International Political Economy - Syllabus

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Capitalism is the astounding belief that the most wickedest of men will do the most wickedest of things for the greatest good of everyone. – John Maynard Keynes

Profits, like sausages... are esteemed most by those who know least about what goes into them. -Alvin Toffler, futurist and author (1928- )

INTRODUCTION
According to the detailed course description, this class covers “the connections between politics, policy and international economics.” As such, it integrates perspectives and recent research from the four main areas of political science—comparative politics, international relations, American politics and political philosophy—and will examine the shifting relationship between political authority (the “state”) and the economy (“markets”). Accordingly, as this process is increasingly internationalized, key themes for the course will be state development (e.g., capitalist, free-trade, Keynesian, social democratic and neo-Marxist) the relationship between governments and control of markets (or lack thereof), and the continuing onslaught of what is commonly referred to as ‘globalization’. Finally, we will explore the relationship between modernization, human development, and how these processes are related to social and cultural change and democracy.

Program Learning Objectives (PLOs):
The Program Learning Objectives (PLOs) for the Political Science Program are for students to develop:
1. An understanding of the processes, theories, and empirical regularities of political institutions and political behavior in the student’s chosen emphasis area: American politics, comparative politics, or international relations.
2. An ability to employ critical thinking and demonstrate social scientific literacy, including basic quantitative literacy.
3. A capacity to utilize contemporary social science research methods to conduct rigorous research on political phenomena.
4. Effective written communication skills, especially the ability to convey complex concepts and information in a clear and concise manner.
5. An ability to apply abstract theory and research methods to understand contemporary political events and public policies.

Class - Student Learning Objectives (SLOs):
It is my intention that students who do well in POLI 155 will be different persons in December 2013 than they were in August, when the course began. Specifically, students will: (1) Deepen their
understanding of the historical background of international political economy. (Per PLO 1); (2) **Appreciate** the inequalities of power and status inherent in the current system of economic exchange (Per PLO 5); (3) **Become conversant** with and understand the concepts and language of international political economic discourse (Per PLO 4, 5); (4) **Recognize** the relationship between overtly political goals of states and economic policy choices (Per PLO 1, 5); (5) **Communicate** effectively in writing and speaking in group situations (Per PLO 2,4); (6) **Argue** in a clear, logical, concise and persuasive fashion (Per PLO 2, 5); (7) Be able to **think, write and speak critically** about matters of political economy in order to be responsible citizens (Per PLO 2, 4, 5); And, (8) **develop** research and critical writing skills characterized by a capstone research project (Per PLO 3, 4).

**READINGS**

   - 1. “Banana Wars: Challenges to the European Union’s Banana Regime”, C14-99-1534, from the Kennedy School
   - 4. “Managing the Asian Meltdown”, Case 235, from GUISD.
   - 5. “Sweating the Swoosh”, Case 239, from GUISD.
   - 6. “Sexploitation’ Sex Tourism in Cuba”, Case 236, from GUISD.
   - 7. “Sustainable Development or Environmental Imperialism?” Case 214, GUISD
   - 8. “Shell in Nigeria”, Case 520, GUISD

Additional Readings as assigned.

**STUDENT ACTIVITY & EVALUATION**

Most of us, if not all, know how to ride a bicycle. Think about how you learned to ride a bike – you did not attend lectures on bike riding. Rather, with the assistance of a parent, sibling or friend you got on the bike and started riding. You may have had learning wheels, you may have fallen off the bike many times, *but in the end you learned how to ride the bike* and you can still do that today! This is a good example of all learning. First, it was *active*, not passive. You did things rather than taking notes. Second, you were motivated to learn bike riding because your friends did it, it gave you greater freedom, or for any number of other good reasons. This course is like learning to ride a bike. We will be discussing and analyzing readings relating to political economy and development. You will also have to be ready to respond to my questions about my lectures that I may ask at any time. You will have to write three mini-essays on the course material, and a research essay based on your individual effort and outside research.

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1 Learning metaphors courtesy of Patrick McGowan.
Another way to think about learning at UC Merced is that it is like taking out a membership in a Health and Fitness Club. Your tuition at UC Merced gives you the right to attend a certain number of classes each semester. It also gives you the right to use the Library, the computer system, and other University facilities. Similarly, your Club membership fee allows you to use the exercise machines, swimming pool* and other Club facilities. However, if you never visit the Club and work out, your membership money is wasted. In the same fashion, if you just come to class most of the time without preparing and without participating, without being active in class, your tuition money is wasted too! So, as your teacher I am like a personal fitness trainer. It’s my job to exercise your mind. And of course – no pain, no gain.

Your performance in POLI 155 will be based on the following learning activities:

1) **CLASS ATTENDANCE (10%)**: This is easy. I expect that you will attend all meetings of this class. By the third meeting of the class, you must have a ‘permanent’ seat that you will occupy throughout the semester. I will make a seating chart on that day. Beginning the fourth class meeting, I will take roll 10 times at random throughout the semester. To avoid being marked absent you must be in your seat by the beginning of class. (SLO 1-6).

2) **COURSE PARTICIPATION (20%)**: This may be new to some of you and will be worth a significant portion of your grade. We will have regularly scheduled discussion topics and questions; you will be responsible for preparing thoughtful responses and questions of your own. We will then have an insightful critique, commentary and exchange of fact-based views. Note: this does not mean that opening your mouth to spout random opinion constitutes a positive contribution to class discussion. How will your discussion be evaluated? Positive case discussion contributions will receive a point. If your contribution is indifferent or undeveloped, no mark will be made. If your contribution is factually wrong, illogical, incoherent, unrelated to the discussion or disruptive a point will be deducted. Most of the time I will call on students who raise their hands. However, I will also call upon students whose hands are not raised in order to see what they have to say. Remember, no pain, no gain! Please note: a positive contribution requires more from you than merely stating correctly a fact from the material or quoting from the text. Facts and quotes are evidence supporting your argument, they are not arguments themselves. (SLO 3, 5,6,7)

3) **MINI-ESSAYS (15%)**: You will write three mini-essays, each at least three double-spaced pages long on subjects related to the text, lectures, and discussions. Each essay should comprise a well-written analysis of the assigned questions with a thesis, a body of the essay that develops the thesis, and a conclusion. The essays should include references and, when appropriate, quotations from text material. You do not need to do any outside research for your mini-essays. Please take these instructions seriously, as experience shows that students do not do their best work on their first essay. Use the Writing Center for review and revision suggestions. Topic questions for your essays will be announced in class and posted on the course website. (SLO 1,2,7)

- Dole and Chiquita pursue significantly different strategies to deal with the EU's banana regime, in particular its implementation under Regulation 404. What is each company's strategy, why do they undertake such different strategies, and how are these strategies shaped by various holdings of each company?
- "What does it mean to consider the NICs as showcases of development when their industrial success and leadership depended on conditions not exactly predicted in the development model" (McMichael pg 67). The South Korean experience may also be worth referencing.
4) **RESEARCH ESSAY:** (20%) Your essay is worth 20 points toward your final grade and is due **MONDAY 12/2.** (SLO 4,5,8)

5) **MIDTERM & FINAL EXAMS:** There will be an in-class midterm exam on **October 21** worth 15 percent of your grade. Additionally, a Final Exam will occur during the scheduled exam time for this class (Monday December 16 at 3:00 pm); it will be worth 20 percent of your course grade; **there will be no early exams.** Exams will likely consist of a mixture of multiple choice, short answer, and essay questions. (SLO 1-4).

**GRADING SCHEME**

Your final grade will be based on the following criteria:

- Class Attendance -- 100 points
- Three Mini-Essays -- 150 points
- Policy Essay -- 200 points
- Participation -- 200 points
- Midterm -- 150 points
- Final Exam -- 200 points

**TOTAL:** 1000 points

Final course grades will follow the pattern:

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<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>925 – 1000</td>
<td>A</td>
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<td>900 – 925</td>
<td>A-</td>
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<tr>
<td>867 – 899</td>
<td>B+</td>
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**Administrative Details:**

**Special Needs**

If you have special needs or a disability, please be sure to contact the UC Disability Services, for help in clarifying and obtaining appropriate accommodations. UCM Disability Services is located on the first floor of the Kolligian Library, Room 107. E-mail address is disabilityservices@ucmerced.edu.

**Late Assignments**

All assignments are due in class on the date they are due. You are responsible for printing and stapling a hard copy for submission AND uploading a copy to your Dropbox on Crops. Late papers will be penalized 1/3 of a letter grade per day (not class meeting) they are late, to a ‘base’ of 50% after which papers will be graded out of 50% possible.

**Citation Style**

For all papers, use the Harvard citation style. It is an ‘author/date’ in-text citation style, with a reference page at the end. Details are available here: [http://guides.is.uwa.edu.au/harvard](http://guides.is.uwa.edu.au/harvard)

**Academic Dishonesty/Cheating** (or, stuff I shouldn’t have to tell you)

Cheating on any quiz, exam, or written assignment will result in an automatic failing grade for that assignment and possibly an ‘F’ for the entire course. Extreme cases may also result in expulsion from the university, as discussed in college guidelines for academic dishonesty. Cheating includes, but is not limited to, copying any part of a classmate’s work and plagiarism – inadequately citing published material or using material without permission. Furthermore, plagiarism will be taken extremely seriously and any and all cases will be referred to the Dean for administrative action and will result in appropriate notation on your transcript, in addition to any action deemed appropriate by the instructor. [http://studentlife.ucmerced.edu/what-we-do/student-judicial-affairs/academicy-honesty-policy](http://studentlife.ucmerced.edu/what-we-do/student-judicial-affairs/academicy-honesty-policy)
COURSE SCHEDULE

**Week 1**—Aug 30: Course Intro and Overview
   Friday – Inglehart & Welzel: WVS Crash Course

**Week 2** – Sept 2; (No Class Monday – Labor Day)
   Oatley Ch 1-2, IPE & WTO

**Week 3** – Sept 9
   Finish WTO, Oatley Ch 4
   CASE – “Banana Wars” - Friday

**Week 4** – Sept 16
   Oatley Ch 5 (skim 6 & 7)
   CASE – “Who Should Own What?”(Fri)
   MiniEssay #1 – Due Wednesday

**Week 5** – Sept 23
   Oatley Ch 8&9 (MNCs)
   The Corporation (excerpts)

**Week 6** – Sept 30
   CASE – “Managing the Asian Meltdown”(Wed)
   MiniEssay #2 – Due Friday

**Week 7** – Oct 7
   Oatley Ch 14, 15 (briefly, again week 12)
   CASE – “Beer Brawls”

**Week 8** – Oct 14
   CASE – Shell in Nigeria

**Week 9** – Oct 21
   CASE – Nike: “Sweating the Swoosh” + Closet data
   McMichael Forward, Ch1

**Week 10** – Oct 28
   McMichael Ch 2, 3 – Development Project

**Week 11** – Nov 4
   McMichael Ch 4
   Mini #3 Monday: Clothing

**Week 12** – Nov 11 (No Class Monday)
   McMichael Ch 5, review Oatley 14, 15
   CASE – “Sexploitation? Sex Tourism in Cuba” - Friday

**Week 13** – Nov 18
   McMichael Ch 6
   CASE – Sustainable Development or Environmental Imperialism? (Fri)

**Week 14** – Nov 25 (No Class Friday – Thanksgiving)
   McMichael Ch 7;

**Week 15** – Dec 2
   RESEARCH ESSAY DUE Monday 12/2
   McMichael Ch 8, 9;

**Week 16** – Dec 9
   Inglehart & Welzel: WVS Review;
   Chapters on CROPS

**FINAL EXAM** – University Scheduled Time:  Monday 12/16, 3-6pm