Political Science 364  
Fall 2017  
Introduction to International Political Economy  
MWF 9:00-9:50  
FAB 2-20  

Dr. Greg Anderson  
11-21 H.M Tory  
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Office Hours: W 2-4pm  
or by appointment  

Course Description  

This course provides an introduction to the ideas, institutions, and forces that are shaping the new international political economy. The term “globalization” has become a convenient, yet inadequate, cliché to describe a complex set of factors shaping global economic, political, and social relations. The aim of this course is to provide a set of tools and perspectives with which to begin evaluating these complex interactions, starting first with a definition of what IPE actually is. As you will discover, IPE is not simply political science, economics, or a simple combination of the two disciplines. However, it is from these two disciplines that IPE derives the bulk of influences.

In the first part of this course, we will look at many of the analytical tools and points of view used in political science and economics to assess the global political economy. This means a bit of a crash course (thumb nail) in international relations and basic economics. In doing so, we will come to understand what makes the field of IPE unique, and acquire some of the tools necessary to tackle the many hot-button issues we see depicted in the news. With these tools, we will examine a range of topics including the politics of economic blocks like the NAFTA or the EU, international trade and monetary politics, financial crises, international development, North-South relations, foreign investment, the environment, the role of multinational corporations, and the interactions between markets, the state, and civil society.

Course Prerequisites: Pol S 230, 240, or 261  

This course assumes no specific prior knowledge about the topic, but it is not meant for first-year students. Students without the course prerequisite should speak with the instructor before registering. At the request of an instructor, the Department may cancel your registration if you do not have the required course prerequisites. Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar.
Course Goals

- After completing this course, students will have developed a broad understanding of the complexity of the global political economy.

- Students will be exposed to a series of analytical tools, positions, and frameworks through which to examine international economic and political affairs.

- Students will also acquire many of the skills necessary to compete in an information economy. Specifically, students will be challenged to critically examine a significant amount of material, mine it for what is important, and utilize it to construct clear and concise arguments.

Class Format

Classes will be organized as lectures. However, I strongly encourage discussion and will frequently deviate from lecture to pursue significant topics as they arise in class.

Course Texts


This is the first time in more than a decade of teaching this course that I’ve stocked a text. That I’ve done so should be an indication that it’s an important text and that I want you to read it. All other course materials will be readily accessible to you via e-class or your online access to the University’s electronic periodicals.

Responsibilities, Resources, and Outcomes

Whatever the topic, we will pay close attention to the different analytical techniques scholars use to understand politics and political decisions. I encourage you to take a critical view of how arguments are framed and made. This will enable you not only to make sense of class readings, but also should help you evaluate and carry out research in other academic and professional settings.

Your university years are not a time to sit back, listen to some nice lectures, and read a few books. As you will discover in your professional lives once you leave the university, time will severely limit your ability to collect and consume the vast amounts of information available. As such, one aim of this course is to channel your efforts toward mining the resources available to you for relevant information, critically evaluating not only the facts presented but also the arguments being advanced, and developing your own framework for understanding the politics of the global economy.
You are expected to come to each lecture prepared to engage the day’s topic, having done your best to read assigned readings. The very nature of this course will require you to draw upon your knowledge of the contemporary international political economy. I will regularly (probably daily) draw your attention to relevant current events in an effort to help you cast them against our classroom discussion. As such, I strongly recommend that you stay abreast of current events by reading at least one major newspaper with substantial international coverage (New York Times, Washington Post, Financial Times, etc.). Most of these can be read online simply by registering. For those of you with slightly larger budgets, I highly recommend a subscription to The Economist.

**Requirements and Evaluation**

Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar. Assignments will be assigned a letter grade.

*Please note that each student’s final grade will be based upon a combination of absolute measures of achievement on course work and an assessment of each student’s relative performance (ie. a curve).*

- Course grades are letter grades; letter grades have numeric values for the purpose of calculating GPAs. Every component of this course is graded on the numeric equivalent of the new letter grade scale, but I will award a value of 4.3 to all assignments that are of A+ quality.

- At the end of the term, I will assign the closest letter grade to your final numeric grade. If your numeric grade is at least half-way between letter grades I will round up to the higher letter grade; if your numeric grade is less than half-way half-way between letter grades I will round down to the lower letter grade. (To earn an A+ for the course your final numeric grade must be at least 4.15. *On your transcript, A+ has a grade point value of 4.0, the same as A.*

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**Grading Points**

Evaluation of the following course requirements will determine students’ grades:

- **Minor Assignment**: 20% of course grade. Policy Briefer, *Friday October 20.*
  
  Details of this assignment will be handed out separately.

- **Major Assignment I**: 35% of course grade. *Wednesday, October 11.* Pick up in class, 9am. Due, Tory 10-16, Close of Business Thursday October 13.

- **Major Assignment II**: 45% of course grade. *Monday December 4.* Pick up in class, 9am. Due, Tory 10-16, Close of Business Wednesday December 6.

**Access to Past Evaluative Course Material**

The Faculty of Arts has asked that instructors be governed by the principles of equal and easy access to evaluative course materials that are provided well enough in advance so as to be useful study tools. Since the “24 Hour” assignment is different from formats some of you have experienced in the past, I will provide sample questions and responses as early in the semester as possible.

**Grade Appeals**

To appeal a grade on any assignment, your first step is to speak with me about it. I’ll do my best to address your concerns. If your concern is not resolved, see Dr. Linda Trimble, Undergraduate Chair (12-26 Tory, 780-492-0957). *Faculty of Arts Grade Appeals Procedures* come into effect after any appeal at the Department level.

**Late Fees**

Late papers are penalized two grades for the first day/part day late and one grade for each day thereafter, up to a maximum penalty of five grades. I make exceptions to the lateness penalty for documentable, genuine emergencies (ie. “dog ate my paper” will receive a hearty laugh in response).
Academic Honesty and Student Behavior

The University of Alberta is committed to the highest standards of academic integrity and honest. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/) and avoid behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see http://www.osja.ualberta.ca/en/Students/UndergraduateHandbook.aspx). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process http://www.osja.ualberta.ca/en/TheDisciplineProcess.aspx.

Recording of Lectures

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Learning and Working Environment

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. The department urges anyone who feels that this policy is being violated to:

• Discuss the matter with the person whose behavior is causing concern; or
• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student

Specialized Support & Disability Services:

Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): http://www.ssds.ualberta.ca/.

This is particularly important for students requiring special arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction & Authorization" form.

Feeling Overwhelmed? (In need of student, social, financial or security services?)

The Student Distress Centre listens, offers support, supplies information and provides services:
- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www.su.ualberta.ca/sdc
- Chat: www.campuscrisischat.com/

Learning and Writing Support

Students looking to improve their essay writing or study habits are encouraged to visit the Student Success Centre at 2-300 Students Union Building. The SSC exists to help students maximize their educational experience. The writing resources staff provide workshops and one-on-one sessions with students, for a small fee. Visit the website at: www.uofaweb.ualberta.ca/academicsupport/writingstaff.cfm
Course Schedule
(subject to change as events warrant)

Part I: Perspectives and Tools for IPE

Week 1 (9/6, 9/8)
What is International Political Economy?
What is “Globalization?”
Perspectives on International Relations
Realism, liberalism, interdependence, radical critiques

Readings:


Week 2 (9/11, 9/13, 9/15)
Origins and Rationales
From Mercantilism to Comparative Advantage
Interwar years and the unraveling
The post-war architecture

Readings:


Part II: Chalkboard Economics
Week 3 (9/18, 9/20, 9/22)
International Trade Theory
Some Smith and Ricardo
Stages of economic integration

Readings:
- Handouts, International Trade Diagrams

Week 4 (9/25, 9/27, 9/29)

International Monetary Theory
Exchange rates and regimes
Central Banks
Balance of Payments and National Accounts

Readings:
- Handouts, “U.S. Monetary Relations; Gold Standard, Bretton Woods”

Part III: There’s the Chalkboard, and then there’s.....
Week 5 (10/2, 10/4, 10/6)
The Politics of Trade and Monetary Relations
Institutional Reform

Readings:

Thanksgiving Day (10/9) University Closed

Major Assignment I, October 14, Pick-up In-Class, 9am

Week 6 (10/13)
IPE Film Festival

Documentary, Frontline, “Inside the Meltdown”
Documentary, Frontline, “The Warning”

Minor Assignment, Policy Briefers Due, Close of Business, Tory 10-16 (October 20)

Week 7 (10/16, 10/18, 10/20)
International Financial Crises

Readings:

**Week 8 (10/23,10/25,10/27)**

**Foreign Direct Investment and the Multinational Corporation**

**Readings:**


**Week 9 (10/30, 11/1, 11/3)**

**Globalization and its Discontents**
**Readings:**


**Week 10 (11/6, 11/8, 11/10)**

The Environment

**Readings:**


**Part IV: Other Pieces of the Puzzle**

**Fall Reading Week November 13-17**

**Week 11 (11/20, 11/22, 11/24)**
Debt and Development

**Readings:**
- William Easterly, *White Man's Burden: Why the West's Efforts to Aid the Rest Have Done so Much Ill and so Little Good*, (New York: Penguin Press, 2006).
- Dean Karlan and Jonathan Zinman, "Expanding Microenterprise Credit Access:"
Using Randomized Supply Decisions to Estimate the Impacts in Manila,”
Innovations for Poverty Action, Yale University, 2009.
July 16, 2012
- Michel Beine, Charles Bos, and Serge Coulombe, “Does the Canadian Economy
Suffer from Dutch Disease?,” Social Science Research Network, 2009.
- Martin Ravallion, The Idea of Anti-Poverty Policy, NBER Working Paper 19210,
July 2013.

**Week 12 (11/27, 11/29, 12/1)**
Migration, Labor, and Demographics

Readings:
- Chris Arnot, Peter C. Boxall and Sean B. Cash, “Do Ethical Consumers Care
About Price? A Revealed Preference Analysis of Fair Trade Coffee Purchases,”
- Patrick de Pelsmacker, Liesbeth Driesen, and Glenn Rayp, “Do Consumers Care
about Ethics? Willingness to Pay for Fair-Trade Coffee,” *The Journal of
2000.
- Sidney Weintraub, “A Mexico Initiative for the Renewed Bush Administration,”
- Richard B. Freeman, “Are Your Wages Set in Beijing,” *Journal of Economic

**Week 13 (12/4)**
Regionalism and Security

Readings:
- Greg Anderson and Christopher Sands, “Negotiating North America: The
Security and Prosperity Partnership,” *Hudson Institute White Paper,* Summer
2007.
- Robert Pastor, “North America’s Second Decade,” *Foreign Affairs,*


**Major Assignment II**  
**Pick Up in Class, 9:00am**  
**Monday December 4, 2017**
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(2)c Cheating (Continued)

No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

More information can be found at: http://www.osja.ualberta.ca/en.aspx
EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM

Procedures for Instructors Regarding
Plagiarism, Cheating,

Misrepresentation of Facts and Participation in an Offence

The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean — or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

30.4.3(2) a.i a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
30.4.3(2) a.ii Reduction of a grade in a course
30.4.3(2) a.iii a grade of F for a course
30.4.3(2) a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
30.4.3(3) b Expulsion
30.4.3(3) c Suspension

The following sanctions may be used in rare cases:

30.4.3(3) e Suspension of a Degree already awarded
30.4.3(3) f Rescission of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2) e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR STEVEN DEW
PROVOST AND VICE-PRESIDENT (ACADEMIC)

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and of student disciplinary procedures.

Updated: 27/08/2015