Course Description
International Political Economy is an interdisciplinary field of inquiry that examines how states and private actors determine who gets what—and how. In this course we will analyze important IPE theories and use them to assess empirical research about the global economy. You will gain a deeper understanding of some scholars and topics discussed in IPE 201, and you will exposed to new approaches to the study of international political economy.

Liberalism, mercantilism, structuralism, and constructivism each provide us a set of assumptions and concepts to explain institutions, flows of goods and services, and state policies. We are interested in how key scholars in each theoretical tradition interpret patterns of trade, financial interactions, and globalization. We will also contrast scholarly perspectives on poverty and inequality, global value chains, the knowledge structure, and culture. A key debate throughout the course will center on the states shape national and global markets. You will write a literature review that analyzes a part of the IPE theoretical literature and lays a foundation for your senior thesis.

Expectations
- **ATTENDANCE:** Regular attendance and punctuality are required. Advance notice of a necessary absence due to illness or legitimate circumstances should be given when possible. More than 3 unexcused absences will lower your participation grade. More than 5 unexcused absences will result in a failing course grade. After every class I record attendance.

- **READINGS:** You are expected to read assigned materials before each class and take notes on them. I will often ask you to answer specific questions about the assigned readings during class discussions.

- **ELECTRONICS POLICY:** Notebook computers and cell phones are not to be used in class unless approved by the Office of Accessibility and Accommodations.

- **PARTICIPATION:** Your meaningful participation leads to a productive class. I expect thoughtful comments, consistent note-taking, and demonstrated ability to engage with class readings. Valuable participation also requires equanimity, respect for the opinions of fellow students, and ability to assess issues with an open mind. Do not interrupt others who are talking, hog the conversation, or make flippant remarks. You are part of a shared endeavor to gain knowledge; your engagement with the course helps everyone. Your participation grade assesses a variety of factors including your intellectual curiosity, critical thinking, and every-day involvement in the
class. Take the initiative to draw connections to new issues and to point out to me relevant news items and articles that you come across. I prefer that discussion proceed via raising of your hand, so that that each person has an equal opportunity to join in. You can also expect me to call on you to answer questions.

- **EXAMS AND WRITTEN ASSIGNMENTS**: I will hand out a short study guide before each exam. Exams will 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. Exams must be taken on the scheduled date unless there is a legitimate, documented reason for absence.

On 3 occasions during the semester I will provide you (via Moodle or email) several questions about the assigned readings. You will type short answers to these questions (2-3 double-spaced pages). 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 read, understand, and abide by the Student Integrity Code and UPS’ policies on academic honesty—particularly with regard to the serious consequences for plagiarism—as explained in The Logger at http://www.pugetsound.edu/student-life/student-handbook/academic-handbook/academic-integrity.

- **SUPPLEMENTARY READING**: You should regularly read one of these publications: The New York Times; The Wall Street Journal; The Economist; The Guardian. These media sources 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. 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.

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

**Performance Measures**
- Midterm Exam (25%)
- Final Exam (25%)
- Literature Review (25%)
- 3 Writing Assignments (5% each)
- Preparation, Participation and Attendance (10%)

**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; knowledge of and reflection on assigned readings; and attention to style, grammar and punctuation. I expect you to use 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+) – Very Good
83-86 (B) – Good
80-82 (B-), 77-79 (C+) – Satisfactory
73-76 (C), 70-72 (C-) – Unsatisfactory
67-69 (D+), 63-66 (D), 60-62 (D-) – Poor
Below 60 (F) – Failing

**Guidelines for the Literature Review**
- **Topic and Preliminary Bibliography:** Choose an IPE topic of interest, drawing on themes in this syllabus. State key questions about the topic that you want to pursue in more depth in the literature review. Include a bibliography with at least 10 sources. **Due April 4th.** Library databases recommended for the lit review include: EBSCO/Proquest; Political Science Complete; CHOICE Reviews Online; H-Net Online Reviews; PAIS; Sociological Abstracts.
• **Literature Review**: The primary emphasis will be on exploring and assessing theoretical literature that you anticipate will be relevant to your research in IPE 401 (the senior thesis). What have scholars been writing about your topic and your questions? What is the nature of the debate about your topic? Whose work will you want to draw on to support your claims about the topic? Identify a subset of IPE literature or a group of scholars that guides you in addressing your topic and that will hopefully inform your senior thesis. In the paper, state clearly **what** are you trying to explain and **why** it is important. Your conclusion should be a reformulation—not a repeat—of what you wrote earlier. Strive to use nuance and balance, pose reasonable explanations, and acknowledge competing theoretical positions.

A strong literature review will use a mix of books and journal articles. The paper will be approximately 12-13 pages, using standard margins and a 12-point font. **You must use the Chicago style of author-date parenthetical citations** and include a bibliography. Of course, identify the sources of all quotes, paraphrased material, and important ideas (that are not your own). Take time to proofread for punctuation, grammatical, and spelling mistakes. Keep copies of your notes and rough drafts. Don't hesitate to stop by my office with questions as you progress through your research. CWLT and the Social Science librarian are great resources. **Due April 20th.**
### Class Schedule

#### PART I  THE STUDY OF IPE

**Jan 17:** Course Introduction  
- Discussion of the syllabus  

**Jan 19:** IPE Theoretical Traditions  
- Matthew Watson in *GPE*, “The Historical Roots...,” pp. 25-49

**Jan 24:** Globalization  

#### PART II  IPE THEORETICAL PERSPECTIVES

**Liberalism**

**Jan 26:** Classical Liberalism  

**Structuralism**

**Jan 31:** Roots of Marxist Thought  

**Mercantilism**

**Feb 2:** Neo-Mercantilism 1  
- Ha-Joon Chang, 23 *Things*, “Thing 1: There’s No Such Thing as a Free Market” (1-10); “Thing 7: Free Market Policies Rarely Make Poor Countries Rich” (62-73); “Thing 8: Capital Has a Nationality” (74-87); “Thing 12: Governments Can Pick Winners” (125-136)

**Feb 7:** Neo-Mercantilism 2  

- Homework
**Constructivism**

**Feb 9: IOs and Global Governance**


**Feb 14: Epistemic Communities**


**Feb 16: Securitization and Dying Norms**


**PART III THEORETICAL DEBATES ON KEY ISSUES**

**Trade**

**Feb 21: Trade**

- John Ravenhill in *GPE*, “Regional Trade Agreements,” pp. 139-170

**Finance**

**Feb 23: The Global Economic Crisis**


**Feb 28: Financial Crises**


**Mar 2: US Hegemony and the Dollar**

- Homework
Globalization
Mar 7: Retreat of the State?
  - Colin Hay in *GPE*, “Globalization’s Impact on States,” pp. 255-282

Mar 9: Midterm Exam

Mar 13-17: Spring Break (No Class)

PART IV  THE ENTREPRENEURIAL STATE

Mar 21: Technology, Innovation, and Growth

Mar 23: The US Entrepreneurial State

Mar 28: Risks and Rewards

Mar 30: State-Driven Innovation in Brazil

PART V  SPECIAL TOPICS IN IPE

Doing Research in IPE
Apr 4: Writing a Literature Review
  - Lit Review Topic and Preliminary Bibliography Due

Growth and Inequality
Apr 6: The Political Economy of Poverty and Inequality
  - Robert Wade in *GPE*, “Growth, Inequality, and Poverty, Inequality,” pp. 305-343

Global Value Chains
Apr 11: The Globalization of Production
### Labor and TNCs in the Global Economy

**Apr 13: The Precariat**
- Homework

**Apr 18: TNC Tax Avoidance**
- Reading to be assigned

**Apr 20: Presentations of Literature Reviews**
- *Literature Review Due*
- No Reading

### Global Culture

**Apr 25: Embedded Liberalism in Culture Industries**

**Apr 27: Culture and IPE**
- Patricia Goff, *Limits to Liberalization* (pp. 47-60, 146-153, 158-163)
- Homework

**May 2: Conclusions**

**May 9: Final Exam: 4:00-6:00 pm**

Note: This syllabus is subject to change