International Political Economy **Course code:** POS 510

**Term and year:** Spring 2021

**Day and time:** Wednesday, 11:30 – 14:15

**Instructor:** Assoc Prof. Adrian Brisku, Ph.D.

**Instructor contact:** adrian.brisku@aauni.edu

**Consultation hours:** After class (from 14:30) and by arrangement by e-mail

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| --- | --- | --- | --- |
| **Credits US/ECTS** | 3/6 | **Level** | MA |
| **Length** | 15 weeks | **Pre-requisite** | Political Economy/Macroeconomics |
| **Contact hours** | 42 hours | **Course type** | IRD Required |

# Course Description

This course provides a solid basis to the understandings of international political economy (IPE) or as more recently referred to, by scholars, as global political economy (GPE). It offers historical contexts to the emergence of theoretical perspectives on IPE/GPE and various analysis (drawing on such perspectives) of the twentieth and twenty-first century global economic structures and processes: international trade, monetary and financial systems, globalisation of production, development, inequality and so on. The course gives students the opportunity to critically analyse such structures, processes, as well as the roles of state and non-state actors as to develop their own independent thinking and analytical skills on the potentials, limits and impacts of IPE/GPE.

# Student Learning Outcomes

Upon completion of this course, students should be able to:

* Have a clear understanding of the history, theoretical approaches, and institutions that make describe international/global political economy
* Specifically examine activities of international organizations in the field of trade, finance, production, exploitation, development, and environment
* Critically reflect and potentially offer alternative solutions to present challenges in global economy
* Be able to strengthen presentational, argumentative and research skills

# Reading Material

Required as well as additional reading materials will be posted on the course website or distributed by the instructor.

## Required Materials

* Textbook
* John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017).
* Robert Gilpin, *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press, 2001).
* List of required articles
* John S Odell, ‘Case Study Methods in International Political Economy’, *International Studies Perspectives* 2 (2001), pp. 161-176.
* Jacques Fontanel et al, ‘The Birth of Political Economy or the Economy in the Heart of Politics: Mercantilism’, *Defense and Peace Economics* 19(5) (2008), pp. 331-338.
* Jean-Marc F. Blanchard et al, ‘The Political Economy of National Security: Economic Statecraft, Interdependence, and International Conflict’, *Security Studies* 9 (1-2), 1999, pp. 1-14.
* Charis Vlados, ‘The Dynamics of the Current Global Restructuring and Contemporary Framework of the US-China Trade War’, *Global Journal of Emerging Market Economies*, (2020), pp. 1-20.
* Debora Gleeson, Sharon Friel, ‘Emerging Threats to Public Health from Regional Trade Agreements’, *The Lancet* 381 (2013), pp. 1507-1509.
* Chad P. Brown, ‘Mega-regional Trade Agreements and the Future of WTO’, *Global Policy Volume* 8(1), 2017, pp. 107-112.
* Sergio Mariotti et al, ‘The Internationalization of Production by Italian Industrial District Firms: Structural and Behavioral Determinants’, *Regional Studies* 42(5), (2008), pp. 719-735.
* Luc A. Laeven, et al, ‘Lessons and Policy Implications from the Global Financial Crisis’ (February 2010). IMF Working Paper No. 10/44, Available at SSRN: <https://ssrn.com/abstract=1562412>
* David Brady at al, ‘Economic Globalization & the Welfare State in Affluent Democracies, 1975-2001’, *American Sociological Review* 70 (2005), pp. 921-948.
* Ans Kolk et al., ‘Multinationals, international business, and poverty: A cross-disciplinary research overview and conceptual framework,’ *Journal of International Business Policy* 1(2018), pp. 92–115. https://doi.org/10.1057/s42214-018-0004-1
* Jan Nederveen Pieterse, ‘Global inequality: Bringing politics back in’, *Third World Quarterly*, 23:6, (2002), pp. 1023-1046, DOI: 10.1080/0143659022000036667
* Ngaire Woods, *The Globalizers: The IMF, The World Bank and Their Borrowers* (Ithaca: Cornell University Press, 2006), pp 179-213.
* Ariel Buira, ‘An Analysis of IMF Conditionality”,. In D. Rodrik (Author) & A. Buira (Ed.), *Challenges to the World Bank and IMF: Developing Country Perspectives*, 2003, pp. 55-90, Anthem Press. doi:10.7135/UPO9780857288202.005
* D. Victor, ‘Climate change and world order: Implications for the UN, industry, diplomacy, and the great powers,’ In *Global Warming Gridlock: Creating More Effective Strategies for Protecting the Planet* (pp. 263-278), (Cambridge: Cambridge University Press, 2011). doi:10.1017/CBO9780511975714.011

## Recommended Materials

* Joseph E. Stiglitz, *Globalization and its Discontents* (London: Penguin Books, 2002), AAU Library, call number, 337.21 STI
* Dani Rodrik, *The Globalization Paradox: Why Global Markets, States, and Democracy Cannot Coexist* (Oxford: OUP, 2012), AAU Library, call number, 337 ROD
* E. Helpman, *Market Structure and Foreign Trade: Increasing Returns, Imperfect Competition and the International Economy* (Cambridge: MIT, 1987), AAU Library, call number, 382 HEL

# Teaching methodology

Each online class (Microsoft Teams) begins with a through discussion of the week’s required readings. It will be followed by students’ presentation(s) based on recommended readings.

# Course Schedule

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| --- | --- |
| **Date** | **Class Agenda** |
| Session 1  February 10 | **Topic:** International/Global Political Economy (IPE/GPE): Aims & Scope  **Description:** This session covers the contours of what constitutes the field of international/global political economy.  **Reading:** Robert Gilpin, ‘The Study of International Political Economy’ in Robert Gilpin *Global Political Economy: Understanding the International Economic Order* (chapter four), pp. 77-102.  John Ravenhill, ‘The Study of Global Political Economy’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 3-25.  *Recommended reading*  John S Odell, ‘Case Study Methods in International Political Economy’, *International Studies Perspectives* 2 (2001), pp. 161-176.    **Assignments/deadlines:** |
| Session 2  February 17 | **Topic:** Historical & Theoretical Perspectives to IPE/GPE  **Description:** This session dwells on the various historical and theoretical approaches to understanding IPE/GPE  **Reading:** Matthew Watson, ‘The Nineteenth-Century Roots of Theoretical Traditions in GPE’ in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 26-51.  *Recommended reading*  Jacques Fontanel et al, ‘The Birth of Political Economy or the Economy in the Heart of Politics: Mercantilism’, *Defense and Peace Economics* 19(5) (2008), pp. 331-338.  **Assignments/deadlines:** Student presentations |
| Session 3  February 24 | **Topic:** Interactions of ‘International’ and ‘Domestic’ Forces  **Description:** This session engages with the nature of interactions of international and domestics forces and their consequences.    **Reading:** Vinod K. Aggarwal & Cedric Dupont, ‘Cooperation & Conflict in the GPE’, in John Ravenhill, ‘The Study of Global Political Economy’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 51-75.  Michael J. Hiscox, ‘The Domestic Sources of Foreign Economic Policies’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 76-108.  *Recommended reading*  Jean-Marc F. Blanchard et al, ‘The Political Economy of National Security: Economic Statecraft, Interdependence, and International Conflict’, *Security Studies* 9 (1-2), 1999, pp. 1-14.  **Assignments/deadlines:** Student presentations |
| Session 4  March 3 | **Topic:** International/Global Trading System  **Description:** This session deals with the ‘knots & bolts’ of global trading system and its evolution.  **Reading:** Robert Gilpin, ‘The Trading System’ in Robert Gilpin *Global Political Economy: Understanding the International Economic Order* (chapter eight), pp. 196-233.  Anne Capling & Silke Trommer, ‘The Evolution of Global Trade Regime’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 111-140.  *Recommended reading*  Charis Vlados, ‘The Dynamics of the Current Global Restructuring and Contemporary Framework of the US-China Trade War’, *Global Journal of Emerging Market Economies*, (2020), pp. 1-20.  **Assignments/deadlines:** Student presentations |
| Session 5  March 10 | **Topic:** Regional Trade Agreements & Regional Integrations  **Description:** This session concerns the questions of the rationales of regional trade agreements and regional economic integrations and their impact on GPE  **Reading:** John Ravenhill, ‘Regional Trade Agreements’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 141-173.  Robert Gilpin, ‘The Political Economy of Regional Integration’ in Robert Gilpin *Global Political Economy: Understanding the International Economic Order* (chapter thirteen), pp. 341-361.  *Recommended reading*  Debora Gleeson, Sharon Friel, ‘Emerging Threats to Public Health from Regional Trade Agreements’, *The Lancet* 381 (2013), pp. 1507-1509.  Chad P. Brown, ‘Mega-regional Trade Agreements and the Future of WTO’, *Global Policy Volume* 8(1), 2017, pp. 107-112.  **Assignments/deadlines:** Student presentations |
| Session 6  March 17 | **Topic:** The Internationalization/Globalization of Production  **Description:** This session engages with impact of internationalization of production for national and global economies.  **Reading:** Eric Thun, ‘The Globalization of Production’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 174 - 196.  *Recommended reading*  Sergio Mariotti et al, ‘The Internationalization of Production by Italian Industrial District Firms: Structural and Behavioral Determinants’, *Regional Studies* 42(5), (2008), pp. 719-735.  **Assignments/deadlines:** Student presentations |
| Session 7  March 24 | **Topic:** International/Global Monetary & Financial Systems  **Description:** This session examines historical and contemporary intricates of global monetary and financial structures and actors.  **Reading:**  Robert Gilpin, ‘The International Monetary System’ in Robert Gilpin *Global Political Economy: Understanding the International Economic Order* (chapter nine), pp. 234-260.  Eric Helleiner, ‘The Evolution of the International Monetary and Financial System’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 199-224.  *Recommended reading*  Ngaire Woods, *The Globalizers: The IMF, The World Bank and Their Borrowers* (Ithaca: Cornell University Press, 2006), pp 179-213.  **Assignments/deadlines:** Student presentations |
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| Session 8  March 31 | **Topic:** The Handling of Global Financial Crises  **Description:** This session deals several global financial crises and the way international actors and institutions have handled and mishandled them.  **Reading:** Louis W. Pauly, ‘The Political Economy of Global Financial Crises’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 225-252.  Robert Gilpin, ‘The International Financial System’ in Robert Gilpin *Global Political Economy: Understanding the International Economic Order* (chapter nine), pp. 234-260.  *Recommended reading*  Luc A. Laeven, et al, ‘Lessons and Policy Implications from the Global Financial Crisis’ (February 2010). IMF Working Paper No. 10/44, Available at SSRN: <https://ssrn.com/abstract=1562412>  **Assignments/deadlines:** Student presentations |
|  | **Midterm Break** |
| Session 9  April 14 | **Topic:** Rationalizing Economic Globalization  **Description:** This session examines the tradeoffs between the profits of economic globalization and the pressures incurred from this on developed and developing societies  **Reading:** Anthony McGrew, ‘The Logics of Economic Globalization’ in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 253-286.  *Recommended reading*  David Brady at al, ‘Economic Globalization & the Welfare State in Affluent Democracies, 1975-2001’, *American Sociological Review* 70 (2005), pp. 921-948.  **Assignments/deadlines:** Student presentations |
| Session 10  April 21 | **Topic:** Globalization, Multinationals & Nation-States  **Description:** This session discusses the various ways of interactions between multinationals and nation-states and questions whether the role of the latter has increased or diminished in global economy.  **Reading:** Colin Hay, ‘Globalization’s Impact on States’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 287-316.  Robert Gilpin, ‘The Nation-State in the Global Economy’ in Robert Gilpin *Global Political Economy: Understanding the International Economic Order* (chapter fourteen), pp. 234-260.  *Recommended reading*  Ans Kolk et al., ‘Multinationals, international business, and poverty: A cross-disciplinary research overview and conceptual framework,’ *Journal of International Business Policy* 1(2018), pp. 92–115. https://doi.org/10.1057/s42214-018-0004-1  **Assignments/deadlines:** Student presentations |
| Session 11  April 28 | **Topic:** Contrasting Global Growth, Inequality & Poverty  **Description:** This session examines the impact that pursuit of global growth and profit have on global inequality and poverty.  **Reading:** Robert Hunter Wade, ‘Global Growth, Inequality and Poverty: The Globalization Argument and the “Political” Science of Economics’ in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 316-355.  *Recommended Reading*  Jan Nederveen Pieterse, ‘Global inequality: Bringing politics back in’, *Third World Quarterly*, 23:6, (2002), pp. 1023-1046, DOI: 10.1080/0143659022000036667  **Assignments/deadlines:** Student presentations |
| Session 12  May 5 | **Topic:** International Economic Development  **Description:** This session examines the successes and failures of international economic development.  **Reading:** Nicola Phillips, ‘The Political Economy of Development’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 356-386.  *Recommended Reading*  Ariel Buira, ‘An Analysis of IMF Conditionality”, In D. Rodrik (Author) & A. Buira (Ed.), *Challenges to the World Bank and IMF: Developing Country Perspectives*, 2003, pp. 55-90. Anthem Press. doi:10.7135/UPO9780857288202.005  **Assignments/deadlines:** Student presentations |
| Session 13  May 12 | **Topic:** Global Economy & Environment  **Description:** This final session discusses the impact of global economy on environment, questioning the rational of global economic growth and examines political and technological possibilities for dealing with the climate change crisis.  **Reading:** Peter Dauvergne, ‘The Political Economy of the Environment’, in John Ravenhill (ed.) *Global Political Economy* (Oxford: Oxford University Press, 2017), pp. 387-414  *Recommended Reading*  Victor, D. (2011). Climate change and world order: Implications for the UN, industry, diplomacy, and the great powers. In *Global Warming Gridlock: Creating More Effective Strategies for Protecting the Planet* (pp. 263-278). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511975714.011  **Assignments/deadlines:** Student presentations |
| Session 14  May 19 | **Topic:** Final Exam  **Description:** It consist of 10 open ended questions based on the key ideas and terms discussed throughout the course.  **Reading:**  **Assignments/deadlines:** |

# Course Requirements and Assessment (with estimated workloads)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Workload (hours)** | **Weight in Final Grade** | **Evaluated Course Specific Learning Outcomes** | **Evaluated Institutional Learning Outcomes\*** |
| Preparation and active participation | 45 | 20% | Ability to actively assimilate information and to put it in context | 1, 2, 3 |
| Class Presentation | 20 | 25% | Ability to analyze facts in an overall context and present a complete and coherent argument | 1, 2, 3 |
| Final exam | 30 | 20% | Ability to analyze facts in an overall context and present a complete and coherent argument | 1, 2, 3 |
| Essay (research project on different aspects and issues in political economy) | 55 | 35% | Ability to conduct serious research, think critically, develop a structured and convincing argument using a proper theoretical framework. | 1, 2, 3 |
| **TOTAL** | **150** | **100%** |  |  |

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

# Detailed description of the assignments

**Assignment 1:Class Preparation and Participation**

Students are required to read the assigned material regularly and participate in discussions. For those unable to attend live, a two-page long outline of thoughts and questions based on the readings needs to be send every Tuesday by 14:30.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Ability to raise relevant questions and to provide correct and insightful answers concerned discussed topics | 50% |
| Ability to present on the main topic of the previous week by expanding on particular aspects not extensively covered in the discussions. | 50% |

## Assignment 2: Class Presentation

Students are required to make a 20 to 30 minutes presentation, individually not as a group, on a particular aspect (in consultation with the lecturer) of week’s topic. Depending on the number of students attending the course, students may be required to present more than once. Presentations will start from the second week of the course, hence those students who will be first will have time to think of the theme and the perspective from which make the presentation and let me know by Thursday. In addition to visuals (charts, graphs, video links) that students might want to use, they need to have a number of questions (up to three) prepared to be discussed in the follow-up Q/A session.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Ability to raise relevant questions and to provide correct and insightful answers concerned discussed topics | 50% |
| Ability to present on the main topic of the week by expanding on particular aspects not extensively covered in the discussions. | 50% |

**Assignment 3: Final exam**

The final exam will have 10 short opened-ended questions to be given on an assigned time (our usual 11:30-14:15) via NEO. For those who are unable to do it live, another time will be agreed upon. On the purpose of this exam, see below “the assessed area”.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Ability to understand the most important facts and concepts developed in class | 30% |
| Ability to place these concepts and facts into a global perspective in answering a complex question | 30% |
| Ability to present a coherent and complete argument | 40% |

**Assignment 4: Research paper (Essay)**

The paper should be between 3000 to 4000 words and fulfil the criteria listed below in the “assessed area”. ***The******papers must be submitted via NEO on May 26, 10:00pm (CET/Prague time*)*. No paper will be accepted at a later date.***

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Ability to identify an interesting topic and to demonstrate its relevance | 15% |
| Ability to develop a clearly structured paper | 20% |
| Ability to propose a well-written and well-presented paper, clearly marked with headings and properly referenced | 15% |
| Ability to develop a strong argument and to convincingly analyze the most important aspects of the proposed topic | 50% |

# General Requirements and School Policies

## General requirements

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

## Electronic communication and submission

The university and instructors shall only use students’ university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, “COM101-1 Mid-term Exam. Question”.

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

## Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

## Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he can submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. These must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

## Late work: No late submissions will be accepted – please follow the deadlines.

## Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

## Eating is not allowed during classes.

## Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the exam or assignment will be failed and the student will be expelled from the exam or class.

## Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at http://go.turnitin.com/paper/plagiarism-spectrum) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.

2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.

3. FIND–REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.

4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.

5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.

6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.

7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.

8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources

9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.

10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: http://atc.simplybook.me/sheduler/manage/event/1/.

## Course accessibility and inclusion

Students with disabilities are asked to contact the Dean of Students as soon as possible to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

# Grading Scale

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Percentage\*** | **Description** |
| A | 95–100 | **Excellent performance**. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject. |
| A– | 90–94 |
| B+ | 87–89 | **Good performance**. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort. |
| B | 83–86 |
| B– | 80–82 |
| C+ | 77–79 | **Fair performance**. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work. |
| C | 73–76 |
| C– | 70–72 |
| D+ | 65–69 | **Poor**. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives. |
| D | 60–64 |
| F | 0–59 | **Fail**. The student has not succeeded in mastering the subject matter covered in the course. |

\* Decimals should be rounded to the nearest whole number.

Prepared by: Dr Adrian Brisku

Date: 21. 1. 2021

Approved by:

Date: