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Diplomacy Syllabi

School of Diplomacy and International
Relations

Fall 2022

International Political Economy

Fredline M'Cormack-Hale Ph.D.

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DIPL 6105 AA/NA
INTERNATIONAL POLITICAL ECONOMY
Fall 2022 (online)

SYLLABUS

INSTRUCTOR INFORMATION

Instructor: Professor Fredline M'Cormack-Hale, PhD
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Skype: amaybel2
Office hours: Mondays 10am-1pm and by appointment (Microsoft Teams/email)

COURSE DESCRIPTION

'IPE at its most fundamental, in short, is about the complex interrelationship of economic and political activity at the level of international affairs' (Cohen, 2008, p. 16).

Globalization, or economic, political and cultural integration between countries, was growing at a rapid pace until the 2007-2009 global financial crisis. The crisis has raised questions about the capacity of a market economy to deliver prosperity and to do in an equitable way. Since then, and more so following Brexit and the recent election cycles in Western democracies, there has been a call for more insular policies. What explains this reversal? What forces drive globalization, and what forces slow it down? Who is for globalization, and who is against it?

DIPL 6105 is a graduate course in international political economy (IPE) addressing these questions, with a focus on the challenges that international markets pose for individual governments. The course will focus on the push and pull between the demands of market and the demands of citizens from the 19th century to the present.

Deeper international economic integration has led to more frequent economic exchanges across the globe on a daily basis, involving nation-states, multinational entities, individuals and non-governmental organisations. IPE scholars study the interplay of **political and economic interests** between various state and non-state **actors** pertaining to these cross-border flows. The economic, political and social relations between individuals, states and firms have evolved in response to changes in tastes, technology, ideology and political power. The distribution of political power itself changes in response to the distribution of economic power. In this course, we will explore how domestic interests drive policy preferences at the state level, and how similarities or differences in interests in various **issues** across countries lead to cooperation or conflict in global governance and international relations. We will further see how the lack of a global government with enforceable laws has shaped **institutions** of global governance such as the WTO, and the tension between these supranational rule- or norm-setting mechanisms and national sovereignty.

The course is divided into two parts. In the first part, we will map the various theoretical frameworks that inform IPE, starting with economic liberalism, followed by a critique of this paradigm from the perspectives of realism/mercantilism, Marxism, Keynesianism, constructivism and feminism. We will then apply these theories to key IPE issues in areas that include (1) international trade, (2) international finance, (3) regional economic integration, and (4) development.

The course will expose you to both **methodologies** and their **applications** to current issues at the same time. Thus we will use both academic articles and the case method, bridging the gap between theory and practice.

COURSE LEARNING OBJECTIVES

By the end of this course, students will be able to:

- CLO1: Explain the drivers of international economic relations, cooperation and conflict, and how economic interests in turn impact the distribution of power.
- CLO2: Compare and contrast analytical approaches to studying international political economy.
- CLO3: Evaluate various theories in International Political Economy
- CLO4: Use case studies to illustrate how theory informs our understanding of real world events.
- CLO5: Prepare an evidence-based research memo on a current issue in international political economy from a government governance perspective.

COURSE MATERIALS

The required textbooks for the course can be purchased on addall.com, Amazon, or the University bookstore.

- C. Roe Goddard, Patrick Cronin and Kishore C. Dash, *International Political Economy*, second edition (2003). Lynne Rienner. (Referred to as GCD hereafter)
- David Balaam and Bradford Dillman, *Introduction to International Political Economy*, seventh edition (2019). Routledge. (Referred to as BD hereafter).

Note: Buy the editions indicated as the collection of readings may vary in different editions.

Other required reading and audio material are listed in the Course Schedule section, along with links to access the material.

Recommended books on international trade and globalization:

- Douglas Irwin. *Free Trade Under Fire, 4th Edition*. Princeton University Press, 2015.
- Dani Rodrik, *The Globalization Paradox*, 2012, W.W. Norton & Co.

While this isn't an economics course, given that the course examines the interaction between politics and economics, we will encounter concepts and frameworks in international economics. For more detailed coverage to assist you in understanding concepts and frameworks covered in class, the following textbooks might be of help for further reference:

- Krugman, Paul, Maurice Obstfeld and Marc Melitz. *International Economics - Theory and Policy*, 10th Edition. Pearson, 2014.
- Robert Feenstra & Alan Taylor, *International Economics*, 3rd Edition, Worth MacMillan Publishers.

COURSE POLICIES

Assignments

All blogs, discussion postings and papers are due by 11:59 pm on the noted day and will be considered late if submitted after this time. No late blogs and discussion posts will be accepted without prior discussion and approval from the instructor. Absent prior communication, failure to complete an assignment on its due date will result in a grade penalty. All late assignments will be penalized by one-third letter grade per day (i.e., an A assignment turned in one day late is an A-, two days late a B+, etc.) except in cases of medical/family emergency or COVID-related issues. I understand that emergencies happen; **please** contact me sooner, rather than later, if you find it difficult to keep up with your work, are falling behind in the class, or are having problems and difficulties of any kind. Even though the global pandemic is waning, we remain in particularly difficult and scary times. I will work with you, and if I can't help

you, will direct you to someone who can. There are LOTS of campus resources (both virtual and in-person) available; so, do use them, and again, I will do my best to work with you on whatever you might be facing. However, I cannot help you if you do not let me know ahead of time, so please let me know **beforehand**, so that we can work something out.

Assessment of Students

Students participating in the course will be graded based on the following:

1. Active participation in the class activities (group discussions and blogs) (40%)

While each forum officially will begin on Monday of each week, you will have access to forum content and information at any time. However, forums will remain open for discussions, blog posts and assignment submissions until 11:59 p.m., of the date due. Please note that after a first response to discussion questions is due (generally, Fridays), at least one response to a colleague's posts is due two days later (generally, Sundays). You **must** do both for your responses to be considered complete. Submitting one without the other will result in loss of points. Students will also be graded on the quality and thoughtfulness of their contributions as per the discussion board and blog assignment rubrics posted on blackboard. Since our class does not meet in person, it is your contributions on the material, your reflections around the subject matter and your engagement on these issues with each other that will greatly enhance the course. Both discussion and blog posts **must** reference class readings for that week and include a list of works cited.

2. Quizzes (40%)

In every module, students will be required to take a short multiple choice quiz based on the required readings for the module. There are ten modules, and thus ten quizzes. Questions will test your mastery of the concepts raised in the readings. Please make sure that you complete the readings in a timely manner to do well. The quizzes are only available during the week of that module. At the end of that week (Sunday), you will no longer be able to access the quiz, so it is important that you do it the week of the module, if you want to get points for it. There are **no makeup quizzes**.

3. Final Paper: Policy Memo (20%)

For this memo, students will take on the role as adviser to the president (either of the United States or another country). In this capacity your task is to write a policy memo in response to a statement issued by another adviser, with a statement that is better informed by readings on the matter. The memo should be no more than 2000 words. In your response, you must be sure to make explicit your position on the adviser's statement – whether you agree or disagree with the statement, as well as respond to any potential counter arguments. Make sure you reference the readings in your response. Feel free to apply not just readings from the class to support your arguments but also outside readings. Also feel free to use your own examples and ideas to support your arguments. Make sure you use double-space, font 12, Times New Roman font, 1'-margin, Chicago Manual reference style and add bibliography at the end of paper. Do not describe. Try to be original and analytical in your argumentation.

Citation Style and other paper guidelines

For all written assignments, it is expected that you will cite your class texts, supplemental readings, and other sources. Be creative and give your own opinions supported by evidence. Do not describe - be **analytical and creative**. **Your policy brief and blog and discussion posts should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography.** The guidelines for these formats are on the course Blackboard page.

Again, please be sure to include either footnotes or in-text citations in ALL work, including blogs and discussion posts. Failure to do so will result in up to two points taken off. Please also ensure that the papers are double-spaced, spell-checked, and legible. They should be in 12-point characters in the 'Times' font. Please use **Word document format**. All material submitted for the class should be your own work and must not be copied or otherwise plagiarized.

Grading Criteria

Assignments/Activities	Percentage
Discussions and blogs	40
Quizzes	40
Policy memo	20

Table of points

Module	Group discussion/ blogs	Quizzes	Policy Memo	Total percentages
Introduction week	Intro blog (2)			2
1	discussion (3)	4	-	7
2	5	4	-	9
3	5	4	-	9
4	0	4	-	4
5	5	4	-	9
6	5	4	-	9
7	5	4	-	9
8	5	4	-	9
9	5	4	-	9
10		4	20	24
Total	40	40	20	100

Grading Scale

A 94-100
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
D+ 67-69
D 63-66
D- 60-62
F < 60

Blackboard

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

Technical Help:

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at

servicedesk@shu.edu.

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. Outside of these hours, the Technology Service Desk phone is answered by an external technology support service that provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to [Seton Hall's Tech Help Community](#).

Special Library Resources for Online Students

Seton Hall online students have electronic access to vast information resources of the University Libraries. Students have immediate access to collections of databases, articles, journals, and eBooks from the [library homepage](#). Access to most electronic materials requires the use of a Seton Hall PirateNet ID and password. If the Seton Hall University Library does not include a certain article, the [library will obtain a digital copy from another library and email it within 24 to 48 hours of request](#). Additionally, online instructors post items from the library's collection to the course's [Blackboard site](#).

Online students and faculty receive personal assistance from our expert library faculty in a number of ways. General queries can be handled by the Reference Desk, at (973-761-9437) or through our [Ask a Librarian page](#). [Subject librarians](#) offer in depth assistance via phone by appointment. The library's [research guides](#) provide guidance to finding subject-specific electronic materials.

Helpful Research Resources for Class

- United Nations: <https://library.shu.edu/un>
- International Relations/News: <https://library.shu.edu/intrela>
- Country Research: <https://library.shu.edu/countryresearch>
- Graduate Services Guide (General for all programs): <https://library.shu.edu/gradservices/>
- Diplomacy Graduate Remote Research Guides: <https://library.shu.edu/diplomacy-remote>
- Data Services Guide (with form to request data support) <https://library.shu.edu/data-services>

Communication, Feedback and Email

The instructor will respond to student's emails within 48 hours. If instructor is away from email for more than one day, she will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

- Syllabus
- Frequently Asked Questions (FAQs)
- Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
- Blackboard videos on how to use Blackboard features
- Blackboard Q&A, and
- Technology Requirements.

Grades and feedback will either be posted to Blackboard (see My Grades) or as a general announcement to all students, within 5 to 7 days for blogs and discussions and within one to two weeks after the final assignment is due. I will post feedback using the announcement feature when the feedback is one that can benefit all students equally.

It is expected that you use your SHU email address; emails from non-SHU accounts will not be returned.

Netiquette

Netiquette refers to the good manners we use when communicating online.

For online discussion netiquette:

1. Think of your comments as printed in the newspaper... your online comments will be seen, heard and remembered by others in this class. Before you make an emotional, outrageous, or sarcastic remark on-line, think about whether or not you would care if it was seen in your local newspaper.
2. Don't be overcome by your emotions. Take a few breaths and step away from your computer if need be.
3. Sign your real name. It is easier to build a classroom community when you know to whom you are responding.
4. Avoid self-centred comments. If you have a great idea, great. If you want to contribute to an ongoing discussion, terrific. But, don't just tell others about your problems ("I'm frustrated", "My audio doesn't work today") unless it contributes in some way to the class.
5. Avoid negativity. You can disagree. You should disagree. You can challenge ideas and the course content but avoid becoming negative online. It will impact you negatively, hinder the class discussion, and may give the wrong impression of you to others.
6. There is no need to be aggressive online. No flaming, all caps, or !!!!, or ????
7. Be polite, understate rather than overstate your point, and use positive language. Using bold, frank, overstated language conveys an emotional aggressiveness that hinders your message.
8. Disagree politely. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
9. Don't disrupt. Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but, if you have something entirely different to bring up, wait or post it in another thread.
10. Don't use acronyms that not everyone would understand and know.

Academic and Professional Integrity Policy

Plagiarism and other forms of academic dishonesty will be reported to the administration and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here: https://www.shu.edu/student-life/upload/Student_Code_of_Conduct.pdf and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

Work submitted in the course *must be the product of each individual student*. Contributions of others to the finished work must be appropriately cited and acknowledged. Any work not following these guidelines may be found to be plagiarism.

Please read a brief piece by Rebecca Moore Howard and Amy Rupiper Taggart from Research Matters, entitled, "Using information and avoiding plagiarism," and, "Managing Information," that is posted on blackboard, under course information, in the section on "Academic and Professional Integrity Policy." These works provide additional guidance on how to avoid plagiarism.

In addition, to not plagiarizing, students are expected to show the following:

1. **Dependability:** students are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. **Respect & Empathy:** students are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. **Open-mindedness:** students respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. **Integrity:** students submit original work, fully cite all sources associated with the development of their work (including information from the internet) and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. Original student work is expected.

Disability Services Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability, you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Important pandemic-related considerations

CAPS:

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>

Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

COURSE SCHEDULE¹ (subject to change)

PART 1: CONTENDING THEORETICAL PERSPECTIVES

Course Familiarization and Introductions Week

August 29-Sept 4

Subject: During the first week, we will focus on **mutual introductions**. You will be expected to also explore the syllabus, the Blackboard online platform and course requirements. You are also expected to purchase/access your books and to begin reading in preparation for our first official week (Module 1).

Learning Objective: By the completion of this activity, you will be able to:

Summarize tips for performing better in an online class environment and be more familiar with each other's experiences and backgrounds.

1. Introductions Blog

Instructions: Post a blog entry to introduce yourself to the instructor and the other students in the course. You are encouraged to comment on the introductions of your colleagues.

Include answers to the following questions:

- Where do you call home?
- What name do you go by in this school?
- What experiences do you have with the topic of this class?
- What do you expect to learn in this course? /What do you understand by IPE?
- What are your outside interests?
- Have you ever taken an online course before? If so, what tips do you have for other students?

The introduction should be between 100 and 150 words.

Deadline: 09/04/2022

Points: 2

Module 1: Theoretical Overview: What is IPE?

Sept 5-11

Introduction:

During our first official module, we will **acquaint ourselves with the topic of what is IPE**. What is IPE? Why is it important in the study of international relations? We will discuss some of the critiques of the foundational theories from which IPE draws as well as examine the main alternative views of IPE and how are they distinct.

Module Learning Objectives (MLOs)

At the end of this module, students will be able to:

MLO 1.1 Describe the key tenets of international political economy (CLO1, CLO2, CLO5)

MLO 1.2 Explain how and why IPE is important in our daily lives (CLO1, CLO5)

Task List

¹The instructor reserves the right to modify the syllabus as necessary during the course of the semester.

- Read the Instructional Materials (MLO 1.1, 1.2)
- Take the online quiz (MLO 1.1)
- Reflect and respond to discussion board question on our understanding of liberalism (MLO 1.1, 1.2)

Readings:

- BD, chapter 1
- Errol A Henderson. 2013. Hidden in plain sight: racism in international relations theory. *Cambridge Review of International Affairs*, 26:1, 71-92, DOI: [10.1080/09557571.2012.710585](https://doi.org/10.1080/09557571.2012.710585) (Seton Hall Libraries)
- Melissa Deciancio and Cintia Quiliconi. 2020. Widening the ‘Global Conversation’: Highlighting the Voices of IPE in the Global South, *All Azimuth* (9):2, 249-265. ([url](#)) (we will re-visit this in week 5)

Recommended:

- GCD, chapter 1 and 2

Quizzes/Exams

Title: Quiz 1

Due Date: September 11, 2022

Points value: 4

Timer/Minutes: 20 mins

Module Learning Objectives reinforced: *MLO 1.1, 1.2.*

Course Learning Objective reinforced: *CLO 1*

Discussion Board

Instructions: Using concepts and insights from the readings, submit to the discussion board an entry responding to the following question:

Taken together, how do the works by Errol Henderson and Deciancio and Cintia Quiliconi help us to broaden our understanding of IPE? Why does taking race into account, or bringing in voices from the global south matter in our understanding and discussion of IPE?

The post should be between 350 and 500 words.

Deadline: 09/09/2022

Deadline: 09/11/2022 (submit at least 1 reply to others’ initial entries)

Points: 3

Module Learning Objectives reinforced: *MLO 1.1, 1.2.*

Course Learning Objective reinforced: *CLO 1*

Module 2: Liberalism

Sept 12 – 18

Introduction

During week 2, we will focus on the liberal theoretical perspective. We will learn about the main assumptions of this perspective for international political economy. We will also see how the ideas and values associated with this perspective have changed over time reflecting major political economic, social and historical developments.

Module Learning Objectives (MLOs)

At the completion of this module, you will be able to:

- MLO 2.1 - Define and explain the liberal theoretical perspective in international political economy (CLO2)
- MLO 2.2 - Advance a critique of its central tenets through group discussion and analysis of the readings. (CLO2)

Task List

- Read the Instructional Materials (MLO 2.1, 2.2)
- Take the online quiz (MLO 2.1)
- Reflect and respond to discussion board question on liberalism (MLO 2.1, 2.2)

Readings

Required:

- *International political economy: State-market relations in a changing global order*, edited by Goddard, C. Roe, Cronin, Patrick, and Dash, Kishore C. Boulder : Lynne Rienner Publishers , 2002. (Chapters 3, 4 and 6)
- *Introduction to International Political Economy*, edited by David Balaam and Bradford Dillman, seventh edition (2019). Routledge. (Chapter 2)
- Helleiner, Eric. 2015.. Globalising the classical foundations of IPE thought. *Contexto Internacional*, 37(3), 975-1010. <https://dx.doi.org/10.1590/S0102-85292015000300007> (url)

Recommended

- GCD, Chapters 3, 4, and 6

Quizzes/Exams

Title: Quiz 2: Liberalism

Due Date: September 18, 2022

Points value: 4

Timer/Minutes:20 mins

Module Learning Objectives reinforced: *MLO 2.1, 2.2.*

Course Learning Objective reinforced: *CLO 2*

Discussion Board

2. Title: Group Discussion on Liberalism

Instructions:

Discussion Board Question: **Group Discussion on liberalism**

Instructions: Using concepts and insights from the readings, submit to the discussion board an entry responding to the following question:

John Stuart Mill and John Maynard Keynes thought that government could and should play a positive role in correcting problems in the market. Discuss the specific types of “market failures” that Mill and Keynes perceived and

the types of government actions they advocated. What kinds of policy recommendations do you think Mill and Keynes would favor today? What policies do you think they **should** favor, taking issues of racial injustice and racism into account? Explain.

Submit 1 initial entry of 350-500 words and at least 1 reply to your colleague's entries of 100-150 words
Refer to the "Rubric for Excellent Class Discussions," for grading criteria. Estimated time for discussion: 5 hours.

Deadline: 09/16/2022 (post discussion initial entry)

Deadline: 09/18/2022 (submit at least 1 reply to others' initial entries)

Points: 5

Module Learning Objectives reinforced: *MLO 2.1*

Course Learning Objective reinforced: *CLO 1, CLO 2, CLO 3, CLO 4*

September 20-26 Reading Break

Module 3: Realism/Mercantilism

Sept 26 – Oct 2

Introduction: During module 3, we will focus on the realist theoretical perspective. We will learn about the main assumptions of this perspective for international political economy and see how it differs from the liberal theoretical perspective.

Module Learning Objectives:

At the completion of this module, you will be able to:

MLO 3.1 – Define and explain the realist theoretical perspective in international political economy (CLO 1, CLO2)

MLO 3.2 – Critically assess key strategies and policies pertaining to realism in IPE and apply them to a case study (CLO3, CLO5)

MLO 3.3 – Describe the defining features of realism (CLO 1, CLO2)

Task List

- Read the Instructional Materials (MLO 3.1, 3.2)
- Take the online quiz (MLO 3.1)
- Reflect and respond to discussion board question on liberalism (MLO 3.1, 3.2)

Readings:

- GCD, Chapters 7, 8, and 10
- BD, Chapter 3

Quizzes/Exams

Title: Quiz 3: Realism/Mercantilism

Due Date: October 2, 2022

Points value: 4

Timer/Minutes: 20 mins

Module Learning Objectives reinforced: *MLO 3.1, 3.3.*

Course Learning Objective reinforced: *CLO 1, CLO2*

Blog Post

3. Title: Blog on realism/mercantilism approach to IPE

Instructions: Using concepts and insights from the readings, submit a blog post responding to the following question: What is the difference between benign mercantilism and malevolent mercantilism in theory? How could you tell the difference between them in practice? Find a newspaper article that demonstrates the tensions between these ideas and explain how the actors in the article deal with the issue. Please use concepts and insights from the readings and make sure you cite them.

Blog length should be 450-650 words. Refer to the "Rubric for Excellent Blog Posts" for grading criteria.

Estimated time for blog: 2 hours.

Deadline: 09/30/2022

Deadline: 10/02/2022 (submit at least 1 reply to others' initial entries)

Points: 5

Module Learning Objectives reinforced: *MLO 3.1, 3.2*

Course Learning Objective reinforced: *CLO 2*

Module 4: Other critiques of liberalism: The Structuralist Perspective

Oct 3 – Oct 9

Introduction: During module 4, we will focus on the structuralist theoretical perspective. We will learn about the main assumptions of this perspective for international political economy and see how it differs from the liberal and realist theoretical perspectives.

Module Learning Objectives:

By the completion of this module, you will be able to:

MLO 4.1 – Define and explain the structuralist theoretical perspective in international political economy (CLO 1, CLO2, CLO5)

MLO 4.2 – Compare and contrast the structuralist theoretical perspective with other IPE theoretical perspectives (CLO 1, CLO2, CLO5)

Task List

- Read the Instructional Materials (MLO 4.1, 4.2)
- Take the online quiz (MLO 4.1, 4.2)

Readings:

- GCD, Chapters 11, and 12
- BD, Chapter 4

Quiz

Title: Quiz 4: Structuralism

Due Date: October 9, 2022

Points value: 4

Timer/Minutes: 20 mins

Module Learning Objectives reinforced: *MLO 4.1, 4.2.*

Course Learning Objective reinforced: *CLO 1, CLO2*

October 10 – 16 Reading/Fall Break

Module 5: Other perspectives on IPE: the Global South, Constructivism, Feminism
Oct 17 – Oct 23

Introduction: During module 5, we will consider the final two contending perspectives on IPE, constructivism and feminism. We will learn about the main assumptions of these perspectives for international political economy, understand the challenges they pose for mainstream theories in IPE, and assess their utility in our understanding of IPE and related issues. We will also explore the contributions of the global south to IPE.

Questions to think about as you read:

What do you find most compelling about these alternative perspectives? What are the challenges or criticisms that can be made of these approaches? Why do feminists argue that debates about IPE need to consider gender? Do you agree?

Module Learning Objectives:

By the completion of this module, you will be able to:

MLO1 – Define and explain the **Constructivist and Feminist** theoretical perspective in international political economy (CLO 1, CLO2, CLO5)

MLO2 – Compare and contrast these theoretical perspectives with other IPE theoretical perspectives (CLO2, CLO5)

MLO3 – Critically assess key strategies and policies pertaining to all theoretical perspectives and apply them to a case study (CLO1, CLO2, CLO3, CLO5)

Task List

- Read the Instructional Materials (MLO 5.1, 5.2, 5.3)
- Take the online quiz (MLO 5.1)
- Reflect and respond to discussion board question on liberalism (MLO 5.1, 5.2, 5.3)

Readings:

- Tickner, J. Ann. "Gender in the Global Economy." In *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. New York: Columbia University Press, 2001: 65-95.
- BD, Chapter 5
- Melissa Deciancio and Cintia Quiliconi, Widening the 'Global Conversation': Highlighting the Voices of IPE in the Global South, *All Azimuth* V9, N2, 2020, 249-265 ([url](#)) (re-visited from module 1)

Quiz

- Title: Quiz 5: Other perspectives
- Due Date: October 23, 2022
Points value: 4
- Timer/Minutes:20 mins

Module Learning Objectives reinforced: *MLO 5.1, MLO 5.2, MLO 5.3*

Course Learning Objectives reinforced: *CLO 1, CLO2*

Blog Post

5. Title: **Blog comparing the different perspectives to IPE**

Instructions: Using concepts and insights from the readings, submit a blog post responding to the following question: In what ways do the competing theories offer persuasive theoretical alternatives to Liberalism? Which theoretical perspective(s) are you most persuaded by and why, drawing on a specific case study/example to illustrate your argument. Please use concepts and insights from the readings and make sure you cite them.

Blog length should be 500-650 words. Refer to the "Rubric for Excellent Blog Posts" for grading criteria. Estimated time for blog: 2 hours.

Deadline: 10/21/2022 (post blog initial entry)

Deadline: 10/23/2022 (submit at least 1 reply to others' initial entries)

Points: 5

Module Learning Objectives reinforced: *MLO 5.1*,

Course Learning Objective reinforced: *CLO 1, CLO2, CLO3, CLO5*

PART TWO: ISSUES IN IPE

Module 6: International Trade

Oct 24 – Oct 30

Introduction: During module 6, we will study international trade, the first of our issue topics in IPE. We will learn how the various theoretical perspectives perceive international trade, explore arguments in favor and against international trade, and look at threats to free trade, mainly regional agreements.

Optional – you may also read Chapter 6 for a background in the global production structure. You will learn about transnational corporations and how they have re-configured the ways in which goods are produced, and where.

Questions to think about as you read:

What are the benefits of free trade and what are the challenges?

What is the role of the World Trade Organization? How does the WTO differ from GATT?

How do we ensure that trade is beneficial for all countries? Is this possible?

Are preferential/regional trade agreements a threat to multilateralism? Why or why not? Is one better than the other? Why/Why not?

Module Learning Objective:

By the completion of this module, you will be able to:

MLO 6.1 – Discuss the causes and implications of different international trade policies (CLO 1, CLO2, CLO5)

MLO 6.2 – Explain the benefits and disadvantages of various trade policies (CLO 1, CLO2, CLO4, CLO5)

MLO 6.3 – Compare and contrast various approaches to international trade and finance (CLO2)

Task List

- Read the Instructional Materials (MLO 6.1, 6.2, 6.3)
- Take the online quiz (MLO 6.3)

- Reflect and respond to discussion board question on free trade (MLO 6.1, 6.2)

Readings:

- BD, Chapter 7
- GCD, Chapters 14, 22 and 23
- Selwyn, B., Musiolek, B., & Ijarja, A. 2019. "Making a global poverty chain: Export footwear production and gendered labor exploitation in Eastern and Central Europe." *Review of International Political Economy*. ([url](#))
- WBUR. 2009. *Global Trade Realities*. On Point with Tom Ashbrook. Podcast, September 24. ([podcast](#))

Recommended

- Baldwin, Richard. 2016. "The World Trade Organization and the Future of Multilateralism." *Journal of Economic Perspectives* 30(1): 95-116. ([url](#))
- Jagdish, Bhagwati, *In Defense of Globalisation*, pp. 51-67; 122-34 (on reserve)
- Bown, Chad P. 2009. "US-China Trade Conflicts and the Future of the WTO." *Fletcher Forum of World Affairs* 33 (1): 27-48. ([url](#))
- Truong, T. D. 1999. "The underbelly of the tiger: Gender and the demystification of the Asian miracle." *Review of International Political Economy*, 6(2), 133–165. doi:10.1080/096922999347263
- Case: Joffe-Walt, Channa. 2010. "The Friday Podcast: The Cotton Wars." *NPR Planet Money*, Oct 29. ([podcast](#))

Quiz

- Title: Quiz 6: International Trade Structure
- Due Date: October 30, 2022
Points value: 4
- Timer/Minutes: 20 mins

Module Learning Objectives reinforced: *MLO 6.3*

Course Learning Objectives reinforced: *CLO 1, CLO2*

Discussion Post

6. Title: Free trade agreements

Instructions: Using concepts and insights from the readings, submit a discussion post responding to the following question: Free trade agreements have never created truly free trade. Do you agree or disagree with this statement? Please provide reasons justifying your choice.

The post should be between 350 and 500 words.

Deadline: 10/28/2022

Deadline: 10/30/2022 (submit at least 1 reply to others' initial entries)

Points: 5

10/31-11/6: Reading Break

Module 7: International Finance

Nov 7 – Nov 13

Introduction: In module 7, we turn to international finance. We will learn about various topics that are key in

international finance, including foreign exchange rates, and exchange rate systems, the Bretton Woods System and the creation of the IMF, as well as the origins of the global financial crisis. We will also examine the ways in which global finance can perpetuate and deepen gender and racial inequalities in their application.

Questions to think about as you read:

What were the origins of the global financial crisis?

What is the role of IFIs like the IMF?

What are the implications of IFI's on gender and development?

Module Learning Objective:

By the completion of this module, you will be able to:

MLO 7.1 – Compare and contrast various approaches to international trade and finance

MLO 7.2 – Discuss the causes and implications of different international finance policies

MLO 7.3 – Summarize the benefits and disadvantages of various finance policies

Task List

- Read the Instructional Materials (MLO 7.1, 7.2, 7.3)
- Take the online quiz (MLO 7.1)
- Reflect and respond to discussion board question on the global financial crisis (MLO 7.1, 7.2, 7.3)

Readings:

- BD, Chapter 8
- GCD 15, 16, 18
- Jacqui True & Aida A. Hozic. 2020. Don't mention the war! International Financial Institutions and the gendered circuits of violence in post-conflict, *Review of International Political Economy*, DOI: 10.1080/09692290.2020.1732443 ([url](#))
- Documentary, *The Inside Job* - Outlines the reasons behind the 2008 economic crash ([url](#))

Quiz

- Title: Quiz 7: International Finance and Monetary Structure
- Due Date: November 13, 2022
Points value: 4
- Timer/Minutes:20 mins

Module Learning Objectives reinforced: *MLO 7.1*

Course Learning Objectives reinforced: *CLO 1, CLO2*

Discussion Post

7. Title: Discussion: International Finance

Instructions: Using concepts and insights from the readings, submit a discussion post responding to the following question: What criticisms would you make of the way the U.S. government responded to the global financial crisis? For example: Was it unfair? Was too much done to bail out financial institutions? Was not enough done for ordinary people and "Main Street"? Was there not enough accountability?

The post should be between 350 and 500 words.

Deadline: 11/11/2022

Deadline: 11/13/2022 (submit at least 1 reply to others' initial entries)

Points: 5

Module Learning Objectives reinforced: *MLO 7.1, 7.2, 7.3*

Course Learning Objectives reinforced: *CLO 1, CLO2, CLO3*

Module 8: Development, Institutions and Growth

Nov 14 – Nov 20

Introduction: In Module 8, we look at the issue of global poverty and the vexing question of the best way to bring about economic development in the world's poorest nations. We will explore the different reasons given for why countries are poor as well as how the different theoretical perspectives explain poverty and development.

Module Learning Objectives:

By the completion of this activity, you will be able to:

MLO 8.1 – Understand how the different theoretical perspectives view the causes of poverty and development (CLO1, CLO2, CLO5)

MLO 8.2 – Trace different perspectives and issues around economic development over time (CLO1, CLO2, CLO5)

MLO 8.3 – Assess different options to promote development (CLO1, CLO2, CLO5)

Task List

- Read the Instructional Materials (MLO 8.1, 8.2, 8.3)
- Take the online quiz (MLO 8.1)
- Reflect and respond to discussion board question on the good government versus less government (MLO 8.2, 8.3)

Readings:

- BD, Chapter 11
- GCD 19, 20, 21
- David Wheeler, 2001. "Racing to the Bottom? Foreign Investment and Air Pollution in Developing Countries" Policy Research Working Paper 2524. ([url](#))
- Kevin Gray & Barry K. Gills (2016) South–South cooperation and the rise of the Global South, *Third World Quarterly*, 37:4, 557-574, DOI: [10.1080/01436597.2015.1128817](https://doi.org/10.1080/01436597.2015.1128817) ([url](#))
- Rodrik: "Future of Growth in Developing Countries" Durham Lecture ([YouTube](#))
- BBC Hard Talk - Discussion on effect of globalisation on developing nations ([YouTube](#))

Quiz

- Title: Quiz 8: The Development Challenge
- Due Date: November 20, 2022
Points value: 4
- Timer/Minutes: 20 mins

Module Learning Objectives reinforced: *MLO 8.1*
Course Learning Objectives reinforced: *CLO 1, CLO2*

Discussion Board

8. Title: Discussion on development and growth

Instructions: Using concepts and insights from the readings and videos, submit to the discussion board an entry responding to the following question:

Chapter 11 of BD makes the argument that what is important for developing countries is good government, rather than more or less government. Do you agree with this premise? What is meant by good government as it applies to economic development? What are the key characteristics of good government? How will this lead to economic development? Please use concepts and insights from the readings and make sure you cite them. You can bring in outside readings as well in your answer.

Submit 1 initial entry of 350-500 words and at least 1 reply to your colleague's entries of 100-150 words
Refer to the "Rubric for Excellent Class Discussions," for grading criteria. Estimated time for discussion: 5 hours.
Deadline: 11/18/2022 (post discussion initial entry)
Deadline: 11/20/2022 (submit at least 1 reply to others' initial entries)
Points: 5

Module Learning Objectives reinforced: *MLO 8.1*
Course Learning Objectives reinforced: *CLO 1, CLO2*

11/21-11/27: Thanksgiving Break

Module 9: Regional Economic (Dis)Integration: the EU and Brexit **Nov 28 – Dec 4**

Introduction: For this module, we look at regional integration with a focus of the EU. This is particularly important at this point in time, in light of the UK's decision to leave the Union, as encapsulated by the Brexit vote. We will learn about how the various theoretical perspectives explain European integration efforts. We will look at the successes as well as challenges of integration; explore why Britain chose to leave, its gendered implications, and the potential implications of their departure on the future of European integration.

Module Learning Objectives:

By the completion of this activity, you will be able to:

MLO 9.1 – Understand how the different theoretical perspectives view European integration

MLO 9.2 – Understand the perceived benefits and disadvantages of reintegration

MLO 9.3 – Apply concepts around integration to a specific case study

Task List

- Read the Instructional Materials (MLO 9.1, 9.2, 9.3)
- Take the online quiz (MLO 9.1)
- Reflect and respond to discussion board question on European integration (MLO 9.1, 9.2, 9.3)

Readings:

- BD Chapter 12
- Spolaore, Enrico. 2013. "What is European integration really about? A political guide for economists." *Journal of Economic Perspectives* 27(3): 125-144.
- Hozic, A. A., & True, J. 2017. "Brexit as a scandal: Gender and global trumpism." *Review of International Political Economy*, 24(2): 270–287. ([url](#))
- McNamara, Kathleen R. 2016. "Brexit's False Democracy: What the voters really wanted." *Snapshot*, June 28. ([url](#))

Recommended

O'Rourke, Kevin H. and Alan M. Taylor. 2013. "Cross of Euros." *Journal of Economic Perspectives* 27(3): 167-192. ([url](#))

Quiz

- Title: Quiz 9: The EU
- Due Date: December 4, 2022
Points value: 4
- Timer/Minutes: 20 mins

Module Learning Objectives reinforced: *MLO 9.1, 9.2*

Course Learning Objectives reinforced: *CLO 1, CLO2*

Discussion Board

9. Title: The EU

Instructions: Using concepts and insights from the readings, submit to the discussion board an entry responding to the following questions:

Which reason do you believe best explains European integration? Why do you think Britain decided to leave and how do you think it will affect/is affecting the EU? Submit 1 initial entry of 350-500 words and at least 1 reply to your colleague's entries of 100-150 words. Refer to the "Rubric for Excellent Class Discussions" for grading criteria. Estimated time for discussion: 5 hours.

Deadline: 12/02/2022 (post discussion initial entry)

Deadline 12/04/2022 (submit at least one reply to others' initial entry)

Points: 5

Module Learning Objectives reinforced: *MLO 9.1, 9.2, 9.3*

Course Learning Objectives reinforced: *CLO 1, CLO2, CLO3, CLO4, CLO5*

Module 10: Concluding Thoughts

Dec 5 – Dec 11

Introduction: This week, we conclude by looking at competing perspectives on globalization – is it the best way to bring countries into development, or does it contribute to the exploitation and continued underdevelopment of poor countries while allowing rich countries to grow even more wealthy?

Questions to think about as you read:

- What is the dark side of globalisation? How do we counter it?
- What role does globalization play in bringing about economic development?
- How can we make sure that all countries benefit from globalization?
- Are there any alternatives to globalization or is it here to stay?

Module Learning Objectives:

By the completion of this activity, you will be able to:

MLO10.1 – Assess the benefits and disadvantages of globalization and mount a defense for either stance (CLO1, CLO2, CLO4, CLO5)

MLO10.2 – Analyze theoretical perspectives about globalization and apply them to concrete case studies (CLO1, CLO2, CLO3, CLO4, CLO5)

Task List

- Read the Instructional Materials (MLO 10.1, 10.2, 10.3)
- Take the online quiz (MLO 10.1)
- Write the final paper/policy brief (MLO 10.1)

Readings:

- BD Chapter 15
- GCD 27, Susan Strange, “The Westfailure System,”
- Jagdish, Bhagwati, *In Defense of Globalisation*, pp. 51-67; 122-34

Recommended

- Rodrick, Dani. 2011. *The Globalisation Paradox*. WW Norton and Company: NY

Quiz

- Title: Quiz 10:
- Due Date: December 11, 2022
Points value: 4
- Timer/Minutes:20 mins

Module Learning Objectives reinforced: *MLO 10.1*

Course Learning Objectives reinforced: *CLO 1, CLO2*

10. Title: Policy Memo

Instructions²: You are an adviser to the President of the United States (or the leader of another country if you so choose). One of the President’s other advisers has issued the following statements, and you are tasked with writing a policy memo in response to one of the statements from a better-informed perspective. The President is busy, however, and (s) he will not read more than 2,000 words. Be sure to be clear whether you support or reject the adviser’s statement. Also be sure to respond to potential counterarguments.

- **Statement 1:** “The multilateral trade regime is defunct. It only worked when it was underpinned by US power. The decline of relative US economic power has driven more and more states to embrace regionalism. We, too,

² <http://sites.middlebury.edu/ipespring09/discussion/discussion-questions/>

must embrace regionalism—even if it means sacrificing the multilateral trade regime—before we are left behind.”

- **Statement 2:** “The British had it right. Rather than bringing workers to capital through immigration, they brought capital to workers in foreign countries. They combined this with liberal trade policies to allow the goods produced abroad to flow back into their home markets. I don’t see any reason why we can’t do the same thing. The fabric of American civil society is being pulled asunder by immigration. Let’s keep America ‘American’ by keeping the foreigners out and loosening our restrictions on capital controls and trade.”
- **Statement 3:** “We do need ‘another Bretton Woods’—but this time, we should make a full rather than a partial return to the gold standard ideal. In the late 19th Century, when states came closest to achieving that ideal, capital flowed freely, the international financial system was stable, and the world was at peace. The current financial crisis is proof enough that the current international monetary system, with its floating exchange rates, is not only disorderly but also dangerously volatile. The very welfare of our populace turns on a return to gold.” Please use concepts and insights from the readings and make sure you cite them.

Assignment length should be 1500-2,000 words. Refer to the “Rubric for Excellent Papers” for grading criteria.
Estimated time for blog: 8 hours.

Deadline: 12/11/2022

Points: 20

Final Papers due on blackboard

Module Learning Objectives reinforced: *MLO 10.1*

Course Learning Objectives reinforced: *CLO 1, CLO2, CLO3, CLO4, CLO5*