

ECON 477: International Political Economy (IPE)

University of San Francisco
Meeting: TuTh 6:30-8:15pm

Fall 2023 CRN: 42323
Location: Education 102

Instructor Information:

Professor: Konrad Posch
E-mail: kposch@usfca.edu
Mail: McLaren 101 (Economics Main Office)

Office Location: McLaren 107
Office Hours: In person, Tuesday 5-6pm,
(zoom by appointment)

Course Description

Study of the economic, political and technological forces that have shaped the post-war international economic system. Topics include the role of multilateral financial institutions, economic regionalism, the North-South gap, relationships between states and markets, economic globalization and its implications, and challenges to sustainable development.

While this course will *not* rely heavily on your knowledge of mathematical approaches to economics, an understanding of the capabilities and limitations of formal modelling (aka. game theory, decision theory, rational choice) and statistics (aka. econometrics, regression modelling, causal inference) will be very helpful in understanding how institutions create the international political economy. Speak with the professor and your advisor if you are not sure whether you should take this course.

Canvas site: <https://usfca.instructure.com/courses/1616763>

Grading Breakdown & Policies

Active Participation	20%
Midterm (in Class, 9/28)	20%
Paper 1 (due Friday, 10/19, 11:59pm)	10%
Paper 2 (due Wednesday, 11/22, 11:59pm)	20%
Final Exam (During Exam Period)	30%

Everyone taking the class for credit (letter grade or pass/fail) is expected to complete all assignments or they will receive an F. Conflicts and crises do arise and will be dealt with graciously, but it is your responsibility to communicate with the Professor as early as possible to sort out issues.

Grading Scale

Percentage grade will be mapped to letter grades in the following manner (percentages will be rounded up to the unit digit):

A+	A	A-	B+	B	B-	C+	C	C-	F
97-100%	93-96%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	0-69%

Grade Disputes

All assignments in this class require you to take a position and defend it. As with any such endeavor, there is a certain amount of subjectivity to the grading of how successfully you are able to defend your position within the constraints of the courses and the expectations of a USF student. I therefore highly recommend that you not attempt to dispute your grades unless you believe the grade you have earned is more than 2/3 of a grade category (e.g. B- -> B+) different from the grade you believe you should have earned. If you are unsure why you earned the grade you did, speak with your instructor so you can improve on future assignments

If you do wish to pursue a grade dispute, please note: All grade disputes must be made in writing, in not less than a paragraph, not more than a page. The dispute should outline very specifically why you feel that you received a grade in error and should not contain information about what kinds of grades you usually get, the effort you put in, or how long you studied. You must wait at least 24 hours after receiving your grade to raise the issue of a dispute with the instructor, but you must turn in your written dispute within a week of getting the grade. There are no exceptions to this policy.

Office Hours (Tuesdays 5-6pm, McLaren 107, and zoom by appointment)

By default, I run my office hours as group office hours for substantive questions related to course material. I've found that this creates the maximum opportunity for students to learn from each other as well as to lower the barriers to come to office hours. Everyone is always welcome at office hours, but I do ask that if you wish to come you try to come with at least one question or topic you would like to discuss to get the conversation started. I heartily encourage you to stay as long as you are interested in the conversation as some of the greatest learning resources at USF are your fellow students, how they think, and how they ask questions. If you wish to discuss an individual matter privately, please let me know using the web form and we will excuse ourselves from the group and speak in private.

Course Learning Outcomes

By the end of this course, students will be able to:

- 1) Understand the tenants of a political economy approach to international interactions
- 2) Apply a variety of perspectives to IPE questions and problems
- 3) Recognize different schools of IPE thought

Attendance Policy

Participation (20% of overall grade)

Participation in this course will be evaluated by your instructor based on your active engagement in the class. Participation requires showing up and being involved in the course. This means lecture Q&A, discussion, and office hours. Please read the assignment descriptions on the Canvas site and talk to your instructor well in advance of the end of the session if you are concerned with your participation. If you would like to earn a higher participation grade, participate more actively whether in lecture Q&A, discussion, or office hours.

You are **required to attend all class sessions**. Please contact your instructor in advance using the [Excused Absence Request Form](#) if you need be excused from a class session.

A **makeup assignment** consisting of a 500 word (approx. 2 page, double spaced) response to the assigned reading for the class period must be turned in to the professor by email **no later than one week after an absence for the absence to be excused**. This response need not be particularly formal, but it should do more than summarize the chapter; it should reflect on the meaning of the chapter to you and what you think matters (or doesn't) from that chapter.

No more than three absences may be excused during the term.

Additional absences (and unexcused absences) will negatively affect your participation grade.

Assignments

Papers 1 (10% of overall grade) and Paper 2 (20% of overall grade)

Paper prompts will be posted 2 weeks before they are due. Each paper will be 1000 words.

In order to write a successful paper, you must make an argument for what you consider the correct answer to the prompt. You **MUST NOT** simply describe the differences between theories or decide that everything is one big integrated whole and all theories are equivalent. **I strongly recommend you build your paper around your argument from the beginning (as your thesis statement).**

To guide you through the process of writing papers, I strongly recommend you obtain a copy of this immensely helpful guide to research and writing; I've been using it myself for nearly 15 years and I still find it useful:

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. 2016. *The Craft of Research, Fourth Edition*. University of Chicago Press.

I am always happy to talk with you in office hours as you develop your papers. While I will not read and comment on full drafts prior to submission, I'm happy to workshop paragraphs and pages with you during office hours.

Note: You are strongly encouraged to discuss your paper topic with the instructor well in advance of the due date.

Midterm (20% of overall Grade) and Final Exam (30% of overall grade)

The midterm and final will take place **in class**. You will have the full period to take the exam.

While the exam is in person, it will require a laptop. Please come prepared (and charged).

This is a **closed notes, closed book exam**; USF provides the [Respondus LockDown Browser](#) to enforce compliance and we WILL be using this for the exams. Please review the student instructions at the link above; I will provide a practice quiz to allow you to familiarize yourself with the interface before the midterm exam.

The exams will consist of several types of questions including:

- Multiple Choice Questions based on lecture and readings
 - Questions will be randomly selected from a larger bank
 - Questions will be based on relevant specifics and major themes from throughout the course
- Short Essays (~500 words)
 - You will have your choice of several prompts of which you only need to answer a subset (i.e. there may be 4 essay prompts and you will be asked to choose 2 to answer)

For the final, I **STRONGLY** suggest you study both individually and in groups. This is best done in groups of 3-5 students where folks get together for 2-4 hours a couple of days before the exam and discuss the relevant material. Your goal in these sessions, and

on the exams, is NOT to decide on a single correct answer but rather to solidify YOUR answer and position on the various topics, issues, and concepts in the course and be able to discuss them using evidence to support your position.

The instructor will provide more information about the exam and answering strategies before the final.

USF Policies & Legal Declarations

Students with Disabilities

The University of San Francisco is committed to providing equal access to students with disabilities. If you are a student with a disability, or if you think you may have a disability, please contact Student Disability Services (SDS) at sds@usfca.edu or 415 422-2613, to speak with a disability specialist. (All communication with SDS is private and confidential.) If you are eligible for accommodations, please request that your accommodation letter be sent to me as soon as possible; students are encouraged to contact SDS at the beginning of the semester, as accommodations are not retroactive. Once I have been notified by SDS of your accommodations we can discuss your accommodations and ensure your access to this class or clinical setting. For more information please visit the [SDS website](#).

Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Academic Integrity

As a Jesuit institution committed to *cura personalis* -- the care and education of the whole person -- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at <http://myusf.usfca.edu/academic-integrity/>. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the Internet (this includes papers generated by a large language model such as ChatGPT).

Counseling and Psychological Services (Caps)

Counseling and Psychological Services (CAPS) is a great source of support for issues of sadness, anxiety, loneliness, college adjustment, relationship struggles, and others not requiring medical intervention. CAPS offers online workshop series open to all students; consultations and referrals; and extensive [website resources](#). In addition, CAPS All Hours “warmline” can be contacted by calling (855) 531-0761 or students can use the peer-led Crisis Textline by texting HOME to 741741. CAPS also offers remote individual and group teletherapy to students residing within California. (State regulations prevent provision of therapy across state lines.) The student may choose to talk either by video or telephone and can engage in Single Session Therapy (SST), brief ongoing therapy, or group therapy. There are no fees for services. Please call 415.422.6352 to make an appointment. Visit [CAPS](#) for more details. Students seeking off campus mental health services can also receive information and support from [Case Management](#) (part of the Office of the Dean of Students).

Confidentiality, Mandatory Reporting, and Sexual Assault

As an employee of USF, one of my responsibilities is to help create a safe learning and working community at USF. I have mandatory reporting responsibilities related to my role as a faculty member. I am required to share any disclosure or notice of information regarding sexual misconduct (including sexual harassment, sexual assault, dating or domestic violence, and stalking). In the event I become aware of any of these behaviors I will share this information, including any names, with the Title IX Office in order to connect our students to the best resources and information about how the University can support you. Further information and resources may be found on the [Title IX page](#). In addition:

- To report any sexual misconduct, students may contact the [Title IX coordinator](#) at jvarga@usfca.edu or (415) 422-4563) or use the [Online Reporting Form](#).
- Students may speak to someone confidentially or report a sexual assault confidentially by contacting [Counseling and Psychological Services](#) at (415) 422-6352. Speaking with a licensed clinician at CAPS does not generate a report to the Title IX or any other university office.
- For an off-campus resource, contact San Francisco Women Against Rape ([SFWAR](#)) at (415) 647-7273.

Communication

All course communications, like all other USF communications, will be sent to your USF official email address. You are therefore strongly encouraged to monitor that email account.

Please put “ECON 368” in the subject line of your emails so that your instructor can respond to them in a timely manner. Emails which are received on a weekday will generally receive a response within 1 business day while those received on a weekend will receive a response by the end of the next business day. Emergencies happen, when in doubt email to document the time when you had a problem and your instructor will endeavor to reply

quickly if needed. However, you should endeavor to never leave a matter so late as to need an answer faster than these response times.

Generally, questions about procedures & assignments might be handled in email. Substantive questions about class material are always best handled in office hours or during lecture Q&A periods.

Announcements will be made through Canvas. Be sure to check your notification settings (including frequency and email address) to ensure that you receive them. They will always also be archived on the Canvas site for this course.

Texts & Supplies

You are required to purchase the following book (in paper or digital form) for this class:

Cohen, Benjamin J. 2019. *Advanced Introduction to International Political Economy, Second Edition*. 2nd edition. Northampton, MA, USA: Edward Elgar Pub.

This book will be referred to as “Cohen” or “The book” in class and in the list below; it is available for purchase at the book store and through all major online platforms. You are required to purchase this book because we will be using substantial portions of it and it will be vital to your success in the course.

Any other readings will be posted under [modules on the Canvas Site](#).

Course Schedule

How (and why) to do the readings for this class: It is a common aphorism among instructors that people learn things the third time they engage with them. To that end, this course is designed to present similar information to you in three ways: lecture, discussion & reaction papers, and the readings. Therefore, an essential part of this course is that you do the readings. However, “doing” the readings does not necessarily mean touching every word on every page with your eyes. Instead, since the readings are written by social scientists with the intention of communicating information as clearly as possible to the reader, we can leverage the common design of the readings to improve clarity and make it easier to actually complete the readings.

Therefore, your instructor recommends the following minimal approach to the readings:

1. Read the Title, Introduction, and Conclusion of every reading for a given week.
2. Ask yourself what key terms and concepts in the title, intro, and conclusion you do NOT understand after you have read only those parts. Go and strategically read the middle portions in order to clarify those terms and concepts.
3. After steps 1 & 2, select at least one reading each week that you find particularly interesting (maybe it discusses a country, technology, issue, or historical period you're interest in) and read it through entirely.
4. Treat each week as a stand-alone reading obligation. We all have bad weeks and there are moments when you will likely fall behind in the reading. Start each week anew with that week's reading assignments and apply steps 1-3 rather than falling further behind by trying to catch up on a prior week's readings. If you have time and interest, definitely go back; but prioritize moving forward with the coming week over re-evaluating the past week.

If you have the time and the inclination, doing the entirety of all the readings will absolutely help you to gain a deeper understanding of the course and to be more successful on the assignments. However, “doing the reading” should not be an all or nothing endeavor; do as much as you can with the strategy outlined above.

Part 1: Introduction

Tuesday (8/22): Introduction

- No Assigned Readings

Thursday (8/24): Theory & (International) Political Economy

- Cohen, "Introduction" (p1-14)
- Padgett, John F., and Walter W. Powell. 2012. "The Problem of Emergence." In *The Emergence of Organizations and Markets*, edited by John F. Padgett and Walter W. Powell, pg.1-7 (stop before Autocatalysis section).

Part 2: Anglophonic IPE

Week 2 (8/29 & 8/31): The American School

- Cohen "The American School" (p15-37)

Week 3 (9/5 & 9/7): America's "Left Out"

- Cohen "America's Left-Out" (p38-51)

Week 4 (9/12 & 9/14): The British School

- Cohen "The British School" (p52-70)

Week 5 (9/19 & 9/21): Britain's "Far-Out"

- Cohen "Britain's Far-Out" (p71-85)

Week 6 (9/26): Review & (9/28) Midterm

Part 3: Global Approaches to IPE

Week 7 (10/3 & 10/5): Continental European IPE

- Cohen "Continental Europe" (p86-100)

Week 8 (10/10 & 10/12): Latin American IPE

- Cohen "Latin America" (p101-114)
- Frank, Andre Gunder. 1986. "The Development of Underdevelopment." In *Promise Of Development*, edited by Peter F. Klaren and Thomas J. Bossert. Routledge.

Week 9 (No Class Tuesday) & (10/19): Paper writing workshop

- Bring a draft to class to peer review!
- Paper 1 due Friday, 10/19 at 11:59 pm uploaded to Canvas

Week 10 (10/24 & 10/26): Chinese IPE

- Cohen “China” (p115-127)
- Ang, Yuen Yuen. 2022. “Has China’s Economic Success Proven that Autocracy is Superior to Democracy?” In *China Questions II: Critical Insights into US-China Relationship*. p96-105. Harvard University Press,

Part 4: Synthetic Approaches to IPE

Week 11 (10/31 & 11/2): A Geographic Perspective on IPE

- Cohen “The geography of IPE” (p128-140)

Week 12 (11/7 & 11/9): A Comparative Perspective on IPE (CPE & IPE)

- Vogel, Steven K. 2021. “Introduction.” In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 1–23. New York: Routledge.

Week 13 (11/14 & 11/16): Current Issues in IPE

- Readings TBD (based on current events, publications, and student interests)

Week 14 (11/21): Paper Workshop 2 & (11/23) No Class, Thanksgiving

- Bring a draft to class to peer review!
- Paper 2 due Wednesday, 11/22 at 11:59 pm uploaded to Canvas

Week 15 (11/28 & 11/30): Conclusion

- Cohen “What have we learned?” (p141-146)

Week 16 (12/5): Final Exam Review Session

Friday (Thursday 12/14): During Final Exam Period (3-5pm)