

## **POLITICS 349-3, International Political Economy**

**David Yamanishi**

### **Contact Information**

David Yamanishi

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Office hours: Monday-Friday, 9am-11am and 1-3pm, unless otherwise announced.

Consulting Librarian: Tonnie Flannery, 308 Cole Library, x4256, [tflannery@cornellcollege.edu](mailto:tflannery@cornellcollege.edu).

Writing Studio: 125 Cole Library, hours: Monday-Thursday, 9am-5pm and 6-11pm; Friday, 9am-5pm; Sunday, 1-5pm and 6-11pm

### **Overview**

International political economy helps us understand when and how states – and organizations and groups of people within states – benefit and suffer from international economic integration through trade; international finance; the activities of multinational corporations; the beneficence and interference of foreign powers, foreign activists, and international organizations; and political, social, economic, and cultural globalization generally.

### **Disabilities**

If you have a disability registered with the college that will require special accommodations for the quizzes or other assignments, please let me know by Wednesday, October 31.

### **Feedback**

I am very interested in your suggestions for improvement of this syllabus and my teaching generally. Please email comments to me as you think of them or share them with me at my office.

## Assessment

Participation in class	20%	
Short paper	5%	Friday, November 2
First quiz	5%	Friday, November 2
Second quiz	10%	Friday, November 9
Third quiz	10%	Friday, November 16
Research paper	30%	due Saturday, November 17, 2pm (includes earlier proposal stages and conferences)
Research paper rewrite	10%	due Wednesday, November 21, 11am
Presentation	10%	Monday or Tuesday, November 19 or 20

If you punctually attend every class, appear to me to be paying attention, and never make a contribution to our common discussion, you will receive a C for participation. To get a higher grade than a C for participation, you must participate in our common discussion. I assess participation more by thoughtfulness and attentiveness to the flow of the conversation than by quantity of oral communication. I do, however, expect you to contribute regularly.

I will hand out reading notes for each day's readings to give you an idea of what issues we will discuss at the next day's class. The quiz questions will be similar to the questions in the reading notes. I will hand out three to five questions a day in advance for each quiz, and choose which two you will answer randomly at the beginning of the quiz.

The short paper due Friday, November 2, should address the following question concerning the readings for Tuesday, October 30 (you should need no other sources): what differences in fundamental assumptions about the world most deeply distinguish mercantilists, liberals, and Marxists, and how do these differences in fundamental assumptions lead to their differing takes on the actors, goals, and mechanisms that matter in ipe? The terms of the questions will be more clear after our discussion on Tuesday, October 30. You should write a 4-5 page, double-spaced, conventionally typeset paper and email it to me by the beginning of class on Friday, November 2.

The research paper due Saturday, November 17, at 2pm should address a puzzle related to the themes that we will address in this class (trade, finance, multinational corporations, globalization, and development – but you should pick a manageably narrow topic within one of these broad areas) that affects two or more countries and that has been addressed by scholars representing at least two of the three major perspectives that we will discuss in the class (state-centered economic nationalism, society-centered liberalism, and class-centered Marxism). In your paper, you should explain how the competing scholars understand the phenomenon in question, explain how they offer evidence for the validity of their explanations, analyze the competing explanations to identify the roots of their disagreement, and offer an original analysis of your own to assess which approach offers the best explanation (and optionally offer a better one of your own). You should deal both with their understanding of the nature and causes of the phenomenon that you address and their policy recommendations. You should choose your topic and describe it to me in writing by the beginning of class on Monday, November 5. On

Monday, November 12, I will meet with each of you to discuss your project; you should come prepared with an annotated bibliography of sources and a tentative outline of your paper. You will need to identify sources for this paper sufficient to make your puzzle and the competing approaches to it clear and to provide factual and interpretive evidence to support your analysis of the competing approaches. The paper itself is due on Saturday, November 17, at 2pm, by email. I will return your graded papers with comments on Monday, November 19. By Wednesday, November 21, at 11am, you should email me your revised paper. Your grade on the rewrite component will be no lower than your grade on the original paper so long as you make a serious effort to address my comments; if you make merely cosmetic changes, your grade on the rewrite may be lower than the original grade, or even go to an F in extreme cases. You should write a double-spaced, conventionally typeset paper long enough to answer the questions effectively with respect to your problem (probably at least 12-15 pages).

Your presentation will address your paper project. You should present your puzzle, the competing perspectives that have developed around it, and your analysis of their advantages and shortcomings in 15-20 minutes. After each presentation, I will select another student or students in the class to serve as a discussant who will briefly summarize the presentation and ask one or more critical questions about it. I may ask you to serve as a discussant more than once. After the discussants speak, other students may ask questions and make comments. Your presentation grade will incorporate the quality of your comments on other students' presentations.

To simplify communication about grades, I grade all assignments using the same marks that appear on your academic transcripts: letter grades. When I combine assignment grades to produce your course grade, I will do so using the same numbers that the college uses to determine your GPA (A = 4.0, A- = 3.7, B+ = 3.3, etc.). I will always round-up from the midpoint between grades. I may raise grades from what the raw numbers indicate in deserving cases, but I will never change the rank order of students' grades in the class in doing so.

While the particular things I'm looking for vary to some degree by assignment, in general an A on an assignment means that your work is outstanding in terms of:

- addressing the assigned question and avoiding digression,
- having a well-structured argument,
- expressing your argument clearly and effectively,
- making appropriate and properly cited use of material on the syllabus and other well-selected references,
- and demonstrating thoughtful mastery of the course material and discussions.

Lower grades mean that you have not done all of these things or have done one or more of them less well. The order of items on the above list should not be taken to indicate their order of importance in determining your grade on an assignment, nor should you suppose that the items will carry equal weight

on an assignment or invariant weight across assignments. Moreover, I expect your work to improve during the course and across courses.

### **Books to Buy**

The following books are available at the bookstore in the Commons.

Thomas Oatley, *International Political Economy* (3<sup>rd</sup> ed.), Pearson Longman, 2008. ISBN 0-205-55991-3.

William Kesselman, *The Politics of Globalization*, Houghton Mifflin, 2007. ISBN 0-618-39599-7.

William Easterly, *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*, MIT, 2002. ISBN 0-262-55042-3.

### **Reading and Assignment Schedule**

Monday, October 29	9am:	<b><i>Introductions, Overview</i></b>  Oatley, Chapter 1 (21 pages).
Tuesday, October 30	9am:	<b><i>Theories</i></b>  Hamilton, <i>Report on Manufactures</i> (Excerpted) (11 pages)  Smith, <i>Wealth of Nations</i> (Excerpted) (14 pages)  Ricardo, <i>Principles of Political Economy and Taxation</i> (Excerpted) (11 pages)  Marx, <i>The Communist Manifesto, The German Ideology, On Imperialism in India</i> (Excerpted) (12 pages)  Lenin, <i>Imperialism: The Highest Stage of Capitalism</i> (9 pages)  12:30pm: Film: "The Commanding Heights: The Battle of Ideas"
Wednesday, October 31	9am:	<b><i>Trade</i></b>  Oatley, Chapters 3-5 (68 pages).
Thursday, November 1	9am:	Oatley, Chapters 6-7 (51 pages).
Friday, November 2	9am:	<i>Response paper due.</i>  Oatley, Chapter 2 (25 pages).

	1pm:	<i>First quiz.</i>
Monday, November 5	9am:	<i>Paper proposal due.</i>
		<b><i>Finance</i></b>
		Oatley, Chapters 10-13 (91 pages).
Tuesday, November 6	9am:	Oatley, Chapters 14-15 (51 pages).
	1pm:	Film: "Life & Debt"
Wednesday, November 7	9am:	<b><i>Multinational Corporations</i></b>
		Oatley, Chapters 8-9 (49 pages).
	1pm:	<i>Second quiz.</i>
Thursday, November 8	9am:	<b><i>Globalization</i></b>
		Oatley, Chapter 16 (26 pages).
		Kesselman, Chapter 3 (65 pages).
	1pm:	Film: "Mardi Gras: Made in China"
Friday, November 9	9am:	Kesselman, Chapters 4-5 (86 pages).
Monday, November 12	various:	<i>Annotated bibliography and outline due.</i>
		Appointments to discuss papers.
Tuesday, November 13	9am:	Kesselman, Chapters 7 & 9 & 11 (154 pages).
	12:30pm:	Film: "The Commanding Heights: The New Rules of the Game"
Wednesday, November 14	9am:	<b><i>Development</i></b>
		Easterly, Chapters 1-5 (89 pages).
	12:30pm:	Film: "The Commanding Heights: The Agony of Reform"
Thursday, November 15	9am:	Easterly, Chapters 6-9 (89 pages).
Friday, November 16	9am:	Easterly, Chapters 10-14 (94 pages).
	1pm:	<i>Third quiz.</i>
Saturday, November 17	2pm:	<i>Papers due.</i>



sentence structure must be changed and a specific citation for the source must still be made. It is always the responsibility of the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the World Wide Web are expected to follow these same guidelines for the citation of sources.

Failure to cite sources properly constitutes academic dishonesty, whether the omission is intentional or not.

**Ideas and Data.** All students are required to acknowledge the ideas of others. Every student is expected to do her or his own work in the completion of an assignment or an examination unless either (a) the sources for these ideas are explicitly cited, or (b) the instructor explicitly allows such collaboration. In addition, a person giving unauthorized assistance to another on an examination is just as guilty of cheating as the person who accepts or solicits such aid.

Submitting revisions of academic work previously submitted, either in the current course or in previous courses, qualifies as academic dishonesty unless the student obtains the explicit permission of all of the instructors involved.

All data sources must be cited accurately. It is dishonest to fabricate or alter research data included in laboratory reports, projects, or other assignments.

A safe guide is to provide a full citation for every source consulted. Sources may include, but are not limited to, published books, articles, reviews, Internet sites, archival material, visual images, oral presentations, or personal correspondence. In addition, students should always keep previous drafts of their work in order to provide documentation of their original work. Finally, due to disciplinary differences, students should consult their professor, a librarian, and/or the Teaching and Learning Center for specific instructions on properly providing citations for sources.

### **Procedures for Dealing with Dishonesty in Academic Work (from the *Compass*)**

If an instructor judges that a student has violated the College's policies on academic honesty, the student may be charged with academic dishonesty and assigned an F either for the particular examination, paper, report, or project, or for the course. The instructor shall notify the student in writing of the charge and the penalty and shall include a statement of the circumstances which precipitated the action. A copy of the instructor's letter along with a copy of the paper shall be sent to the Registrar. The Registrar shall then advise the student in writing of the right to appeal. Within ten (10) days of notification, the student may appeal the charge and/or the penalty by submitting a letter to the Dean of the College requesting that he or she appoint an ad hoc committee consisting of three (3) faculty members, one of whom may be

nominated by the student. The recommendation of this committee is advisory only and is not binding upon the instructor.

All material and information relative to the charge of academic dishonesty shall be kept by the Registrar in a special file during the period in which the student is enrolled at Cornell College, serving only as a statement of record if the student is charged a second time with academic dishonesty. In the case of an appeal after the first offense, the file shall be destroyed if the committee finds the student not guilty and the instructor concurs; otherwise, the recommendation of the committee shall be inserted into the special file. If there are no further charges, the file will be destroyed at the time of the student's graduation from Cornell.

Should a subsequent charge of academic dishonesty be brought against a student, the Registrar shall notify the Dean of the College who shall convene a committee consisting of the Dean of the College, the Dean of Students, and the Chair of the Academic Standing Committee, who shall determine the status of the student. The normal penalty for a second offense is indefinite suspension from the College.