

International Political Economy

PLSC 372

Summer 2009

Tuesdays, Thursdays, 1-3:40 pm. 280 SWKT

Dr. Ken Stiles

784 SWKT

Office Hours: Tuesdays and Thursdays, 9-11am and Wednesdays 2-4pm, or by appointment

Telephone: 422-1352

E-mail: ken_stiles@byu.edu

Course Description

The field of international political economy is generally understood to be the study of the intersection between international politics and international economics. Unlike most international relations classes, this IPE class will dwell specifically on economic structures and problems. Unlike an international economics class, this IPE class will focus on the role of government, parties, coalitions of states, international organizations, and political movements in explaining the causes and effects of economic phenomena.

We will focus especially on how traditional theories of international politics explain international economics, looking especially at a liberal view – particularly that articulated by Thomas Friedman in The World Is Flat – and a contemporary structural view as found in Joseph Stiglitz's Making Globalization Work. These two works also represent the current range of policy debate at the highest levels of academia, national government, and international organization and are therefore important resources as you approach this field, whether you plan to engage in further study at the graduate level or move into decision-making positions in the public or private sectors.

Course Requirements

There will be **three examinations** in this class. Each will cover the material back to the previous test and will include mostly short-answer and essay questions. Each test will be offered on a Wednesday, on-line, for the entire day (12:01am to 11:59pm). The dates are July 8, July 22, and August 12. Each examination is worth 20% of the final grade.

In addition, you will be required to **write one long paper** in this class. The object of the paper will be to test whether the behavior of one major IPE actor conforms to an IPE theory of your choosing in relation to the current global recession. To do this, you should begin by selecting a theory. You will find these in the first five chapters of Balaam & Veseth, as well as the other readings assigned for the first two weeks of class. Your choice of theory is not important, since students writing about mercantilism, liberalism, Marxism or any other theory are equally able to receive an A on the paper. What matters most is that you make the choice early on and stick with it. There will not be enough time in the term to change your mind and start over and still get an A.

Once you have made this choice, identify in your mind the four or five major actors in IPE from the point of view of scholars writing in that theoretical tradition. You may narrow your search to one

particular school of thought within the theory. Either way, you will need to read more theoretical material outside of class to answer this. I will expect at least five scholarly sources on your theory in addition to course readings. After identifying the key actors, select one that interests you. Again, just as with your choice of theory, your choice of actor is not critical. Students selecting different actors within the same theoretical tradition are equally able to get an A on the paper. You need give either choice no more thought than you would picking pizza toppings.

What will require a great of thought is describing what the theory says about how this actor would behave in a recession. In particular, you should consider the behavior of the actor prior to and during the recession. Some of the questions you should ask include:

According to my theory, what motivates my chosen actor's behavior?

Does my chosen theory predict that my chosen actor will act selfishly, at the expense of other actors, or behave cooperatively – even selflessly?

Does my chosen theory predict that my chosen actor will behave recklessly, undermining the world economy in the process, or will it act prudently to preserve the system?

According to my chosen theory, how will my chosen actor respond to a downturn in the global economy?

What relationships will my chosen actor try to develop (or obstruct), according to my chosen theory?

You should add to each of these questions the follow-up question: And why?

Once you are confident you know the answers to all of these questions, you are ready to carry out the empirical research. Your goal will be to gather facts on your chosen actor's actual behavior before and during the recession in order to determine whether your theory accurately predicted it. In some cases, you may find it useful to select a representative of a class of actors rather than all of the members of a class. Be careful to justify your choice if you do this (you should probably not select Liechtenstein, for example, to represent all industrialized states. Likewise, the Western Community Bank might not be the best representative of the "bank" category, let alone MNCs.). Ultimately, if you have done your homework in the first two sections, then determining whether the theory "got it right" should be fairly straightforward.

A word on sources:

The convenience of internet access to sources of dubious accuracy and utility has made it very easy to collect a great deal of bad information. You should be judicious and thoughtful about where you find your information. To begin, the term "scholarly source" refers to a publication the subjects its content to peer review by credentialed scholars. A typical academic journal editor or university press editor, for example, is almost always a prominent professor. In addition, articles are sent out for peer review, usually by two or three individuals who do not know the identity of the author. Add to that the fact that the author herself is usually a trained professional and you can understand why the quality and accuracy of these types of items are usually very high. To the greatest extent possible, your information should come from these scholarly sources.

Other acceptable sources include government and international organization documents. As is the case with scholarly sources, these items are generally created by subject-matter experts and subjected to rigorous editing and review. Published encyclopedias also fit this description, although

these should generally be avoided since they usually provide only general information rather than the specialized materials you will need.

Dubious sources include on-line encyclopedias, news magazines, televised and radio news, and newspapers. In many cases you will have no choice but to use these sources since many of the facts you will need are less than a year old and scholars and governments have not had time to compile and publish scholarly materials. But you should be aware of the dangers involved in using these sources. The key thing to keep in mind is the motives and training of those involved in producing these materials. On-line encyclopedias, such as Wikipedia, are open-source, user-modified information repositories that are only loosely edited and monitored. In many cases, entirely false information has been uploaded to Wikipedia and other sites. You may not be able to distinguish error from fact, let alone detect author bias.

While journalists have a clear code of ethics that bars them from knowingly publishing erroneous material, the profit motive also pushes them to “scoop” their competitors by getting information out quickly (recall the premature announcement in November 2000 that Al Gore had won the presidency!). Print and electronic news media routinely publish and air stories with errors in them, and (when the system works properly) they just as routinely publish “corrections” to old stories (typically found on page two of a later edition). In addition, these news outlets political and editorial biases, even though they do not always admit to them. This sometimes leads them to be extremely selective about which stories will be aired or printed, and typically reveals itself in how the facts are interpreted. All of this puts a considerable burden on the consumer to know a great deal about a story in order to assess the report’s accuracy – which may defeat the purpose of reading the article in the first place.

What to do? First of all, use multiple sources – particularly keeping in mind the known bias of the outlet. For example, the New York Times generally leans to the left while the Wall Street Journal leans to the right. If both are reporting the same facts about a particular actor’s conduct, the facts are probably correct. If on the other hand, only CNBC and the Times are reporting a story while Fox News and the WSJ deny it, think twice before presenting it as evidence in your paper. With respect to Wikipedia, while you may want to consult it at the early stages of your work, do not cite it in the paper. You may try looking up the links and citations at the bottom of the article, however, since these are usually closer to the original material.

Unacceptable sources: blogs, personal websites, most corporate sites, some NGO sites, and various newsletters. These have not been subjected to peer review and are probably designed to advocate a particular position in the hope of persuading an audience. Do not use these as sources of facts for your paper unless you can corroborate them.

See “BYU Policies – Academic Honesty” for information on plagiarism. I strongly advise you to begin from the outset to record the bibliographic information for all of your materials, whether you think you will end up using them or not. If you have lost the source of a fact or insight, you may not include it in the paper. Doing so constitutes plagiarism. Likewise, any quotes or other materials that are not of your invention and are not properly cited constitute plagiarism. Serious offenses will result in either a failing grade on the paper or in the class.

The format of the paper should be as follows: Times New Roman, 12-point font, one-and-a-half inch margins, with a cover page (see PLSC 200 format) and a bibliography. I prefer endnotes to footnotes (see Turabian/Chicago Manual of Style). The length of the body of the paper (not including bibliography or appendices) should be at least fifteen pages and no more than twenty pages. You must provide at least twenty outside sources in the bibliography (not including the textbooks – although each article in an anthology “counts” as one item).

You are required to submit preliminary work. You are required to submit your theory and actor choice no later than July 2nd, a rough draft by July 28th, and the final draft by August 6th. The rough draft grade will make up five percent of your course grade and the grade on the final draft will constitute twenty-five percent of your course grade. Failure to submit a theory/actor choice by the deadline will cost you one of the five rough draft points. Note that if you are satisfied with the grade you receive on the rough draft, you may so indicate to the instructor who will then transfer that grade to the final draft. You are also welcome to submit preliminary drafts before July 28th, none of which will count for the rough draft grade unless you want them to.

The papers will be graded with the following rubric: 1) clarity of purpose – 20%, 2) theory exposition – 20%, 3) appropriateness and execution of method – 20%, 4) organization – 20%, 5) mechanics – 20%, 6) persuasiveness – 20%.

1) Clarity of purpose: you will need to begin your paper with a clear statement of the theory and actor you’ve chosen. You should also describe the overall structure of your paper, including how you will test whether the actor in question’s behavior is consistent with the theory. You should spell out at this stage what you expect to find – a hypothesis, as it were. This will become the litmus test for the rest of the paper’s persuasiveness.

2) Theory exposition: you should devote two to three pages to describing the theory of your choosing. This will require providing definitions of key concepts, references to academic literature, and a word on how it fits into an overall debate in IPE. For example, if you chose hegemonic stability theory, you should discuss how it relates to realism generally, and in turn how it addresses the realist-liberal debate.

3) Appropriateness and execution of method: As mentioned earlier, you will need to decide how you will go about testing whether the actor behaved as predicted by the theory, but you have several ways to do this. For example, you could choose a detailed case-study of a representative of a class of actors, relying heavily on news reports, government documents, official statements, and perhaps staff interviews. On the other hand, you may choose to compare several actors that differ in theoretically significant ways in order to test whether the theory can explain all of their behaviors. Finally, you may choose to look at a very large number of actors, relying on statistics to summarize their key characteristics. There are still other methods you may choose, but in any case, the choice should be carefully considered in light of the theory, the available information, and the aim to reach a persuasive conclusion. Likewise, how well you carry out the method will also be evaluated.

4) Organization: it is very important that material be presented in a coherent way, with key terms, theories, and methods spelled out at the outset so that the reader understands what to expect and what will be said. As far as the balance of the paper’s structure, much depends on the method you select. In the case study method, you should take care to describe the general characteristics of the actor before proceeding to the theoretically relevant details. In the case of a statistical study, you should explain very clearly the operationalization of the indicators. Naturally, in any case you should summarize the findings and articulate your findings. You should also discuss the implications of your

findings, particularly from a theoretical perspective. As this is not intended to be a policy piece, commenting on policy implications is optional.

5) **Mechanics**: proper grammar, usage, spelling, and style will be evaluated, using traditional academic writing as the standard. Be careful to adopt an academic tone throughout the paper. Your best guide for what constitutes good academic writing will be the scholarly books and articles you will use as your background material.

6) **Persuasiveness**: The acid test of the paper will be whether, when all is said and done, an open-minded reader will be persuaded that your analysis is the correct one. While it is the aim of every social scientist to begin with a bold hypothesis and prove it with convincing evidence, it is far more common for both the hypothesis and evidence to be less than overwhelming. The key is to make sure that the aims are clear and the conclusions are proportional to the evidence. If there is simply not enough evidence to persuade a reasonable person that your initial argument was proven, this must be stated clearly in the conclusion.

Finally, the quality of your **in-class participation** will be judged over the course of the semester and will constitute ten percent of your final grade.

Summary of assignments and grade weights:

- Three examinations: 20% each
- Rough draft of paper: 5%
- Final draft of paper: 25%
- Participation: 10%

Course Objectives

The following objectives are tied to the Political Science department's learning outcome plan for all majors. In this course, you will be expected to:

1. Demonstrate a familiarity with international relations as a sub-field of political science.
2. Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.
3. Use appropriate methods of analysis and research.
4. Write professional grade research papers on political science questions.
5. Think critically, analytically, and synthetically.
6. Properly cite sources in writing using a recognized citation style.

BYU Policies

Academic Honesty: The first injunction of the BYU Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Incidents of academic misconduct are to be reported to the administration of the center, which will deal with the matter according to the statement on "Procedures for Handling Incidents of Academic Dishonesty or Other Academic Misconduct" as written in the current undergraduate catalog.

Students with Disabilities: BYU is committed to providing a working and learning atmosphere which reasonably accommodates persons with disabilities who are otherwise qualified to participate in BYU's programs and activities. It is the policy of BYU to prohibit unlawful discrimination against persons with disabilities and to provide reasonable assistance in bringing them into the mainstream of campus life. To accomplish this, BYU complies with all applicable disability laws.

If a student has any disability which may impair their ability to complete courses successfully, they should contact the University Accessibility Center (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center or the office of the director at the center. If students need assistance or if feel they have been unlawfully discriminated against on the basis of disability, they may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office on the main campus at 801-422-5895, D-282 ASB.

Statement of Nondiscrimination: Brigham Young University is committed to providing an academic and employment environment that is free from unlawful discrimination and to achieving a prompt and equitable resolution of all grievances alleging unlawful discrimination which are filed with the university. Unlawful discrimination on the basis of race, color, gender, national origin, religion, age, veteran status, or disability will not be tolerated. The university policies and procedures with respect to non-discrimination as it applies to students in the areas of unlawful gender discrimination, unlawful sexual harassment and inappropriate gender-based behavior are found in separate university policy, Unlawful Sexual Harassment and Inappropriate Gender-Based Behavior Policies

Preventing Sexual Harassment: Unlawful discrimination on the basis of gender will not be tolerated whether initiated by university faculty, administrative or staff personnel, students or by third parties on the campus. The university prohibits unlawful sexual harassment against all persons involved in the campus community, including administrators, faculty, staff, students, visitors, vendors, contractors and other third parties. The university also prohibits inappropriate gender-based behavior in the workplace or in the academic setting directed at another due to that person's gender and which violates the Church Educational System Honor Code or the individual dignity of university personnel, students or campus visitors, but which does not rise to the level of unlawful sexual harassment.

If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor or contact the Equal Employment Office at 801-422-5895 or the Honor Code Office at 801-422-2847.

Reading Schedule

All of the readings for the class will be taken from the three required texts: Balaam & Veseth's An Introduction to International Political Economy (4th edition – 2007pb), Stiglitz's Making Globalization Work (2007pb), and Friedman's The World is Flat (2007pb) (Please make sure you have the correct edition when searching on-line). You are expected to finish the assigned readings before each class. Be prepared to answer questions that may or may not be asked randomly.

Tuesday, June 23

The Field of IPE: Balaam & Veseth (B&V) chapter 1
Realism and IPE: B&V chapter 2, Friedman chapter 9

Thursday, June 25

Liberalism and IPE: B&V chapter 3
Liberalism and a Flat World: Friedman chapters 1-4 (skim the stories)
The Flat World and You: Friedman chapters 12-14

Tuesday, June 30

Structuralism and IPE: B&V chapter 4
Contemporary Structuralism: Stiglitz chapters 1 and 2, and “Afterword”; Skim
Friedman chapter 15

Thursday, July 2 – **Deadline for theory/actor selection**

Other IPE Theories (catch-up/exam review): B&V chapter 5

Tuesday, July 7

Trade: B&V chapter 6
Liberalism and Trade: Friedman chapter 5
Structuralism and Trade: Stiglitz chapter 3

Wednesday, July 8, 12:01am to 11:59pm: On-line, Open-book Exam

Thursday, July 9

Finance: B&V chapter 7
Structuralism and Finance: Stiglitz chapter 9

Tuesday, July 14

Debt: B&V chapter 8
Structuralism and Debt: Stiglitz chapter 8

Thursday, July 16

IPE of Security: B&V chapter 9
The Flat World vs. the Violent World: Friedman chapters 15 and 16

Tuesday, July 21

Technology and IPE: B&V chapter 10

Technology and Social Justice: Friedman chapters 6, 7, and 8; Stiglitz chapter 4

Wednesday, July 22, 12:01am to 11:59pm: On-line, Open-book Exam

Thursday, July 23

The Industrialized World: B&V chapters 11 and 12

The Middle East: B&V chapter 14

The Resource Curse: Stiglitz chapter 5

Tuesday, July 28, Thursday, July 30 – **Rough draft deadline is Tuesday, July 28th**

The Emerging World: B&V chapter 13

Principles of Development Theory: B&V chapter 15

Opportunities for Poor Countries in a Flat World: Friedman chapter 10

Structuralism Views of Development: Stiglitz chapter 10

Tuesday, August 4

IPE and the Corporation: B&V chapter 17

MNCs in a Flat World: Friedman chapter 11

Structural Views of MNCs: Stiglitz chapter 7

Thursday, August 6 – **Final draft deadline**

IPE of Food: B&V chapter 19

IPE of Ecology: B&V chapter 20

Structural Perspectives on the Environment: Stiglitz chapter 6

Tuesday, August 11

Humanity and IPE: B&V chapter 16

Criminality and IPE: B&V chapter 18

The Future of IPE: B&V chapter 21

Wednesday, August 12: 12:01am to 11:59pm: On-line, Open-book Final Exam