Course Description

This course serves as an introduction to the politics of international economic relations and comparative economic development. In addition to examining the history of international political economy and the theories that seek to explain it, we analyze several contemporary issues such as financial interdependence, regional integration, economic reform, and social inequality. Students need not have a background in international economics to take this course. All economic principles and terms (e.g., balance of payments crises, exchange rates, informal labor markets, etc.) will be explained in the course of instruction.

What is Expected of Students

Students will be expected to read, think, criticize, and form arguments. That means that students must keep up in their reading assignments and attend class regularly. Students must be fully prepared at all times to discuss the readings and concepts from previous lectures. The best students will be critical but balanced in their assessments, and will develop coherent arguments that they can defend in their writing and their in-class discussion.

Reading Materials

This course requires your purchase of two books which are presently on sale at the college bookstore:


In addition to these texts, this course requires your study of a number of other readings and multimedia from diverse sources. These readings are all available on e-reserves or via email. Additionally, I will occasionally distribute handouts and clippings from *The New York Times, The Washington Post, Financial Times*, and the *Economist* via email. Additional resources are available on the course’s web page (http://people.carleton.edu/~amontero/pger.htm).
Grading

Assessment of the students in this course will be based on their performance on two light research papers, a group data analysis project with an oral presentation component, and classroom participation. The grade breakdown follows:

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<tbody>
<tr>
<td><strong>First Writing Assignment</strong></td>
<td><strong>25%</strong></td>
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<tr>
<td><strong>Second Writing Assignment</strong></td>
<td><strong>35%</strong></td>
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<tr>
<td><strong>Group Data Analysis Project</strong></td>
<td><strong>25%</strong></td>
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<tr>
<td><strong>Group Dynamics: Oral Presentation:</strong></td>
<td>(10%) (15%)</td>
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<tr>
<td><strong>Class Participation</strong></td>
<td><strong>15%</strong></td>
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Writing Assignments

Paper assignments in this course are of varying lengths. Yet they must all be typed, paginated, and double-spaced with Times New Roman font type, 12cpi font size, and one-inch margins.

These assignments must be turned in as PDF files unless otherwise indicated by 5 p.m. in the student’s hand-in folder on the Courses directory on the due date specified below. *Late work will receive no credit.* Technical problems involved in converting and uploading work onto Courses will not be accepted as reasons for late or improperly formatted work. Students are responsible for addressing all glitches unless they are systemic. Proper use of spelling, punctuation, and grammar is expected. Since ability to edit your own work and produce concise argument is a touchstone for assessing and developing your critical skills, students will not be allowed to surpass the required number of pages. A handout will be distributed with the particular parameters of each of these assignments well before the due date.

**Paper #1 (Hypothesis-Testing Project):**

Students will select a hypothesis inspired by the theoretical debates in Section 1 of the course. Using a mix of quantitative and qualitative empirical evidence, students will compose a 6-7 page analytical paper testing the selected hypothesis. Completing this assignment will require a light amount of independent research.
Paper #2 (Comparative Assessment Project):

Based on their study of problem areas in international political economy, students will select 2 or more countries and at least one hypothesis to assess using a comparative method. This paper will be 8-10 pages and it will require a sustained period of moderate research. The work for this paper must not be closely related to the focus of the group data analysis project.

Group Data Analysis Project

As the class begins to do more empirical analysis of problem areas in international political economy, the students will be divided into groups of three members. Each group will be charged with the task of collecting quantitative data on a number of countries as part of a collaborative project involving a choice of hypotheses concerning international political economy. Each group will work with the professor to focus their project and they will consult with a social science librarian for help in acquiring the necessary data. Each research team will carry on some of their discussions in Caucus so that the professor may monitor the groups’ progress. Using SPSS or STATA, each group will analyze the quantitative data they have collected and render an 8-minute formal oral report at the end of the term. A detailed handout will describe the format and other aspects of this project during Session 2.

The “group dynamics” score will be determined based on peer evaluations, professor’s observations of preliminary work handed in, and demonstrated work on the Caucus item for the group. Emphasis will be placed on the demonstration of consistent effort by all group members. The group dynamics score will be based on a mean group score adjusted for varying level of individual effort. The oral presentation score will be strictly collective. Because this is a collaborative exercise, all group members are responsible for the whole project. That is, each member shares in the collective responsibility of the project, making individual backsliding the problem of the entire team.

Class Participation

Communicating your insights into the subjects analyzed in this course is an integral part of the learning experience. In no way do I consider class participation a residual category for subjectively determining the final grade. In this course, I will evaluate your performance in both formal, scheduled presentations and informal class discussion. The following are structured presentation formats that will be used in this course, in addition to the formal presentation of the group research project:

(1) An extended simulation on an IMF-managed financial crisis.

(2) Two debates on global trade and development.
(3) Small group discussions on numerous topics.

(4) Preparation and discussion of cases in the classroom.

(5) Extended discussions on Caucus.

In addition to these activities, occasionally students will prepare homework assignments or answer written and oral questions based on the readings and lectures. These periodic “diagnostics” will assess listening ability, reading comprehension, and note-taking. They will compose one half of the total participation score. At certain points in the term, students will be asked to upload to their hand-in files their discussion questions and/or notes for evaluation. Students whose diagnostic scores are subpar will be asked to bring their notes to office hours for further evaluation and correction.

Attendance

Consistent attendance in the course is required. If you know you will be absent due to a scheduling conflict involving athletic events, Model U.N., forensics, job interviews, or any other activity, please communicate that to me as soon as possible. Keep in mind that given the unique aspects of a class, you cannot really "make up" an absence.

The Grading Scale

I will be using the following grading scale in this course:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
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<tr>
<td>94-97</td>
<td>A</td>
</tr>
<tr>
<td>91-93</td>
<td>A-</td>
</tr>
<tr>
<td>88-90</td>
<td>B+</td>
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<tr>
<td>83-87</td>
<td>B</td>
</tr>
<tr>
<td>79-82</td>
<td>B-</td>
</tr>
<tr>
<td>76-78</td>
<td>C+</td>
</tr>
<tr>
<td>72-75</td>
<td>C</td>
</tr>
<tr>
<td>68-71</td>
<td>C-</td>
</tr>
<tr>
<td>67/below</td>
<td>D/F</td>
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Academic Misconduct

Given the fact that academe relies upon the ethical conduct of scholars, students are held to the same standards in their own work. Any act of academic dishonesty or misconduct will be referred to the Office of the Dean. For further information, see the useful link, “Academic Honesty Policy,” available on the course webpage.
Special Needs

Students requiring access to learning tools/special schedules approved by Student Support Services should contact me at the beginning of the course.

NOTE: Readings must be completed for the dates assigned below.

SECTION ONE

ANARCHY AND AGENTS IN INTERNATIONAL POLITICAL ECONOMY

Session 1: The Problem of Anarchy

Anarchy and the Problem of Cooperation (Monday, January 5)


Hegemonic Stability Theory (HST) and Its Critics (Wednesday, January 7)


HST and Liberalism (Friday, January 9)


Recommended: Jeffrey Sachs, The End of Poverty, chapter 2.

Globalization and State Interests: The Death of Agency? (Monday, January 12)


**Institutional Mediation of Globalization’s Effects (Wednesday, January 14)**


**Who Are the Agents in the International Political Economy? Firms, Sectors, Capital, the “Electronic Herd,” People? (Friday, January 16)**


**SECTION TWO**

**ISSUES IN INTERNATIONAL POLITICAL ECONOMY**

**Session 2: The International Monetary System**

The History of International Monetary Relations and the Dilemmas of Exchange Rate Politics (Monday, January 19 and Wednesday, January 21)

Barry Eichengreen, “Hegemonic Stability Theories of the International Monetary System,” in Frieden and Lake.


**PAPER #1 DUE (Thursday, January 22)**

**Monetary Union in Europe (Friday, January 23)**


*Economist* articles on EMU (to be distributed via email).


**Bretton Woods II (Monday, January 26)**


*Economist* and *Financial Times* pieces on global financial system.

**Session 3: The International Trade System**

**The Economic and Political Origins of Trade Policy (Wednesday, January 28)**


For Extended Discussion on Caucus: Richard B. Freeman, “Are Your Wages Set in Beijing?” in Frieden and Lake.

**Regional Integration: Common Markets and Preferential Trade Agreements (Friday, January 30)**


**Assessing Empirical Experiences with Regional Integration (Monday, February 2)**


Debate #1: Is regional integration in the best interests of its adherents?

**Session 4: Transnational Production and Portfolio Investment**

**Multinational Corporations and Commodity Chains (Wednesday, February 4)**


**Capital Flows, Capital Controls and the Disappearing State (Friday, February 6)**


Management in an Age of Global Markets,” in Frieden and Lake.

MID-TERM BREAK (Monday, February 9)

The Electronic Herd versus State Regulation (Wednesday, February 11)


Debate #2: Should states turn to financial regulations to tame the “electronic herd”?

Session 5: Development and Economic Reform

Development Pathways: Cases from Latin America and East Asia (Friday, February 13 and Monday, February 16)


Guest Speaker: Edward Gibson, Northwestern University.

Export-Oriented Growth (Wednesday, February 18)


Macroeconomic Reform and Structural Adjustment (Friday, February 20)

Stephan Haggard, “Inflation and Stabilization,” in Frieden and Lake.

Case #1: The Macroeconomic Reform Dilemma
Is Neoliberal Development Possible? (Monday, February 23)


Session 6: Global Poverty and Inequality

How Development Patterns and Policy Choices Exacerbate Poverty and Inequality (Wednesday, February 25)

Jeffrey Sachs, The End of Poverty, chapters 1 and 3-4.

For Extended Discussion on Caucus:


The Social Dilemmas of Economic Reform (Friday, February 27)

Jeffrey Sachs, The End of Poverty, chapters 5, 7, 8-9.

International Approaches to Ending Poverty (Monday, March 2)

Jeffrey Sachs, The End of Poverty, chapters 10-14.

Case #2: The Allocation Dilemma

THE IMF SIMULATION (Wednesday, March 4 and Friday, March 6)

PAPER #2 DUE (Thursday, March 5)

SECTION THREE

THE DATA ANALYSIS GROUP PRESENTATIONS

Student Group Presentations (Monday, March 9 and Wednesday, March 11)