Spring Semester 2011
MC 221 (Section 001)
IR II: Politics of International Economic Relations
Monday/Wednesday 8:30-9:50am, 340 North Case Hall

Professor: Mark Axelrod (email: axelrod3@msu.edu or phone: 517-353-8607)
Office Hours (362 North Case Hall): Tuesdays 10:30am–noon and Mondays 1:30-3:00pm
I have set aside these times for student meetings, and it is helpful for me if you can meet during those hours. However, I understand that these slots will not fit everyone’s schedule. If these times do not work for you, please email to arrange a different time.

Introduction
MC 221 is the second semester of a year-long introduction to the study of international relations. It builds upon the concepts, theories, and actors covered in MC 220, and applies them to the international political economy and globalization. Over the course of this semester, we will address political activities and institutional frameworks related to transboundary flows of products, people, ideas, and money. In the last part of the semester, we will focus on how these flows impact pressing contemporary issues such as criminal justice and the environment.

Learning Objectives
By the end of this course, you will:
- Appreciate how international relations theories explain key events in the global economy
- Understand the changes that have taken place in the global economy since World War II
- Recognize the structure, power and influence of the institutions underpinning the contemporary global economy
- Become familiar with relevant stakeholders, their preferences, and the path by which they (or you) can influence international relations
- Develop the capacity to formulate policy responses to global economic problems
- Recognize how you will interact with the global political economy during your career

Course Meetings
We will meet twice every week. Class will focus on discussion of the readings for that week, and their application to current and historical events. It is essential that all class members contribute to the conversation so that we can learn from different points of view. You are expected to prepare, attend, and participate every time we meet. Please contact me in advance if you are unable to be there.
We will have animated discussions about many controversial topics. You should be prepared to support your position with evidence, and are encouraged to disagree with me and with each other, but you must be respectful of each other’s views.
Finally, although laptops may be useful for note-taking and information gathering, they can also provide a major distraction to you and others sitting around you. Recent research shows that “multitasking” significantly reduces your ability to process information (see “Digital Devices Deprive Brain of Needed Downtime,” http://www.nytimes.com/2010/08/25/technology/25brain.html). You may use laptops and other electronic devices during class for class-related purposes only. Please do so in a way that is respectful of the shared learning environment.

[Grading details follow on the next page.]
Grading and Assignments

Summary of Assignments (see further details on page 12)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage of Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Quality Participation</td>
<td>Every class period</td>
<td>14%</td>
</tr>
<tr>
<td>3 Discussion Questions (#1)</td>
<td>(24 hours before class)</td>
<td>3%</td>
</tr>
<tr>
<td>3 Discussion Questions (#2)</td>
<td>(24 hours before class)</td>
<td>3%</td>
</tr>
<tr>
<td>Short Essay on Theoretical Approaches</td>
<td>February 2</td>
<td>5%</td>
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<tr>
<td>Paper Proposal</td>
<td>February 16</td>
<td>10%</td>
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<tr>
<td>Midterm Exam</td>
<td>February 28, in class</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>April 18</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 3, 7:45am</td>
<td>25%</td>
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All written assignments – except discussion questions – must be submitted on paper. You are strongly encouraged to discuss all projects with Professor Axelrod during office hours.

For all assignments, late papers (unless accompanied by doctor’s note or other verified excuse) will receive a reduction of one letter grade for every two days after the deadline (i.e., 1 minute to 48 hours late reduces grade by 1.0; 48-96 hours late reduces grade by 2.0). If you have some extenuating circumstance that requires an extension for the final paper, you must request such an extension at least 72 hours prior to the deadline.

PLEASE NOTE THAT THIS COURSE WILL BE CONDUCTED IN LINE WITH MADISON COLLEGE POLICIES ON ACADEMIC DISHONESTY. Among other requirements, that means that you must cite the source of any and all facts or ideas in your written assignments. Please also remember that the internet is a powerful source of information. While it may ease your research efforts, it can also help to identify your use of other people’s work.

IF IN DOUBT, I WILL BE HAPPY TO DISCUSS THE PROPER COURSE OF ACTION.

Honors Option(s): This semester, multiple options are available for honors credit in MC221 and MC241. A signup sheet with further details on each option will be available during the first week of class. As per MSU rules, you must maintain at least a 3.5 grade in the course to be eligible for honors credit. To receive H-credit, you will participate in one of these honors sections and prepare a group presentation with other participants. You may select any one of these options:

<table>
<thead>
<tr>
<th>Title</th>
<th>Professor</th>
<th>Required Texts</th>
<th>First Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Coverage of the International Political Economy</td>
<td>Axelrod</td>
<td>Newspapers assigned</td>
<td>January 28, 10am</td>
</tr>
<tr>
<td>The Wealth of Nations, Reconsidered</td>
<td>Emmett</td>
<td>Adam Smith, The Wealth of Nations</td>
<td>To be announced</td>
</tr>
<tr>
<td>Addressing Poverty</td>
<td>Kilinc</td>
<td>Paul Collier, The Bottom Billion and Jeffrey Sachs, The End of Poverty</td>
<td>To be announced</td>
</tr>
</tbody>
</table>
Course Readings

Please note that you should not accept all course readings at face value. I have not chosen them because I agree with everything written, nor do I expect that you agree with their conclusions. You should know the authors’ arguments, but you are expected to read critically. I think these materials represent good entry points into the topics that we will study, and they generally do a good job of identifying the interesting issues on those topics. However, you should approach readings (and class lectures) with a healthy degree of skepticism. That will help you gain a better understanding of the subject and will make you a better student as well.

You will be best served by reading all assigned materials before the session noted in this syllabus. As in all Madison College courses, I realize that there is a significant amount of reading assigned. This load is necessary to grasp broad theories of international political economy, while also applying them to real life situations. Class discussion will center around the assigned reading materials, particularly those drawn from news sources. As a result, you will need to be familiar with these events and ideas before coming to class, and you are also strongly encouraged to bring all materials with you for reference.

1) The following textbook has been ordered by local student bookstores. Balaam and Dillman provide a useful background for our studies of the international political economy.
   Balaam, David N., and Bradford Dillman. 2011. Introduction to international political economy. 5th ed. Boston: Pearson/Longman. [This new edition is preferred, but you may use the 4th edition if you are willing to determine the appropriate page numbers]

2) As you will note, many of the readings are drawn from journals, magazines, or newspapers. These readings are equally, if not more, important for our class discussions. The Angel version of this syllabus contains hyperlinks to all news articles. Other materials are available online or through the MSU library website, as noted.

3) In addition, you are expected to keep track of news related to international relations and the global economy. The New York Times (available online or in Case Hall!) has excellent reporting on these topics, and you are expected to be aware of current events reported there. I encourage you to also look at other US and foreign news resources available on line. For international economic issues, particularly those related to the European Union, the Financial Times also provides good coverage. One particularly good source for a developing country perspective in English is The Hindu (http://thehindu.com/), published in Southern India. In addition to newspapers, I recommend Bridges Weekly Trade Digest (http://ictsd.net/news/bridgesweekly/) for information about ongoing trade negotiations and sustainable development, and Economic and Political Weekly (www.epw.org.in) for more in-depth analysis of developing country concerns. Many articles from these publications are listed in the syllabus, and I will often forward new articles from these and other publications. These reports are part of your required class readings. You are expected to read them before, and be prepared to discuss them in, class.

4) Finally, I will of course be happy to recommend supplementary readings on topics that interest you, or on which you are writing the course paper.
Schedule and Assigned Readings

Introduction to the issues and actors in the global political economy

January 10 (Introduction)
Balaam/Dillman, chapter 1
Recommended: (especially for those who have not yet taken MC 220): Balaam/Dillman, chapter 9

January 12 (Who participates?)
Balaam/Dillman, chapter 17 (only pages 436-443, 448-454)
Recommended:

January 17: NO CLASS FOR MLK DAY

Part 1: Theoretical Approaches

January 19 (Mercantilism and Economic Nationalism)
Balaam/Dillman, chapter 3
MC221 Syllabus (Spring 2010 – Politics of International Economic Relations)

January 24 (Liberal Economics and Institutionalism)
Balaam/Dillman, chapter 2

January 26 (Marxist and Structuralist Approaches)
Balaam/Dillman, chapter 4

January 31 (Alternative Approaches – Feminism and Constructivism)
Balaam/Dillman, chapter 5
“A ‘Green’ GDP” Economic & Political Weekly, December 5, 2009 [Reserve]

Part 2: Analyzing 4 Types of Transboundary Flows through IPE Theoretical Perspectives
Part 2a: Product Flows - Trade
February 2 (International Production and Trade generally)
[SHORT ESSAY DUE AT THE BEGINNING OF CLASS]
Balaam/Dillman, chapter 6
“Obama Administration, South Korea Clinch Long-Awaited FTA,” Bridges Weekly Trade News Digest 14(43), December 9, 2010. (http://ictsd.org/i/news/bridgesweekly/97746/)

February 7 (Domestic Influences)
February 9 (Trade Law and Product Regulation) – during class, we will simulate a WTO case regarding US auto subsidies; Regulatory discussion will spill over to February 14

Part 2b: People Flows – Labor, Migration and Service Provision
February 14 (Migration/Labor) – discussion will spill over to February 16
Balaam/Dillman, chapter 16
Recommended:

February 16 (Brain Drain)
[PAPER PROPOSAL DUE AT THE BEGINNING OF CLASS]
Balaam/Dillman, chapter 10 (pages 244-246 only)

February 21 (Technology Transfer and Intellectual Property)
Balaam/Dillman, remainder of chapter 10
February 23 (Geographical Indicators; Access and Benefit Sharing) and time to wrap up other discussions before midterm

February 25 – Review Session for Midterm Exam, Time/Place to be determined (replaces March 16 class)

February 28 [Midterm, covering all material through February 23]


March 2 (Money and Exchange Rates)
Balaam/Veseth, chapter 7

March 7 and 9 – no class, Spring Break

March 14 (Finance and Foreign Direct Investment; Money discussion continued)
Shah Tarzi, “Third World Governments and Multinational Corporations: Dynamics of Host’s Bargaining Power” [see link above for Cohen, and click on “Chapter 10”]
March 16 – Class cancelled for meeting of International Studies Association (Replaced by earlier Midterm review session, time to be determined)

March 21 (Monetary and Financial Crises)
Balaam/Veseth, chapter 8

March 23 (Sovereign Debt and Defaults)
"A victory by default? - Argentina’s debt restructuring.” The Economist March 5, 2005 (http://www.economist.com/node/3715779)

Interlude: Regionalism
March 28 (Regionalism – Trade and Money)
Balaam/Veseth, chapter 12
Recommended:
Part 3: Applying Lessons to Pressing Global Issues

Part 3a: Development and Poverty

March 30 (Economic Development and Rising Powers)
Balaam/Veseth, chapter 13
Recommended:

April 4 (Economic Development and Poverty I – Measuring Poverty and Providing Aid)
Balaam/Veseth, chapter 11
Recommended:

April 6 (Concerns about Development Aid)
Recommended (both available through MSU Library “E-resources”):
Part 3b: Other Pressing Contemporary Issues

April 11 (Crime)
Balaam/Dillman, Chapter 15


Recommended:


April 13 (Environment and Economics)
Balaam/Veseth, chapter 20

April 18 (Environment and Economics, part 2)
[FINAL PAPER DUE AT THE BEGINNING OF CLASS]

April 20 – Class Cancelled for Passover holiday (to be replaced with a film screening during the week of April 11)
April 25 (Agriculture)
Balaam/Veseth, chapter 18
[will add update on WTO Agriculture negotiations if available]
Recommended:

April 27 (Health/Conclusion)

Final Exam Review Session – Date/Time to be determined

Final Exam Period – Tuesday, May 3, 7:45-9:45am
Grading and Assignment Details
All written assignments – except discussion questions – must be submitted on paper.
REMINDER: For all assignments, late papers (unless accompanied by doctor’s note or other verified excuse) will receive a reduction of one letter grade for every two days after the deadline (i.e., 1 minute to 48 hours late reduces grade by 1.0; 48-96 hours late reduces grade by 2.0). If you have some extenuating circumstance that requires an extension for the final paper, you must request such an extension at least 72 hours prior to the deadline.

1. Attendance, preparation, small group activities, and quality class participation (14% of your overall semester grade) [This grade may include up to three quizzes on assigned readings and current events.] Quality participation involves comments and questions that advance our collective understanding of concepts discussed in this course.
2. 2 sets of 3 discussion questions, posted on the Angel “Discussion Questions” Blog (click on “New Entry”), at least 24 hours before the class period for which they are prepared (3% each – 6% total – of final grade). Questions should be designed to stimulate discussion among your classmates, for instance by comparing and contrasting events described in assigned news articles. Discussion questions will be graded on a scale of: check (no impact on overall course grade), check-plus (exceptional circumstances only; 4.0), check-minus (2.0), zero (0.0). Zeroes will only be given if you fail to complete the assignment on time. A signup sheet will be circulated during the first week of class.
3. 2-3 page Essay on which theoretical approach to international political economy you find most compelling – due by the beginning of class February 2 (5% of final grade). This assignment will prepare you for the midterm exam by requiring you to comment on the different theories considered in class (liberalism, mercantilism/realism, structuralism, feminism, constructivism). You will select a recent news story and identify which theoretical approach provides the strongest explanation for the events in question (and why). The best essays will also explain why other theoretical approaches are insufficient.
4. Midterm Exam – in class, February 28 (20% of final grade) – 4 identifications each worth 10% of the exam grade, and 1 essay question worth 60% of the exam grade). Sample identification questions and answers will be posted on Angel.
5. Final Exam – Tuesday, May 3, 7:45-9:45am (25% of final grade – same format as midterm)
6. Paper Proposal – due by the beginning of class February 16 (10% of final grade)
7. 8-10 page Research Paper – due by the beginning of class April 13 (20% of final grade)

Research Proposal and Paper Assignment
Your research paper will answer a “why” question and should be designed to explain some aspect of the international political economy. It may address any topic of your choosing related to the theme of this course. The assignment will take place in two parts detailed below.

Explanatory research goes beyond description to show why the world works as it does. For example: Why does the United States give more food aid than Canada? Or, why did India open its markets to foreign investment more in the last 15 years than it did previously? Or, why does the United States ratify international economic agreements more frequently than international human rights treaties?
In order to answer your “why” question, you should compare two or more empirical cases that demonstrate different outcomes (e.g., policies of different countries, changing decisions within a country over time, or one country’s reaction to different issue areas). For this paper, if necessary evidence is not available (e.g., it would require research travel or classified documents), you may replace the evidence section with details of the evidence you would like to have, including an explanation of what you expect that evidence to demonstrate and why it is unavailable. Also note
that it is entirely possible, and completely acceptable, to report on evidence that contradicts your hypotheses, as long as you admit that your expectations turned out to be incorrect.

1. **Research Proposals are due February 16 at the beginning of class**
   Your proposal will outline the research you intend to conduct for the final paper. It should be 1-3 pages and include the following information:
   - Proposed topic and why it is interesting for the world or research purposes
   - A “why” question
   - Hypothesized answer(s) to the question
   - Preliminary idea of how to test your hypotheses – what cases or evidence you would use in an ideal world (Remember that your paper will focus on the ideal data or case material...think about the *best possible evidence*, rather than the best available evidence)
   - At least 2 preliminary sources other than course readings – can be academic publications or primary sources; You do not need to have them read yet, but they should provide an idea of where your research is headed.

2. **Final papers are due April 13 at the beginning of class**
   Your final paper will be the result of this semester’s research efforts. It should contain an explanatory research question and hypothesized answer(s), as well as evidence supporting or refuting your hypotheses (if available, or desired evidence if unavailable). The paper should be 8-10 pages (not including reference list), double spaced with 1” margins and 12-point Times New Roman or similar font.
   There is no minimum number of sources, but be sure to **CITE ALL SOURCES OF FACTS OR IDEAS WHEN THEY ARE PRESENTED, USING FOOTNOTES OR PARENTHETICAL DOCUMENTATION. Quotations should be cited to a page number.** Any paper that does not follow this standard will receive zero credit.

The following categories will be used to assess your final paper:
- Clearly defined question and hypotheses – Have you explicitly noted your research question and expected findings? Do your question and hypotheses guide the paper?
- Clarity/organization/structure – Is the paper organized in a logical manner? Is the writing clear and easy to follow?
- Accurate representation of theories/concepts – Does your analysis draw on appropriate concepts discussed in class? Did you correctly apply those concepts to your situation?
- Analysis/logic – Does your hypothesis make sense? Do your findings follow logically from the evidence presented?
- Use of empirical evidence/examples, or clear understanding of the desired evidence – Have you selected appropriate cases for analysis? Have you presented appropriate data/evidence from each of those cases? Does it support the claims you have made?
- Answered question completely? – Does the paper answer your research question?

Pending permission, I will post an example of an excellent paper from last year’s class.

You are strongly encouraged to meet and discuss your research paper with Professor Axelrod and classmates throughout the semester. One goal of this research project is to learn more about a substantive topic. Perhaps more importantly, it is designed to enhance your research and writing skills, including the development of hypotheses and the use of empirical evidence to support or reject those hypotheses. By receiving and integrating instructor and peer feedback along the way, you will strengthen those skills.