IPE 101: Introduction to International Political Economy  
Fall 2018    TuTh 3:30-4:50    McIntyre 309

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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 production, trade, finance, 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 goods and investment around the world? Who benefits from control of knowledge?

We then focus on contemporary struggles between industrialized 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 financial crises, austerity, and innovation in Europe and North America. 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 development? What are some causes and consequences on Middle East conflicts? How do transnational corporations and illicit economies affect growth and the environment? How are the world’s refugees dealt with?

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 demonstrate how politics, markets, and society shape global trade.

Learning Outcomes  
- Students will develop effective oral and written communication skills to clearly and coherently present information in the discipline of IPE.  
- Students will identify and explain key historical trends in the global political economy in the post-World War II era.  
- Students will distinguish between major theoretical approaches in IPE.  
- Students will identify some important economic, social, and political factors that shape the production, trade, and consumption of a global commodity.
• Students will demonstrate a critical awareness of how state power influences knowledge flows, trade, production, and finance in a global context.
• Students will explain the 4 levels of analysis and use them to generate causal explanations about IPE topics.
• Students will give identify key actors, institutions and processes of accumulation and distribution of resources in the global economy.
• Students will interpret graphical information about change over time in key political economy variables.

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, QUIZZES, 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. Quizzes will cover material only from the B&D textbook. Each will consist of 10 multiple choice questions. There are no makeup quizzes. 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.

- LAPTOPS AND CELL PHONES: Laptops and cell phones are not to be used in class or for exams unless approved by the Office of Accessibility and Accommodations. Cell phones must be turned off during class.

- 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](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 them.

- 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.

- **STAYING INFORMED ABOUT CURRENT EVENTS:** You should regularly read one of these publications: *The New York Times, The Economist, The Guardian, or the Washington Post.* They will reinforce what you learn in class and provide important examples of IPE issues.

**Office of Accessibility and Accomodations**
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.

**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 (24% each)
- Final exam (24%)
- Product tracing paper (24%)
- 2 Short writing assignments (4% each)
- Quizzes (10%)
- 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 6th and Nov 6th).** Each assignment will be about 2 double-spaced pages. 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 15th).** 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 earliest producer to consumer. Some products to consider include oil, hazardous waste, cocaine, tuna, timber, cell phones, 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.
# Class Schedule

## PART 1: IPE ANALYSIS

### Aug 28: Introduction to International Political Economy

### Aug 30: Thinking Like an IPer
- B&D, ch. 1 (pp. 2-24)

### Sep 4: Examining the Flows of Global Goods
- 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)
- Todd Frankel and Peter Whoriskey, “Indigenous People Are Left Poor as Tech World Takes Lithium from under Their Feet,” *Washington Post* (Dec. 19, 2016)

## PART 2: THEORETICAL APPROACHES

### Sep 6: Classical Liberalism
- Writing assignment #1 due
- B&D, ch. 2 (pp. 25-36)

### Sep 11: Neoliberalism
- B&D, ch. 2 (pp. 36-48) Q

### Sep 13: Mercantilism
- B&D, ch. 3 (pp. 49-70) Q

### Sep 18: Structuralism
- B&D, ch. 4 (pp. 71-96) Q

### Sep 20: Constructivism
- B&D, ch. 5 (pp. 97-124) Q
PART 3: STRUCTURES OF THE GLOBAL ECONOMY

Production

Sep 25: Production and Transnational Corporations
- B&D, ch. 6 (pp. 126-143)
- Watch: Frontline’s *Is Wal-Mart Good for America?*
  www.pbs.org/wgbh/pages/frontline/shows/walmart/view/

Sep 27: TNCs, States, and Workers
- B&D, ch. 6 (pp. 143-158)

Trade

Oct 2: The International Trade Structure
- B&D, ch. 7 (pp. 159-191)

Oct 4: The WTO and Trade Disputes
- Ha-Joon Chang, “My six-year-old-son should get a job” in *Bad Samaritans*, pp. 65-83

Oct 9: Midterm Exam

Oct 11: No class

Oct 16: Fall Break (No class)

Finance

Oct 18: The International Financial Structure
- B&D, ch. 8 (pp. 192-220)

Oct 23: The Global Financial Crisis
- Discussion of PBS Frontline series Money, Power, and Wall Street (2012)

Knowledge

Oct 25: The Global Knowledge Structure
- B&D, ch. 10 (pp. 252-267)
- Andy Grove, “How to Make an American Job before It’s Too Late,” *Bloomberg.com* (1 July 2010)
Oct 30: Intellectual Property Rights: Fair or Foul?
- B&D, ch. 10 (pp. 267-280)

PART 4: GLOBAL TRAVELS OF A T-SHIRT

Nov 1: 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 6: Life Story of a Product in the Global Economy: Back in the USA
- Writing assignment #2 due
- Pietra Rivoli, Travels of a T-Shirt, pp. 105-139, 171-195

Nov 8: Life Story of a Product in the Global Economy: Mitumba in Tanzania
- Pietra Rivoli, Travels of a T-Shirt, 215-261

PART 5: NORTH-SOUTH RELATIONS

Development Success?

Nov 13: The Development Challenge in the Poorest Countries
- B&D, ch. 11 (pp. 282-311) Q

Nov 15: The Rise of the BRICs
- Product-Tracing Paper Due
- B&D, ch. 13 (pp. 343-360)

Nov 20: China in the Global Economy
- B&D, ch. 13 (pp. 360-374)

Nov 22: Thanksgiving (No class)

Development Problems

Nov 27: Conflicts in the Middle East and North Africa
- B&D, ch.14 (pp. 375-406) Q
Nov 29: The Illicit Global Economy

- B&D, ch.15 (pp. 408-435) Q

Dec 4: Global Health and Refugees

- B&D, ch.17 (pp. 464-492)

Dec 11: Final Exam, 4-6 pm

Note: This syllabus is subject to change