

INTRODUCTION TO INTERNATIONAL POLITICAL ECONOMY SEMESTER 2019(2)

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Welcome! I am delighted to be your instructor for this class. I have a passion for studying diverse issues in world politics and I know that many of those issues are already taking a significant part of our lives. This course will prepare you for more advanced classes in international relations and help you to think critically and analytically about current global events. I look forward to working with you in this class!

~Sigit

Contact:

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Office Hours: Tuesday, 10AM -12PM and 4-6PM,
or by Appointment

Contact policy:

I am always pleased to receive your personal emails with updates, questions or concerns. Don't hesitate to use email to notify me of any problems that you are having. I should be able to reply to you within 24 hours. My backup email address is: emsigitar@gmail.com

About Me:

At President University I enjoy teaching a variety of courses in International Political Economy (IPE) and comparative politics to undergraduate students both with traditional Face2Face instructional method and online.

My approach to teaching reflects my broader theoretical interests in social constructivism and globalization. Learning is particularly effective when students as a group, collaboratively constructing something for others to experience. The experiences that would be best for learning from the learner's point of view, rather than just publishing and assessing the information I think students need to know. Therefore, I seek to emphasize on students' interaction in class discussion, simulation, and collective projects or activities to achieve the learning goals of my courses.

I received my PhD from Graduate Program for International Studies (GPIS) of Old Dominion University (ODU), Norfolk, USA under Fulbright Scholar Program. I earned my BA in Political Science from Gadjah Mada University, Indonesia in 2005. I received my MA in International Relations from the University of Groningen, the Netherlands supported by the StuNed program in 2010. My research interest focuses on the theme of how religious communities respond to/reshape globalization. For more detailed information, you may follow my research through my website: <https://globalisasi.org/>

*Syllabus*¹

Course Description and Objectives

International political economy (IPE) is an interdisciplinary study which treats economics, politics and social topics as interlinked. This course introduces undergraduate students to the basic concepts, methods and debates of IPE. Upon completion of this course, students will be able to examine reciprocal influence of international economics and politics—how states affect the distribution of wealth, and how the global economy affects relations between states, including the prospects for conflict or peace in the current global order.

By focusing on substantive issue areas, the course relates IPE to four important and interrelated questions for the students: (1) How does the international economy affect prospects for international conflict and cooperation? (2) Why are some states or regions wealthier than others, and what are the prospects for eliminating the impoverishment of much of the world? (3) Does the global economy affect the state's sovereign control of its territory, economy, and people? and (4) Is the global economic system transforming how states interact?

We begin with a critical review of competing theoretical perspectives in the discipline. These perspectives are then employed to analyze the contemporary political economy, placing special focus on monetary relations, foreign trade, foreign investment, and the emergence of a global labor market. The next section considers north-south relations and the subordinate position of developing countries in the international division of labor. The course concludes with analysis of ongoing systemic transformations, most notably global and regional integration.

In this course, students will use various learning technologies as tools for learning. For instance, students will conduct role-plays on international negotiations, use video podcast/image to report relevant global-local issues, contribute entries to blog/wiki to write a group report.

Prerequisites

There is no entry-level requirement for this course. Though not required, the following courses serve as a useful foundation for this course.

IRE102	: Introduction to Political Science
PUN101	: Entrepreneurship 1/Basic Economics

Recommendations for Success

All students are required to attend the scheduled sessions (Face2Face and online) and participate in the class discussion. I also expect students to read regularly newspapers, magazines, or websites that cover international issues. I recommend you read The Wall Street Journal, The New York Times, The Financial Times, or The Economist. The national media are also a good source to enrich your understanding on

¹ this syllabus is developed from the syllaby provided by David Earnest in IPE and globalization classes at ODU, Roger G. Blanton on IPE class in Univ. of Alabama, which is available at ISA Syllabus Archive, and also the textbook.

global issues. Also, I provide additional materials for this course, which is available at our online platform at <https://ecampus.president.ac.id/>. You need to spend additional 3-5 hours per week on course readings and course assignments outside classroom meeting.

Course Materials

There is only one required text for this course and you can consult me on how to get it.

David N. Balaam and Bradford Dillman. *Introduction to International Political Economy*. 6th edition, New York: Routledge, 2014.

Course Requirements and Evaluation

Student grades reflect their in-class participation (10 percent); short writing assignment/homework (10 percent); group project & presentation (25 percent), journal article evaluation for mid-term (20 percent), and a final exam (35 percent).

1. In-Class Participation (10 percent of your grade): I expect you to come to the class (or log online) each week prepared to participate in the classroom activities. Students who attend class regularly, have completed the readings, and who contribute to our weekly discussion (see below) will receive good participation grades. In the event that you cannot attend the class, I expect you to make alternative arrangements with me to discuss the week's materials, either during my office hours or by appointment.

2. Short Writing Assignments/Homework (10 percent): it includes our weekly ONLINE exercise, called "**Engaging with the World**". in this exercise, each student will post a newspaper clipping or article about a current international or global economic issue together with a brief summary of its content to our [e-campus portal](#). I will review your submission and select one or two for our discussion, which I will then post it in our e-campus portal. We will spend the first fifteen minutes each session discussing the news item, both to broaden our knowledge of global economics and politics and to apply many of the ideas and concepts we are learning in class sessions. There are no "right" answers for each week's exercise; the purpose is to encourage you to climb the ladder of abstraction, and to develop the habit of asking critical questions about contemporary issues in IPE. Besides this activity, there are also other online activities need to be completed by each student. The detail assignment will be available in e-campus portal.

3. Group project & presentation (25 percent): one of the objectives of this course is to develop your social-interpersonal skills, analytic oral, and written communication through a group collaboration project. These skills not only will serve your professional goals but also are essential to your successful completion of the exams and/or your thesis. You will also complete a ten-page policy brief on a topic of your choosing.

In this assignment, your job is to suggest ways to resolve to some of the leading problems in the world today. You will need to assess the historical background of the particular issue, as well as the actors involved and the relevant concepts. You will also need to examine the policy choices you face as well as the trade-offs that they entail. Finally, you will present a viable resolution or set of recommendations for this particular issue, as well as some indication of how you respond to potential criticisms and why your recommendation is superior to alternatives. By researching concrete examples, the activity will (a) help

you to develop research skills and (b) deepen your knowledge of how the concepts and issues covered in this course apply to an actual international issue of contention.

Each group will create a Policy Brief, and all groups/members will research the areas below in order to provide the necessary background for analysis.

a. *Historical Background*: The historical context surrounding the issue or conflict. The goal here is to provide the basic historical knowledge to help us understand the broader context behind the issue, not to provide an exhaustive historical sketch of the actors involved. In other words, the background should be focused on the issue being examined.

b. *Where Things Stand or The Current Status*: Coverage should begin with the proximate events that started the conflict or the instance when it was broadly recognized that a problem first existed. This group should discuss the nature and scope of this issue, covering in particular (a) the key events, (b) the key actors and their role (c) the primary issues involved—including but not limited to economics, environmental dilemmas, ethnicity, religion, and political ideology, (d) if applicable, the extent to which international organizations and/or NGOs are involved, and (e) the current status of the conflict or issue.

c. *Assessment and Policy Recommendations*: In this segment, you will provide a succinct, well articulated set of concrete policy recommendations for resolving – or helping to respond to – the issue in question. Note that while your recommendation should take into account its intended recipient, you also need to take into account the broader context of your recommendations – for example, if you call for ending financial assistance to Greece (as head of the IMF) you should not ignore the effects of such a policy. The recommendations should include:

- (i) at least two discrete policy actions, including some explanation of what these actions entail and their intended results;
- (ii) a justification for the above policies, particularly why your recommendations are superior to either alternative responses and/or the status quo. This section basically gives you a chance to proactively respond to your potential critics.

The project will be graded on the quality of writing and research as well as the level of knowledge demonstrated regarding the issue as well as relevant course concepts presented in the paper and also the quality of your presentation in the classroom.

In week two, the Class Captain will provide me with the list of the groups and the members. Detailed plan of activities (proposal presentation, first draft submission, final draft submission & presentation) is provided in the schedule below.

4. Journal article evaluation (20 percent) for midterm grade: I expect students to demonstrate a comprehension of both current topics in IPE, and a comprehension of relevant scholarship. Toward these objectives, each student will write one review of an article in IR/IPE from a reputable academic journal. Your journal article evaluation project should answer the following questions: o What are the author(s) research questions, hypotheses, methods and conclusions? o Did the author provide adequate evidence to support his or her argument? o Did he or she consider counter-evidence and counterarguments? Which author(s) or arguments is the article addressing? o Did the argument persuade you? Why or why not? o Are there other related works in the IR/IPE literature you have found more persuasive?

Synopses should be about 1,300 words. While you may choose to format your paper as a study tool (e.g. in outline or bulleted form) I expect the paper to make clear your answers to the above questions. You may choose IR-related works from any sources you can find. Some of the works are more theoretical and scholarly, while others tend to appeal to more general audiences and/or emphasize current events in the global politics.

There are two caveats: (i) no two students can review the same article; and (ii) you should pick an article you have not previously read for another course. For that reason, we will use ‘wiki’ feature in e-campus portal to complete this assignment. I will create a wiki page titled ‘journal article evaluation’ where you can post your journal article evaluation. You need to give title to your submission with the title of the original article. Detailed instructions will be provided.

DUE DATE JOURNAL ARTICLE EVALUATION FEBRUARY 26/27, 2019 (according to our regular class schedule)

5. Final Exam (35 percent): The final exam will consist of four or five questions, from which you will choose two to answer. Every question will allow you to demonstrate your understanding of the course’s subject matter. The final exam is comprehensive. It will be a take-home exam, which I will distribute through our e-campus on the week 15th (15/16 April 2020). You will have one week to complete the exam. I consequently expect your exam to demonstrate not only careful consideration of the course’s materials but also attention to composition and proofreading. Each of your two essays should be three to five pages long.”

DUE DATE FINAL EXAM APRIL 22/23, 2019 (according to our regular class schedule)

Your final exam paper must include a cover sheet with a copy of the University honor pledge:

“I pledge to support the Honor System of President University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the Honor Code. I will report to a hearing if summoned.”

You must also include the following language:

“I affirm that this is my final paper. It is not a working draft or a work in progress.”

Finally, you must sign and date your cover page.

Your failure to include a cover sheet with the honor code, your affirmation of completion, and your signature will constitute an incomplete paper. I will not grade it until I receive a properly constituted cover sheet, and you will be assessed the standard late penalty (see policy below) until your paper is complete.

Grades

There is no grading curve for the course. It is hypothetically possible for each student to get an A, or for each to get an E. I grade each student's work on its merits, irrespective of the merits of other students' work. Based on your on-time completion of the required assignments and your adherence to the University's honor code (see below), I will assign you a final grade from the following grade scale:

85–100	A
70–84	B
60–69	C
55–59	D
< 55	E

Late Work

I will accept late work but will penalize you five points for each day the assignment is late, including weekends. To avoid this penalty, you must obtain from me an extension of the due date no later than 48 hours before the assignment is due, at which time we will agree to a new due date. I reserve the discretion to grant or withhold no-penalty extensions, and will give them only for serious reasons.

Academic Integrity

I encourage you to consider the consequences of academic dishonesty—there is no quicker way to ruin an academic career, to limit your job prospects after graduation, and to assure you never receive a character and penal clearance (SKCK). Also consider this: even as serious as is about disciplining violations of the honor code, the University will be far more forgiving of transgressions than will be future employers. The consequences of a violation thus will extend well beyond the university's disciplinary process and your time at President University.

You should understand your rights and obligations, what constitutes a violation of the honor code and academic integrity, what disciplinary procedures and sanctions you may face, and what options I have should I suspect a violation.

I take the Honor Code seriously, and will pursue vigorously the adjudication of any violations I may perceive or suspect. If I suspect a student has committed a violation, I work only with the University Hearing Officer or Committee to determine whether or not a violation has occurred. Under no circumstances will I discuss allegations of academic dishonesty with the individual student.

Student Resources

The following links provide necessary information for students taking this course.

- 1.1. e-campus: <https://ecampus.president.ac.id/>.
- 1.2. e-module: <https://globalisasi.org/teaching/>
- 1.3. Paper Citation Styles: MLA, APA, Chicago, or CBE <http://owl.english.purdue.edu/>

Students with Disabilities

In accordance with the University's policies and procedures, I will work to accommodate students with disabilities. If you require such accommodations, please contact me by email or during office hours as early in the semester as possible.

Sexual Harassment

It is the policy of President University to provide students and employees with an environment for learning and working that is free of sexual harassment, whether by members of the same sex or the opposite sex, which is prohibited by articles 289-296 KUHP. I expect all course participants to understand and abide by the University's sexual harassment policy and procedures as mentioned in the University Student Handbook.

Course Evaluation

The syllabus is a contract between the professor and students regarding course requirements, expectations, and assessment, which establishes my obligations to you in teaching this class. I also take this contract to include your obligation to evaluate the course at the end of the semester. Student evaluations provide important feedback for me, and they are essential for measuring teaching effectiveness in the profession. Chairs and Deans see course evaluations every year in reviewing faculty performance, and committees at all levels of the University rely on the evaluations in making decisions regarding faculty retention, promotion and tenure. President University takes your input very seriously, and a high rate of student response is necessary for a meaningful assessment of teaching effectiveness. Therefore, I ask you commit yourself to filling out the online course evaluation when prompted at the end of the semester.

Course Plan and Schedule ²

TOPICS

Part One: Perspectives on International Political Economy

Week 1 (January 8/9) : *Introduction, class materials, reading syllabus thoroughly*

Week 2 (January 15/16): *What is International Political Economy?*

Week 3 (January 22/23): *Laissez-Faire & the Mercantilist perspectives*

Week 4 (January 29/30): *The Structuralist Perspective & Constructivism*

Week 5 (February 5/6) : **Online class 1:** *Review part I: 'Perspectives'*

Part Two: Structures of International Political Economy

Week 6 (February 12/13) : *The Global Production & Int'l Trade Structures*
group project PROPOSAL presentation!

Week 7 (February 19/20) : *Int'l Finance & Monetary, Security, & Knowledge Structures*

Week 8 (February 26/27) **MIDTERM EXAM- online submission**

Part Three: States & Markets in the Global Economy

Week 9 (March 4/5) : *The Development Challenge*

Week 10 (March 11/12): *IPE of regions: EU, ASEAN, & MENA*

group project first draft submission!

Week 11 (March 18/19): *The Rising Powers*

Week 12 (March 25/26): **Online class 2:** *Review II: States & Markets*

Part Four: Transnational Problems and Dilemmas

Week 13 (April 1/2) : *The Illicit Global Economy*

Week 14 (April 8/9) : *Energy & Environment*

Week 15 (April 15/16) : *Global Health: Refugees and Caring for the Forgotten*

group project FINAL DRAFT submission & PRESENTATION!

Week 16 (April 24) **FINAL WEEK- Due date for Final Paper submission**

² Subject to change

Brief Lesson Plan*(Subject to change)*

Week	Topics	Objectives	(1)Activities, (2)assignments and assessments	Source** (provided in e-campus)
1	<i>Introduction, class materials, reading syllabus thoroughly</i>	<i>Students will be able to write their expectations based on course syllabus</i>	<i>(1)Reading course syllabus thoroughly, Q&A 'current event' preliminary quizzes (2)Homework: writing expectation and suggestion (e-campus)</i>	<i>Syllabus</i>
2	<i>What is International Political Economy?</i>	<i>Students will be able to define the field of IPE Students begins to define perspectives of IPE Students will be able to explain the concept of level of analysis and the five IPE structures Students will be able to mention some latest trends influencing IPE</i>	<i>(1)lecture, Q&A case studies on level of analysis (2)short writing assessment in the classroom (page 22, number 2) Homework (e-campus): Engaging with the world</i>	<i>Balaam & Dillman, page 2-23</i>
3	<i>Laissez-Faire & the Mercantilist perspectives</i>	<i>Students will be able to describe the historical origins the Laissez-Faire perspective and Mercantilism</i>	<i>(1)short video presentation lecture and discussion</i>	<i>Balaam & Dillman, page 25-70</i>

		<p><i>Students will be able to identify key words or main ideas for each theory</i></p> <p><i>Student will be able to explain the benefits and shortcomings of the different variants of the two theories</i></p>	<p><i>(2)Homework (e-campus) short writing assignment of 'what's your worldview?'</i></p>	
4	<i>The Structuralist Perspective & Constructivism</i>	<p><i>Students will be able to describe the historical origins the Structuralist perspective and Constructivism</i></p> <p><i>Students will be able to identify key words or main ideas for each theory</i></p> <p><i>Student will be able to explain the benefits and shortcomings of the different variants of the two theories</i></p>	<p><i>(1)short video presentation</i></p> <p><i>lecture and discussion</i></p> <p><i>(2)Homework (e-campus) short writing assignment of 'what's your worldview?'</i></p>	Balaam & Dillman, page 71-124
5	<i>Review I: Perspectives (online)</i>	<p><i>Students will be able to compare and contrast Laissez-Faire, Mercantilism, the Structuralist perspectives and Constructivism in terms of values, ideas, and policies</i></p>	<p><i>(1)Case studies and discussion</i></p> <p><i>(2)Group activity: applying one perspective in a case study (issue)</i></p> <p><i>homework (e-campus): 'students discuss lessons learned from the section on perspectives</i></p>	

6	<p><i>The Global Production & Int'l Trade Structures</i></p> <p><i>group project PROPOSAL presentation!</i></p>	<p><i>Students will be able to identify the actors, process and transformation in the global production and int'l trade structures</i></p>	<p><i>(1)lecture and discussion</i></p> <p><i>(2) homework e-campus: explain one transnational companies (TNCs)</i></p>	<p>Balaam & Dillman, page 127-191</p>
7	<p><i>Int'l Finance & Monetary, Security, & Knowledge Structures</i></p>	<p><i>Students will be able to identify the actors, process and transformation in the int'l finance & monetary, Security and Knowledge structures</i></p>	<p><i>1)lecture and discussion</i></p> <p><i>(2) homework e-campus: explain one main actor in the int'l finance & monetary, security, and knowledge structures</i></p>	<p>Balaam & Dillman, page 192-279</p>
8	<p><i>MID TERM (online submission of journal article evaluation)</i></p>			
9	<p><i>States & Market:</i></p> <p><i>The Development Challenge</i></p>	<p><i>Students will be able to explain political-economic dilemmas that the developing countries have struggled with</i></p>	<p><i>(1)lecture on key terms</i></p> <p><i>(2)Group discussion on 'development strategies</i></p> <p><i>Homework (e-campus): Engaging with the world</i></p>	<p>Balaam & Dillman, page 282-312</p>

10	<p><i>IPE of regions: EU, ASEAN, & MENA</i></p> <p><i>group project first draft submission!</i></p>	<p><i>Students will be able to explain the concepts of regionalism, integration, and withdrawal (Brexit)</i></p> <p><i>Students will be able to identify the main issues in each region.</i></p>	<p><i>(1)lecture and discussion</i></p> <p><i>(2) homework (e-campus): 'discuss Brexit', or chaos in the middle east, or development of ASEAN</i></p>	<p>Balaam & Dillman, page 280-341</p> <p>375-406</p>
11	<p><i>The Rising Powers</i></p>	<p><i>Students will be able to identify the different paths of rising powers</i></p>	<p><i>(1)video presentation</i></p> <p><i>(2)group presentation on one rising power's path that reflects the country's history, size, political system, and policy decisions</i></p>	<p>Balaam & Dillman, page 342-374</p>
12	<p><i>Online class 2: Review II: States & Markets</i></p>	<p><i>Students will be able to explain the political economy of a country or region</i></p>	<p><i>online submission (group ppt)</i></p>	
13	<p><i>Transnational Problems and Dilemmas</i></p> <p><i>The Illicit Global Economy</i></p>	<p><i>Students will be able to analyze the relationship between globalization and cross-border criminal activities</i></p>	<p><i>(1)short movie</i></p> <p><i>(2) group discussion on strategies combating illicit economy</i></p> <p><i>Homework (e-campus): Engaging with the world</i></p>	<p>Balaam & Dillman, page 408-435</p>

14	<i>Energy & Environment</i>	<p><i>Students will be able to define key terms of environmental politics and associated scientific information</i></p> <p><i>Students will be able to describe the features of environmental protection regime</i></p> <p><i>Students will be able to explain the connections among economic development, war, and environmental degradation</i></p>	<p><i>(1)lecture and discussion</i></p> <p><i>(2)creating a group poster on environmental issue</i></p>	<p><i>Balaam & Dillman, page 436-463</i></p>
15	<p><i>Global Health: Refugees and Caring for the Forgotten</i></p> <p><i>group project FINAL DRAFT submission & PRESENTATION!</i></p>	<p><i>Student will be able to identify the correlation between migration and global health issues</i></p>	<p><i>(1)Lecture and discussion</i></p> <p><i>(2) Homework 'discussion question'</i></p>	<p><i>Balaam & Dillman, page 464-491</i></p>
16	<i>FINAL EXAM (submission of take home exam)</i>			