergency Response**
Please review university emergency preparedness and response procedures posted at [www.pugetsound.edu/emergency/](http://www.pugetsound.edu/emergency/). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings. If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

**Grading**
Your work is assessed on the basis of a number of criteria, including: depth of analysis; clarity; organization; strength of assertions; proper balance between description and analysis; reflection on assigned readings; and attention to style, grammar and punctuation. I expect you to take advantage of my written feedback and discussions with me to constantly strive to do your best work.

- 93-100 (A), 90-92 (A-) - Excellent
- 87-89 (B+), 83-86 (B) - Good
- 80-82 (B-), 77-79 (C+), 73-76 (C) - Satisfactory
- 70-72 (C-), 67-69 (D+), 63-66 (D), 60-62 (D-) - Unsatisfactory
- Below 60 (F) - Failing

**Performance Measures**
- Midterm exam (25% each)
- Final exam (25%)
- Short writing assignments (15%)
- Product tracing paper (25%)
- Preparation, participation, and attendance (10%)
Guidelines for Writing Assignments

The writing assignments are opportunities for you to express your opinions and develop your research skills. Don’t hesitate to ask for assistance from me, our librarians, and the Writing Center.

- **Short writing assignments (due Sep 17th, Sep 24th, October 22nd).** Each assignment will be about 3 double-spaced pages (maximum). You will answer questions about a reading or documentary. Each assignment will be graded on the basis of insightfulness, persuasiveness, and knowledge of assigned material. You are not required to use library resources for these assignments.

- **Product-tracing paper (due November 24th).** You will examine the production and circulation of a commodity or manufactured good in the global economy. You will focus on what political and economic factors determine where and how it is produced, who buys it and on what terms, and what happens to it at the end of its life cycle. Explain who benefits and loses as the product moves from producer to consumer. Some products to consider include oil, hazardous waste, cocaine, tuna, automobiles, clothing, or shoes. Each paper will be graded primarily on the following criteria: 1) draws upon a number of scholarly articles and resources; 2) addresses all of the questions with convincing evidence; 3) is well-organized and insightful; 4) shows strong understanding of IPE theories; and 5) is free of spelling, grammatical, and punctuation mistakes. Include a bibliography, but no title page.

  The paper will be about 12-13 pages in length, using 1-inch margins and a 12-point font. Number your pages. Use the Chicago style of author-date parenthetical citation and referencing. When you cite the source of a quote, idea, or material you are paraphrasing, your citation must include the page number(s) you draw on from the source, unless the source has no fixed paged numbers. Opinions that are not originally yours must be cited. Direct quotations must be entirely enclosed in quotation marks. Avoid excessively close paraphrasing or use of just one source for several consecutive pages. Proofread for grammatical, syntactical, and spelling mistakes. Keep copies of your rough drafts.

Note: This syllabus is subject to change
# Class Schedule

## PART 1: IPE ANALYSIS

**Sep 3:** Introduction to International Political Economy

**Sep 8:** Thinking Like an IPer
- B&D, ch. 1 (pp. 2-24)

**Sep 10:** Examining the Circulation of Global Goods
- Michael Klare, Fighting for Oil” (2014) (8 pages)
- Listen to before class: “Sounds of Summer: Sustainable Sounds” at [http://www.abc.net.au/worldtoday/content/2010/s3101070.htm](http://www.abc.net.au/worldtoday/content/2010/s3101070.htm) (20 minutes)

## PART 2: THEORETICAL APPROACHES

**Sep 15:** Classical Liberalism
- B&D, ch. 2 (pp. 25-38)

**Sep 17:** Neoliberalism
- Writing assignment due
- B&D, ch. 2 (pp. 38-52)
- Watch before class: “Volume 1: Power of the Market” (updated 1990 version) from Milton Friedman’s *Free to Choose* TV series at [http://miltonfriedman.blogspot.com](http://miltonfriedman.blogspot.com) (47 minutes)

**Sep 22:** Mercantilism
- B&D, ch. 3 (pp. 53-61)
- Kenneth Pomeranz and Steven Topik, *The World that Trade Created*, 3.7 “How Opium Made the World Go Round”

**Sep 24:** Neo-Mercantilism
- Writing assignment due
- B&D, ch. 3 (pp. 61-77)

**Sep 29:** Structuralism
- B&D, ch. 4 (pp. 78-100)
- Kenneth Pomeranz and Steven Topik, *The World that Trade Created*, 4.12 “The Tie That Bound”
### Oct 1: Constructivism
- B&D, ch. 5 (pp. 101-113)
- Nina Tannenwald, “Using Religion to Restrain Iran’s Nuclear Program”

### PART 3: STRUCTURES OF THE GLOBAL ECONOMY

#### Trade

**Oct 6: The International Trade Structure**
- B&D, ch. 6 (pp. 125-150)

**Oct 8: The WTO and Trade Disputes**
- Ha-Joon Chang, “My six-year-old-son should get a job” in *Bad Samaritans*, pp. 65-83
- John Urry, Excerpt from *Offshoring* (2104), pp. 27-40

#### Finance

**Oct 13: The International Financial Structure**
- B&D, ch. 7 (pp. 151-173)

**Oct 15: Midterm Exam**

**Oct 20: Fall Break (No Class)**

**Oct 22: The Global Financial Crisis**
- Writing assignment due
- B&D, ch. 8 (pp. 178-182, 188-198)
- Discussion of PBS Frontline series Money, Power, and Wall Street (2012)

**Oct 27: The European Debt/Financial Crisis**
- B&D, ch. 8 (pp. 198-202) and ch. 12 (pp. 292-297, 308-317)

#### Knowledge

**Oct 29: The Global Knowledge Structure**
- B&D, ch. 10 (pp. 237-250)
- Andy Grove, “How to Make an American Job before It’s Too Late,” *Bloomberg.com* (1 July 2010)

**Nov 3: Intellectual Property Rights: Fair or Foul?**
- B&D, ch. 10 (pp. 250-263)
**PART 4: CIRCULATION OF A T-SHIRT**

**Nov 5:**  Life Story of a Product in the Global Economy: Texas to China  
- Pietra Rivoli, *Travels of a T-Shirt*, pp. ix-xvi, 3-8, 49-73, 77-104

**Nov 10:**  Life Story of a Product in the Global Economy: Back in the USA  
- Pietra Rivoli, *Travels of a T-Shirt*, pp. 105-139, 171-195

**Nov 12:**  Life Story of a Product in the Global Economy: Mitumba in Tanzania  

**PART 5: NORTH-SOUTH RELATIONS**

*Development Success?*

**Nov 17:**  The Rise of China  
- B&D, ch. 13 (pp. 336-345)

**Nov 19:**  China in the Global Economy  

**Nov 24:**  Product-Tracing Paper Due  
- Discussion of research papers

*Development Problems*

**Dec 1:**  The Illicit Global Economy  
- B&D, ch.15 (pp. 379-393)  

**Dec 3:**  Transnational Corporations  
- B&D, ch. 17 (pp. 432-449)  
- Watch in class: Frontline’s *Is Wal-Mart Good for America?*  
  www.pbs.org/wgbh/pages/frontline/shows/walmart/view/

**Dec 8:**  The IPE of Global Poverty and Inequality  
- De Rivero, *Myth of Development*, pp. 1-5, 21-70

**Dec 10:**  Non-Viable Economies?  
Dec 17: Final Exam, 4-6 pm