

COURSE SYLLABUS

Political Science 380 S1
Theories of International Political Economy
Carl J. Luna, Ph.D., Lecturer
4:00-3:50 T-TH

University of San Diego
Fall 2017
3 Units
SCST 133

Course Description (From USD Catalog)

This course offers an introduction to the study of the history, issues, and dynamics of political/economic interactions in the international economy. The course covers both advanced industrial societies and less developed countries. Special topics such as international energy, the international debt crisis and international migration are considered. Economics 101 and 102 are recommended prerequisites.

POLITICAL SCIENCE & IR PROGRAM GOALS AND LEARNING OUTCOMES

GOAL 1 - Substantive Knowledge: Political Science and International Relations (PS/IR)

students will graduate with substantive knowledge of basic political concepts and systems. It is our goal that PS/IR students will understand the institutions, processes and values that shape politics within and among states and be able to apply that knowledge to the world. It is also our goal that students understand the major theories, concepts, foundations, and methodologies used in the study of politics and international relations.

L1 – Knowledge of Political Systems. Students should be able to identify the structure and operation of the U.S. and other political systems.

L2 – Knowledge of concepts and theories of politics. Students should be able to distinguish among the diversity of traditions in the field.

GOAL 2 – Critical Thinking, Writing, And Research Skills: PS/IR students will graduate with the ability to think critically about political concepts and systems. It is our goal that PS/IR students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science. It is also our goal that students be able to formulate questions and evaluate argument and hypotheses based on these frameworks.

L3 – Writing and Critical Thinking. Students should be able to construct and evaluate analytical arguments and write clear logical prose.

L4 – Research. Students should be able to identify and gather information from credible primary and secondary sources.

L5 – Methodology. Students should be able to recognize assumptions and to devise basic research designs, test questions, arguments, and hypotheses with qualitative and/or quantitative methods.

GOAL 3 – Engagement in Politics: It is our goal that PS/IR students are prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

L6 – Political efficacy. Students will develop an understanding of the importance of engaging in politics and a realization of political competence.

L7 – Active participation in politics and global citizenship. Students should be able to understand both theoretically and practically the values of citizenship and its beneficial consequences.

MATERIALS

- A. **Required Texts.** (Available at the USD Bookstore.)
1. Theodore Cohn. *Global Political Economy*. (7 ed.)
- B. **Supplemental Texts.**
1. Semester Subscription or online access to *The Economist* magazine.

EVALUATION

Grading will be based on the following criteria:

1. **Participation**. Class meets three lecture hours/week. Students are expected to arrive on time for every meeting. Students are expected to prepare for each class meeting and take part in all discussions on lectures, assigned readings, and in-class projects. Students will be specifically evaluated on the quality and quantity of participation.
2. **Unit Examinations (75% Total, 25% each)** There will be a **closed-book** in-class exam following the completion of each class unit. Exams will consist of objective completion and essay sections. Exam questions will be taken from a list of study questions handed out prior to each exam. Study questions may include material from previous units. Bring required exam materials to class. Failure to do so will result in a loss of five test points.

Make-ups. Make-up exams will only be given to students with approved excuses for their absence. Missing an exam without an excused absence will result in an automatic failing grade. See the instructor to schedule the exam. Make-up exams should be scheduled ASAP following the missed test.

3. **Portfolio Writing Assignments (25% total)**. Over the course of the semester Students will complete three 2-3 page short analyses derived from current news reported in the *Economist*. Each analysis will be worth 5% of the final grade for a total of 15%. In addition, each student will complete one book analysis worth 10% of the final grade. Details are included below and will be further discussed in class.
4. **Extra Credit (maximum +5%)**. Students may earn up to an additional 5% towards their grade by completing either a book review or special research project assignment. See the instructor if you'd like to pursue this option. Additional extra-credit opportunities may be made available.

GENERAL INFORMATION

1. Students are expected to have all assignments in on time. Late papers (without approved excuses) or untyped work are automatically lowered 1 grade level. **NO EXCEPTIONS!** If a student is absent the day an assignment is due they may have the paper turned in for them, mail the assignment postmarked prior to the due day or submit the assignment via email providing it is sent **BEFORE** the start of the class period the assignment was due. Students submitting a paper by email must then **TURN IN A HARDCOPY** of the assignment upon their return to class. Failure to do so will result in the assignment not being graded and a grade of zero (F) recorded.
2. Cheating will not be tolerated. Students cheating on exams or papers (i.e., not writing them themselves) will receive a grade of "F" and be referred for discipline pursuant to University policy.
3. Announcements in class (exam dates, schedule/assignment changes, extra-credit opportunities, etc.) will usually be made one time. It is the student's responsibility to obtain this information (preferably from another student) should they miss it in class. Due Dates and Exam Dates given in this syllabus are tentative and subject to change, with notification, as deemed necessary by the instructor. It is the student's responsibility to confirm and adhere to all due dates as given by the instructor,
4. All work submitted by students for evaluation must meet the minimum criterion for college-level work. All papers (except blue books) must be typed, double-spaced, and meet and be consistent with basic style guidelines (MLA, Chicago, Turabian, etc.). All work must meet the basic requirements of grammar and logical structure expected in college writing.
5. Students should always make and retain a copy of any assignment turned in to the instructor. The instructor assumes no liability for any materials turned in to the instructor be lost or destroyed.
6. Office hours will be T-TH 1:15-2:15 and by appointment, KIPJ 273. Messages can be left on my voice mail (619.388.2348) or preferably by e-mail at carlluna@sandiego.edu.

CLASS OUTLINE

Unit I: THE STUDY OF INTERNATIONAL POLITICAL ECONOMY

	<u>DATES</u>
A. <i>Key Concepts: Politics, Economics, (Inter)National</i> • <i>Introduction</i> (all)	9/7-9/14
B. <i>Theories of International Political Economy</i>	9/19-10/5
1. <i>Mercantilist: Realist & Neo Realist</i>	(9/19-9/21)
• Chapter 3: <i>Neo-Mercantilism</i> (All)	
2. <i>Liberal: Classical & Neo</i>	(9/26-9/28)
• Chapter 4: <i>Liberalism</i> (All)	
3. <i>Radical: Socialist & Constructivist</i>	(10/3-10/5)
• Chapter 5: <i>Critical Perspectives</i> (All)	

EXAM I	10/10
1st Analytical Essay	10/12
Book Proposal	9/19

Unit II: THE GLOBAL SYSTEM

A. <i>The Evolution of Globalization</i>	10/12-10/19
• Chap 2: <i>Global Economic Relations Before World War II</i>	
• Chap 3: <i>Neomercantilism and the Industrial Revolution</i>	
• Chap 3: <i>Neomercantilism in the Interwar Period</i>	
• Chap 4: <i>The Development of Liberal IPE</i>	
• Chap 5: <i>Early Forms of Historical Materialism</i>	
• Chap 6: <i>International Monetary Relations Before Bretton Woods</i>	
• Chap 8: <i>Global Trade Relations Before World War II</i>	
• Chap 10: <i>The Historical Development of FDI</i>	
B. <i>The Post-War Global System</i>	10/24-11/2
• Chap 2: <i>Managing the Global Economy</i> <i>Since World War II: The Institutional Framework</i> (All)	
C. <i>Keystone International Economic Organizations (KIEOs)</i>	11/7-11/9
• Chap 6: <i>International Monetary Relations</i> (All)	
• Chap 8: <i>GATT and the Postwar Global Trade Regime</i>	

EXAM II	11/14
2nd Analytical Essay	11/16

Unit III: THE FUNCTION OF THE GLOBAL SYSTEM

A. *Globalization & Trade* 11/16-11/28

- Chap 8: *Global Trade Relations* (All)
- Chap 9: *Regionalism and the Global Trade Regime* (All)
- Chap 10: *Multinational Corporations and Global Production* (All)

B. *Globalization & Finance* 11/30-12/5

- Chap 7: *Financial Crises* (All)

C. *Globalization & Development* 12/7-12/12

- Chap 11: *International Development* (All)

D. *The Future of the Global System* 12/14

- Chap 12: *Current Trends in the Global Political Economy* (All)

3rd Analytical Essay 12/14

Book Analysis 12/19

FINAL EXAM (EXAM III) T 12/19 2p-4p

Thanksgiving Holiday: 11/23

Last Day of Lecture 12/14

IPE Semester Portfolio

Each student will be responsible for completing a semester portfolio project. The project will consist of 5 assignments:

1. One Analytical Book Review 10% of semester grade, 40% of portfolio
2. Three Analytical Essays 15% of semester grade (5% each) 60% of portfolio

Analytical Book Review

The student will select one contemporary book (published within the last two years) relevant to issues of international politics discussed in the course. The student will read the book and write a short (3-4) page critical analyses in which the student: identifies the author(s) major thesis(es) and critiques the thesis(es) in terms of whether the student agrees with the thesis(es). The critique will be supported with a reasoned argument supporting the student's viewpoint incorporating course materials and analytical frameworks. The student will submit a proposal for the book to be read and reviewed early in the semester.

Analytical Essays

Students will complete 3 short analysis paper (2-3 pages each) due on the dates indicated in the Class Outline. The subject of the analysis will be an article chosen, by the student, from any current issue of the *Economist* magazine (published within the time frame of the class discussion for that topic). For each paper the student will demonstrate how the news event analyzed relates to a significant topic in international relations discussed during that course Unit. The essay should include full bibliographic citation of the article as well as footnotes and citations of any other referenced sources, as per basic writing

Portfolio Evaluation Rubric

Each assignment will be evaluated on the following points:

- Relevance (20%): the news article/book selected for analysis is pertinent to issues and concepts discussed during the course unit and the analyses is directed at such issues and concepts.
- Integration of Course Concepts (40%): The analysis does not simply summarize the news item but, rather, systematically and effectively analyzes it in terms of specific issues and concepts discussed during the unit.
- Overall Effort & Quality (40%): The analysis reflects intelligent and original thought, is written and the collegiate level and is of adequate length.

Overall Portfolio evaluation will be based on the summation of the points awarded for each of the written analyses.

Criteria for evaluating class papers

(adapted from an article in *The Political Science Teacher*, Summer 1989)

NO page-long paragraphs!

A paper:

- Good, clear, complete description of the problem or issue
- Good, clear arguments, each supported by evidence, with plausible examples
- May offer unique arguments, evidence missed by others
- Clear use of two “tools” from the course
- Clear presentation of solution
- Well organized; few errors in sentence structure, spelling, mechanics; good transitions
- Complete and informative reference page; proper citations

B paper:

- Adequate description of problem or issue
- Advances good arguments and tries to supply evidence, examples to back up each one
- Solution is clear, but not as strongly stated as an A paper
- Ambiguous use of course “tools”
- Generally a good job: clearly written with few errors; adequate transitions
- Reference page is adequate; adequate citations

C paper:

- Must have some description of the problem, and argument, evidence, and solution.
- However, a C paper will have one or more of these problems:
- Incomplete description of the problem or issue
- Failure to address the intended audience: assumes the reader knows too much; too much (such as reasons, evidence) is left unstated
- Weak use of course “tools”
- Weak or unclear solution
- Arguments are made, but not clearly stated
- No evidence or examples offered in support of one of more arguments
- Some problems with: articulating ideas, transitions, organization, spelling, mechanics
- Inadequate reference page; inadequate - incomplete citations

D paper:

- Doesn't describe the problem or issue
- Weakly organized, poorly developed ideas, little or no supporting evidence - examples
- Wandering writing; overly repetitive
- Too much quoting other sources
- No use of course “tools”
- No evidence of having read or used reference sources
- Generally sloppy; too many typos, misspelled words, poor articulation, poor transitions
- Inaccurate data; data-dumping with no argument
- No reference page

F paper:

- Didn't do the paper
- Didn't do the paper as assigned
- Plagiarism