Instructor

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Office Hours: Monday 13:30-15:00, Thursday 11-12 and by appointment
Class Location: BRNG B222

Course Information

Course description

This course is an introductory survey to the field of International Political Economy (IPE), with a focus on disparities among nations. In this class we will study the structures, agents, and relations of the global economy. The central focus of the course is the relationship between IPE and the gap between rich and poor nations, and this perspective will motivate most of what we do in the course. Thus, we begin the course with an overview of the gap between rich and poor nations. We will explore why there is such a difference between the rich and poor in the world, how the current disparities came to be, and how it affects countries today. Then we move on to four perspectives that encompass ideas, theories, ideologies, norms, and IPE models that help understand and explain the global system. Within the framework of the perspectives, we turn our attention to four basic economic models relating to international trade. We will use these models as analytical tools to understand and hopefully explain the gap between rich and poor nations. Thus, much of the course will focus on issues of economic development and the developing world. Throughout the semester we will apply the perspectives and economic models to current controversies, events, processes, and discussions in global economy, such as the current refugee crisis in Europe. The global economy can change quickly, as countries and organizations can have a profound effect on a global level at any moment. As a result, current events will be of critical importance. This class will also look to answer some tough questions, such as the source of global inequality, whether the international system of trade and finance is responsible for the gap between nations, the role of global powers in shaping how the global system works and whom it favors, and finally, why some countries like Brazil, Russia, India, and China are quickly rising (and what it means), while others seem to be stuck in poverty.

Objectives

By the end of this course, students will be able to identify the features of IPE, critically analyze fundamental concepts in political science and IPE, identify major points of variation across political and economic systems, compare between different regime types and their effect on economic outcomes, and think critically, analytically, and systematically about IPE and politics in general. To this end, the course has three overarching goals:

- To introduce students to the basic concepts and models of international political economy
- To give students the tools to critically analyze IPE-related topics
• To use the concepts and tools to understand the structure of the global economy, notably the gap between rich and poor nations

Grades

Grades will consist of the following components:

• Attendance and participation: 10%
• Assignments: 30%
• In-class exams: 40%
• Final paper: 20%

Grades will use the standard Purdue scale and will not be rounded or put on a curve.

Course Requirements

Text and readings

All reading assignments are to be read before class on the day they are assigned, and you should bring them to class for reference and discussion. Readings will include chapters from the textbook, generously supplemented with academic articles, selections from other books, news stories, and videos.

Textbook

The required text is: Thomas Oatley, *International Political Economy*, 5th edition. The textbook can be purchased or rented from Amazon or the publisher’s website.

Assignments

Assignments are due at the beginning of class on the day they are due; electronic or online assignments are due before class. There will be several parts to the assignments in this course. First, 30% of your grade will come from online assignments, reading questions, in-class discussion questions, and a current events presentation in which students find a relevant news article and analyze the story using theories from class. More information will be distributed as appropriate. There will be four in-class exams worth 40% of your total grade (10% for each exam). Finally, there will be a short paper (4-5 pages) that will serve as the final exam and count for 20% of your final grade. Exams and online assignment dates are subject to change; it is your responsibility to be in class and be aware of any changes.

Attendance and participation

Attendance is required, and you cannot earn attendance or participation points for a class in which you are not present, nor can you submit any assignments if you are not in class. Advanced notice of an absence is appreciated as a professional courtesy (though you must be present in class to submit assignments). Absences will only be excused for death of a family member or a documented health issue; notes from PUSH are not acceptable. Students who miss more than two classes will have their grade lowered by a grade increment (for example, from a B+ to a B). Each additional absence beyond three will result in a further reduction of the grade (for example, from a B to a B- for the fourth absence, to a C+ for the fifth absence, etc.).

Note: The two allowed absences before the penalty kicks in are intended to cover illness, job interviews, family emergencies, intercollegiate sports competitions, etc., so you should plan ahead for when you might need to use them. They are not intended as days off. Please do not ask me for extra allowed absences if you already used them up.

Class participation will be graded as follows:

• A = Exceptional. Participates in each class meeting; contributions always demonstrate close reading of the assigned material; listens to and provides thoughtful, respectful responses to what others in the class have to say; stimulates others to participate and helps move the discussion forward. Top tier in the class.
• B = Good. Has something to say in most class meetings; usually demonstrates good effort to complete and engage with the readings; ideas expressed are generally relevant, have intellectual substance, and are usually expressed clearly. Doing one’s job and makes a reasonable effort to contribute, but not as consistently outstanding as A level participants.

• C = Satisfactory. Seems to be attentive and engaged, but often, in the absence of faculty prompting, goes for long stretches without contributing and/or sometimes needs to make more effort in doing the reading carefully so that contributions are more relevant and substantive. Requires more effort.

• D = Poor. Seldom participates and/or shows little effort to read carefully and actively; does not appear to be seriously engaged. When called upon to participate does not seem to have paid close attention to the reading. Evidence of effort is minimal.

• F = No participation. Clearly not reading; not involved in class discussions. No evidence in class discussions of active engagement with the material.

Tardiness is unprofessional, and it is important that you arrive on time. Coming in late is disruptive; similarly, you are expected to stay for the entire period. On or before the first day of class, you should evaluate whether you can commit to being in class every session. If your schedule makes it likely that you will frequently miss class or leave early, you should consider whether there is a class more compatible with your schedule. Points will be awarded for daily attendance as part of the participation grade; students must be on time to get attendance points on a given day. Because any assignment due in class will be submitted before class starts, it is especially important to be on time so you can receive credit for your assignment. Arriving late will count as 1/3 of an absence (three tardies will equal one absence).

Absence for death of family member: In March 2011, Purdue University instituted a Grief Absence Policy for Students. Please note that this policy requires you to contact the Office of the Dean of Students to request that a notice of your leave be sent to instructors. You then must provide documentation of the death or funeral service attended to the ODOS. Upon receipt of proper documentation, the ODOS will request the instructor excuse the student and provide an opportunity to earn equivalent credit. I WILL NOT excuse a grief absence if you do not first request a notice from the ODOS AND provide ODOS with documentation. Purdue's new Grief Absence Policy for Students is available online at https://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php.

Correspondence and submission

Email is the best way to get in touch with me. Address all class-related emails to my phusom@purdue.edu address. Be sure to include your name and class in the email. You may not get a response if the email is sent through Blackboard (it sometimes gets filtered to "junk") or if you do not include "POL 235" in the subject line and your name somewhere in the email. I will always try to respond to your email messages within 24 hours (usually quicker); if I do not respond within 24 hours, please simply send your message again. During weekdays, I check my email frequently, but it is less likely that I will respond to emails after 6pm. On weekends (Friday evening to Monday morning) and breaks, I will try respond to messages within 48 hours. Always send emails from your official Purdue email account as this is the official form of communication at Purdue. Please do not try to catch me after class to talk about grades or other issues; instead use my office hours or schedule an appointment with me.

Submission of assignments will be done in class and through blackboard. In-class assignments will be due before class starts on the day they are due, and should be typed and printed off (in general, hand-written assignments will not be accepted). Online submissions will use blackboard’s assignment feature and will be run through a plagiarism checker; be sure you are familiar with Purdue’s academic honesty policy, and consult me or the writing lab at Purdue if you have any questions about academica honesty and plagiarism.
Office Hours

Come to my office hours! I am always surprised by how few students take advantage of one-on-one attention when they are struggling. Office hours are a great way for me to get to know you outside of the classroom, even if it is just stopping by to chat. I find that students do better when they visit my office hours, and my own experience is reflected in academic research that also demonstrates that students do better when they visit office hours. This boost is evident even when students do not talk about course material; simply visiting office hours generally boosts grades, regardless of what is discussed during a visit. I will have office hours at least two days a week throughout the semester; at times I may need to cancel, but I will always give notice of cancellations.

Academic honesty

Academic honesty is expected in all aspects of the class; all assignments are expected to be your own original work, specific to this section. Purdue has strong policies against academic dishonesty, and academic dishonesty will not be tolerated in this course. Anyone engaging in academic dishonesty will be subject to disciplinary action which can result in a minimum of a zero on an assignment but may include failure of the course or expulsion from the university. Academic dishonesty includes, but is not limited to, the following:

- **Plagiarism:**
  - Copying someone else’s work and claiming it as your own.
  - Paraphrasing someone else’s work and claiming it as your own.
  - Collaborating with another person and claiming the work solely as your own.
  - Using one’s own work from another course or from a previous semester. Any work you submit must be original to this course and this semester.

- **Other forms of academic dishonesty, including but not limited to:**
  - Signing attendance sheets for other students.
  - Cheating on a quiz.
  - Padding a reference page.

All cases of academic dishonesty could be reported to the Office of the Dean of Students at the instructor’s discretion. All exams and assignments in this course require your own original work and must be original and unique for this particular course. Students are advised to become familiar with Purdue’s Student Code of Rights and Responsibilities to resolve questions about academic honesty. The following publication from the Office of the Dean of Students may prove helpful as well:

http://www.purdue.edu/odos/osrr/academic-integrity-brochure

General course policies

*Packing up* your belongings early is distracting to other students and makes it difficult for me to convey important information about assignments and due dates at the end of class. Please wait until I have concluded the session before you begin packing your things.

**Late work policy**  Late work, if accepted, will only be accepted for 24 hours after the original deadline. Any assignment accepted late will receive 50% of its value.

**Grades**  Please observe the following procedures and guidelines with regards to your grades in the course:

- I will not discuss grades until 24 hours after you have received them. Please schedule an appointment to discuss your grades. Because it is a violation of FERPA to discuss grades via email, under no circumstances will I discuss grades other than by appointment in person. All emails asking about grades will be referred to this syllabus.
- After you have received a graded assignment, you have one week to discuss it with me. After this one-week window, your grade is set and will not be reconsidered. In general, grades are changed only due to a miscalculation. It is your responsibility to keep graded work.
- Final grades will not be rounded, and I will not use a curve.
• For all work, the Purdue University Student Code of Conduct is in effect. Every assignment, quiz, and exam must be your own work, original to this class. Violations of the Code of Conduct may be punished with a failing grade on the assignment on the lenient end, up to being reported to the Dean of Students, at the instructor’s discretion. See the section on academic honesty below.

• Your grades are your responsibility. If you are doing poorly I am always available to help you outside of class. It is your responsibility, however, to seek help as soon as you know your grades are not as good as you want them to be. Do not wait until the end of the semester to ask how you can improve your grade. By that point there will be little you or I can do to help improve the situation.

Technology  Computers are a temptation; you are free to use them (though I reserve the right to change this at any time), but you should tilt the screen down when you are not taking notes. Students using computers must sit in the front quarter of the classroom.

Phones or other electronic devices are tempting distractions, and as such they must be silenced and put away during class. During in-class exams, students may not use any electronic devices, including cell phones, PDAs, ipods, tablets, unapproved dictionaries, or any other electronic equipment. Students who are found to be using any electronic device will automatically fail the exam.

Miscellany

I reserve the right to change this syllabus, schedule, and course grading policies. Students will be notified in advance when possible. In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to change.

Student services  For additional help with classroom activities and assignments and with issues in general, students should contact the Learning Center, Writing Lab, Online Writing Lab (OWL), Counseling and Psychological Services (CAPS), and the Adaptive Learning Programs (ALPs) lab. The ALPs lab has assistive technology designed specifically to meet the needs of students with disabilities.

Students with special needs as addressed by the Americans with Disabilities Act should contact Adaptive Programs of the Office of the Dean of Students. Please meet with the instructor if you require accommodations; reasonable efforts will be made to accommodate special needs.

Course Schedule

Below is a tentative course schedule, with a broad overview of the main topics. This schedule is a broad overview; expect it to be supplemented throughout the semester. The schedule is subject to change as necessary according to weather, emergency, and interests.

Topic 1: Introduction – What is IPE?
Read: Dickovick ch. 4; Oatley, ch. 1, p.1-7
Video: Hans Rosling, "The Best Stats You’ve Ever Seen"

Topic 2: Studying IPE
Read: Oatley ch. 1, p 7-20
Video: Commanding Heights

Topic 3: The Gap Between Rich and Poor
Read: Acemoglu and Robinson ch. 1; Allen ch. 1-2; Dickovick ch. 5; Grieco and Ikenberry ch. 8; Chang ch. 3

Topic 4: WTO and the world trade system
Read: Oatley ch. 2
Topic 5: Political economy of international trade cooperation
Read: Oatley ch. 3

Topic 6: Political economy of immigration
Read: Balaam ch. 16

Topic 7: Approaches to the politics of trade
Read: Oatley ch. 4; Oatley ch. 5

Topic 8: Economic development
Read: Chang ch. 1; Balaam ch. 11; Allen ch. 8-9

Topic 9: East-Asian development
Read: Chang ch. 5

Topic 10: Trade and development – ISI and economic reform
Read: Oatley ch. 6; Chang ch. 6; Oatley ch. 7

Topic 11: Multinational corporations
Read: Oatley ch. 8; Oatley ch. 9

Topic 12: International monetary system
Read: Oatley ch. 10-13

Topic 13: Developing countries and international finance
Read: Chang ch. 6; Oatley ch. 14-15
Video: "Life and Debt"

Additional books (not required for purchase)
Balaam, David and Bradford Dillman. *Introduction to International Political Economy.*
Dickovick, J. Tyler and Jonathon Eastwood. *Comparative Politics.*
Grieco and Ikenberry. *State Power and World Markets.*