

<p style="text-align: center;">Global Political Economy PSC 405P/605P Spring 2007 Syllabus</p>

Instructor: Prof. Robert L. Ostergard
Department of Political Science
Office: MSS 231
(775) 682-7767
Email: orobert@unr.edu (best way to contact me)
Office hours: T & Th: 10:00-11:30, and by appointment

Introduction

This course serves as a basic introduction to the study of global political economy. While we will deal with concepts from the fields of economics and political science, no assumption of economic issues is made. The underlying theme in the study of global political economy (GPE) is that economics and politics are intrinsically linked, that one affects the other and vice-versa. We begin our study of GPE this semester with that fundamental understanding and proceed to examine the various schools and methods for understanding the relationship between economic and politics. We are particularly concerned with introducing the student to the study of how economics affects politics between states and societies. The first part of the course is focused on the different theoretical approaches for understanding GPE. The second part enlists these various theoretical approaches to understand a variety of issue areas included broadly in the study of GPE. Both historical and contemporary issues are addressed.

For graduate students, this course should serve as an advanced level course that provides further background on the complex issues related to the study of global political economy. Hence, graduate students will be asked to engage additional material that is more advanced.

Evaluation Components

Undergraduate Level (405P)

Participation (10%)

I will rely on the students to help make the necessary conceptual points through Socratic exchange and/or simply by calling on students to assist in this task. Students not prepared to discuss material will lose credit for this component. A couple of words of note here: I do not consider attendance to be participation. If you just show up, you have fulfilled the bare minimum of your responsibility for being in this course.

Reading Assessments (15%)

During the semester, you will be asked to provide an assessment of some of the readings for a particular theme. These short papers will be approximately 2 pages long and will be assigned periodically during the semester. There will be about three of them.

Mid-Semester Exam (20%)

This will be an in-class examination based upon the class material and the homework.

Semester Research Paper (30%)

I am not a fan of assigning topics for research papers. I think students should be able to pursue their research interests within the confines of the topic of the course. Guidelines for the paper will be distributed during the semester. Students should read the Baglione book to familiarize themselves with how I will want the sections of the paper organized. The approximate paper length will be 15 pages. I will permit group papers, however, the page length is cumulative with the final grade based upon the complete project.

Final Exam (25%)

This will be an in-class examination based upon the class material and the homework.

Graduate Level (605P)

Participation (20%)

Three short papers (30%) Students are expected to complete four short papers during the semester. In these short papers, students will need to summarize and critique one of the articles from the required additional readings. These papers will be approximately 3 pages long.

Research Paper, empirically based (quantitative or qualitative methods are fine here) (50 %)

The Rules of the Game

Class Protocol

The primary goal that I have when applying protocol and an evaluation component to my class is to make sure that everybody has an equal chance to do well. I do not care if I issue all “A’s” or all “F’s”. What is important for me is whether the process is fair, the rules are understood, and that interference with those rules is minimized. I see my primary role as keeping the playing field level for everyone. While the rules, protocol and evaluation components seem “draconian” or “tedious,” when you look at them, all they are saying to you is that if everyone is here with the same purpose—to learn and to explore the issues at hand for the semester—then we will have a smooth semester. It is when people try to bypass the normal rules and to create an unfair advantage that things get messy. Because of past issues, I have spelled out exactly some of the problems that may crop up during the semester and how they will be dealt with in my classroom.

If you cannot abide by these conditions, then it is best for you to leave this classroom now instead of creating problems for both of us this semester.

Students are expected to treat each other with the respect with which they would want to be treated. The same courtesy should be extended to my teaching assistants and to myself. You will be treated with the same respect that you treat others. On the other hand, should you decide not to follow that “golden rule,” I have no problem in handling that type of behavior in several ways that I have found to be tremendously successful. Every student in this class has worked hard to be at UNR and to be in this class. I will not tolerate students in my class who cannot respect the right of others to enjoy an atmosphere that is conducive to learning. The types of behavior that students should be cognizant of include:

- Talking during lectures
- Reading material during a lecture
- Electronic equipment being used inappropriately in a lecture hall
- Sleeping in lecture hall

I reserve the right to remove from the lecture hall any student who is disruptive or is not engaged in the material. Students are also advised that they must obtain in advance the permission of the Professor or any outside speakers before using any recording devices within the lecture hall or discussions.

Along these lines, I will make specific comments regarding the latest fads in technology in my lecture hall. Part of having modern “toys” is having the responsibility that comes with them. At any given time, the great majority of students—having paid money for the course and having dire concern over their grades—will also be concerned about the lectures and discussions. Modern communication devices such as cell phones, PDAs, beepers, cell phones, wireless email receivers, cell phones, portable music players, cell phones, and cell phones are a significant distraction to your colleagues, and equally important, to your professor. **Please turn off your personal communication devices before entering my classroom.** I trust that I will not have to address this potentially embarrassing issue in my lecture hall during this semester. Likewise, because of the inappropriate use of laptops in previous classes, **laptops will not be permitted in my classroom.** The problem of web-surfing and lack of attention to the discussion at hand has forced me to conclude that laptops are a tremendous distraction during class for both students and the class in general. I am open to a brief discussion of my policy with laptops with students who are concerned about this issue.

The Issue of Academic Dishonesty

With regard to academic dishonesty, this topic has become a sad commentary on today’s student body. As easier access to information becomes available, students, in many cases, have adopted a care-free attitude towards the documentation of their research. As a result, I have been forced to impose standards and procedures that will be used in the evaluation of all my students’ research. The following is from the *Student Handbook* of the University of Nevada, which governs student conduct.

Subsection A: Definitions

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following: Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Subsection B: Sanctions for Violation of Academic Standards

Sanctions for violations of university academic standards may include the following: (1) canceling the student's enrollment in the class without a grade; (2) filing a final grade of "F"; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper. A student may also be subject to discipline for academic dishonesty pursuant to the provisions of the Board of Regents Code, Title 2, Chapter 6.

(Student Handbook, p. 168).

Likewise, the Department of Political Science itself has posted its own concerns about cheating and plagiarism on the department's website (http://www.unr.edu/cla/polisci/program_information.htm). The Department of Political Science's statement is as follows:

Plagiarism is theft. It is using other people's written or spoken words as your own. Some people consider the use of 7 to 10 words in a row, copied from another source, as plagiarism, unless the words are enclosed in quotation makers and a source cited. It doesn't matter if these words are copied from a Web site, a textbook, a newspaper article or your roommate's paper. Copying words is plagiarism. You must include citations and quote marks when using other people's writing, because plagiarism is a serious offense in any discipline. So is deception, making up stuff and passing it off as the truth. Both are firing offenses in the professional world. In the Department of Political Science, students face a range of penalties for plagiarism and deception, namely:

- ✓ *A grade of "F" on a minor assignment*
- ✓ *A request that the student drop the class*
- ✓ *Withdrawal of the student by the professor*
- ✓ *An "F" in the course*
- ✓ *A notation on the student's transcripts*
- ✓ *Expulsion from the university.*

A combination of these penalties may also be used. If you need more information or have questions about plagiarism, ask your nearest political science professor.

My policy here is simple: students who violate any of the conditions established by the Department of Political Science and/or university regulations with regard to academic dishonesty will fail my course (you will not be allowed to drop it or withdraw from it), and I will pursue administrative charges against the student to the extent that the University of Nevada, Reno will allow. There is no excuse for academic dishonesty. If you do not know procedures for documentation or understand conditions for exams, it is your responsibility to investigate or to ask about them. **As a final word on this, you will be required to submit your research paper to turnitin.com, a plagiarism check website. Instructions for doing this will be available later in the semester. If you have problems with this policy, you need to withdraw from my course now, as this policy is not up for debate.**

Late Papers & Incompletes

A very simple, straightforward policy: I don't accept late papers without prior approval from me or some type of medical documentation. Late papers will be downgraded one full grade per day (an "A" goes to a "B"). I also will not issue incompletes except under the most extraordinary of circumstances.

Special Circumstances

Students who need to have special arrangements for exams, class lectures or anything associated with the class should see me at the beginning of the semester as soon as possible so that we can make those arrangements as needed. Students with concerns in general should see me at the beginning of class.

Note: I realize that everybody has special circumstances at home, at work, etc. You should make the decision at the beginning of this class whether you can commit the time and energy needed for this class. I am not in the position and should not be placed in the position of making "special exceptions" for people. It is unfair to the rest of the class and it puts you and me in an awkward situation.

The Agenda

Important Dates:

February 27 - March 1 – No Class
March 17-25 – No Class Spring Break
March 16 – Final Drop Date
April 9-13 – No Class
Final Exam May 17 7-9pm

Readings

The core readings will be found in the following books; articles assigned will be listed in the syllabus. Students should grab a copy of the *New York Time* and read it daily to stay current with

GPE issues. Perhaps the best source for weekly GPE news and analysis is the British magazine *The Economist*; however this source is a bit pricey.

Baglione, Lisa. *Writing a Research Paper in Political Science* (Wadsworth 2007)

Theodore Cohn. *Global Political Economy* (Pearson, 2005)

SECTION ONE: THEORETICAL APPROACHES TO GPE

Theme I: The Analytical Perspectives: Liberalism and Marxism

Approximate time: 2 Weeks

Readings: Cohn, Chpts 4-5

Ruggie, John Gerard. "International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order." *International Organization* 36, no. 2 (1982): 379-415.

Additional Graduate Readings

Ronald H. Chilcote. "Dependency: A Critical Synthesis of the Literature." *Latin American Perspectives*, Vol. 1, No. 1, Dependency Theory: A Reassessment. (Spring, 1974), pp. 4-29.

<http://links.jstor.org/sici?sici=0094-582X%28197421%291%3A1%3C4%3ADACSOT%3E2.0.CO%3B2-E>

Johan Galtung. "A Structural Theory of Imperialism." *Journal of Peace Research* (1971) 13(2) 81-117.

THEME II: HEGEMONIC STABILITY AND THE REALIST PERSPECTIVE

Approximate time: 2 Weeks

Readings:

Cohn, Chapters 2-3

Grieco, Joseph M. "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism." *International Organization* 42 (1988): 485-508.

Nye, Joseph S. "Neorealism and Neoliberalism." *World Politics* 40 (1988): 235-51.

Susan Strange. 1987. "The Persistent Myth of Lost Hegemony" *International Organization* 41(4): 551-574
<http://links.jstor.org/sici?sici=0020-8183%28198723%2941%3A4%3C551%3ATPMOLH%3E2.0.CO%3B2-6>

Additional Graduate Readings:

Haggard, Stephen, and Beth Simmons. "Theories of International Regimes." *International Organization* 41 (1987): 491-517.

McKeown, Timothy J. "Hegemonic Stability Theory and 19th Century Tariff Levels in Europe." *International Organization* 37, no. 1 (1983): 73-91.

THEME III: INTERNATIONAL TRADE: PART ONE – THE BACKGROUND

Approximate Time: 2 Weeks

Readings:

Cohn, Chapter 8-9

Krasner, Stephen D. "State Power and the Structure of International Trade." *World Politics* 28, no. 3 (1976): 317-47.

Yarbrough, Beth V., and Robert M. Yarbrough. "Cooperation in the Liberalization of International Trade: After Hegemony, What?" *International Organization* 41, no. 1 (1987): 1-26.

Additional Graduate Readings:

Michael J. Hiscox. 2001. "Class Versus Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade." *International Organization* 55:1 (Winter), pp.1-46

Rogowski, Ronald. "Political Cleavages and Changing Exposure to Trade." *American Political Science Review* 81, no. 4 (1987): 1121-34.

Eichengreen, Barry. "The Political Economy of the Smoot-Hawley Tariff." *Research in Economic History* 12 (1989): 1-43.

Mansfield, Edward D. "The Concentration of Capabilities and International Trade." *International Organization* 46, no. 3 (1992): 731-64.

THEME IV: INTERNATIONAL TRADE: PART TWO – THE ISSUES

Approximate Time: 3 Weeks

The Ownership of Ideas: TRIP(ping) from Music to Medicine

Readings:

Ostergard, Robert L. 1999. "Intellectual Property Rights: A Universal Human Right?" *Human Rights Quarterly* Vol. 21 No. 1: 156-178.

Susan K. Sell. 2007. "International Institutions, Intellectual Property, and the HIV/AIDS Pandemic" in Robert L Ostergard, Jr. *HIV/AIDS and the Threat to National and International Security* (Basingstoke: Palgrave).

Christopher May. 2007. "Challenging Global Norms: The State, Social Costs, and Legal Action." in Robert L Ostergard, Jr. *HIV/AIDS and the Threat to National and International Security* (Basingstoke: Palgrave).

Ostergard, Robert L., Matthew Tubin, and Patrick Dikkir. 2006. "Between the Sacred and the Secular: Indigenous Intellectual Property, International Markets and the Modern African State." *Journal of Modern African Studies* 49 (2): 309-33.

International Trade and Conflict: From Marilyn Monroe to Monrovia, Liberia

Readings:

Morrow, James D. 1999. "How Could Trade Affect Conflict?" *Journal of Peace Research* 36(4): 481-89.

Global Witness “For a Few Dollars More: How al-Qaeda Moved into the Diamond Trade”

http://www.globalwitness.org/media_library_detail.php/109/en/for_a_few_dollars_more

Wright, Clive. 2004. “Tackling conflict diamonds: the Kimberley process certification scheme.” *International Peacekeeping*, Winter, Vol. 11 Issue 4, p 697-708,

Oil and the National Security Imperative

Readings:

Jakobson, Linda and Zha Daojiong. 2006. “China and the Worldwide Search for Oil Security.” *Asia-Pacific Review* Vol. 13 Issue 2, p60-73, 14p

Zweig, David and Bi Jianhai 2005. :China's Global Hunt for Energy.” *Foreign Affairs* 84(5): 25-38.

Jedrzej George Frynas, Geoffrey Wood, Ricardo M S Soares de Oliveira, “Business and politics in Sao Tome e Principe: From cocoa monoculture to petro-state,” *African Affairs* (Jan. 2003): 51-80.

Additional Graduate Readings:

Michael L. Ross 2004. “What Do We Know about Natural Resources and Civil War?” *Journal of Peace Research*, Vol. 41, No. 3, 337-356

Paul Collier and Anke Hoeffler. “Greed and grievance in civil war” *Oxford Economic Papers*, 56(4), October 2004: 563-595.

Laremont, Ricardo R. and Robert L. Ostergard, Jr. 2005. “Ethnic Grievance or Material Greed?” in Ricardo R. Laremont (ed) *Borders, Nationalism and the African State*. Boulder: Lynne Rienner.

MODULE THEME V: MULTINATIONAL CORPORATIONS & FOREIGN DIRECT INVESTMENT

Approximate Time: 1 Week

Readings:

Cohn, Chapter 10

Ethan Kapstein, "We are US: The Myth of the Multinational," *The National Interest* (Winter 1991-92)

Witold Henisz. 2000. "The Institutional Environment for Multinational Investment." *Journal of Law, Economics, and Organization* 16:2, pp. 334-364

Strange, Susan. "States, Firms, and Diplomacy." *International Affairs* 68, no. 1 (1992): 1-15.

Additional Graduate Readings:

Oneal, John R. 1994. The Affinity of Foreign Investors for Authoritarian Regimes. *Political Research Quarterly* 47 (3):565-88.

Schneider, Friedrich and Bruno S. Frey. 1985. "Economic and Political Determinants of Foreign Direct Investment." *World Development* 13 (2):161-75.

Kudrle, Robert T. "Good for the Gander? Foreign Direct Investment in the United States." *International Organization* 45 (1991): 397-424.

THEME VI: INTERNATIONAL MONETARY POLICY, INTERNATIONAL DEBT AND FINANCIAL CRISIS

Approximate Time: 2 Weeks

Readings:

Cohn, Chapter 7

Cohen, Benjamin J. "International Debt and Linkage Strategies: Some Foreign Policy Implications for the US." *International Organization* 39, no. 4 (1985): 699-727.

McKinnon, Ronald. "Rules of the Game: International Money in Historical Perspective." *Journal of Economic Literature* 31, no. 1 (1993): 1-44.

Additional Graduate Readings:

Meese, Richard. "Currency Fluctuations in the Post-Bretton Woods Era." *Journal of Economic Perspectives* 4 (1990): 117-34.

John Freeman, Jude Hayes and Helmut Stix. 2000. "Democracy and Markets: The Case of Exchange Rates," *American Journal of Political Science*.

Andrews, David M., and Thomas D. Willett. "Financial Interdependence and the State: International Monetary Relations at Century's End." *International Organization* 51, no. Summer (1997): 479- 511.