

A	Course Title & Number	INS 322: Global Political Economy													
B	Pre/Co-requisite(s)	ECO 201, ECO 202, POL 202													
C	Number of credits	3-0-3													
D	Faculty Name	Dr. Barry Hashimoto													
E	Term/ Year	Spring 2017													
F	Sections	<table border="1"> <thead> <tr> <th>CRN</th> <th>Course</th> <th>Days</th> <th>Time</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>20324</td> <td>INS 322</td> <td>MW</td> <td>9:30—10:45</td> <td>Physics 113</td> </tr> </tbody> </table>				CRN	Course	Days	Time	Location	20324	INS 322	MW	9:30—10:45	Physics 113
CRN	Course	Days	Time	Location											
20324	INS 322	MW	9:30—10:45	Physics 113											
G	Instructor Information	<table border="1"> <thead> <tr> <th>Instructor</th> <th>Office</th> <th>Telephone</th> <th>Email</th> </tr> </thead> <tbody> <tr> <td>Dr. Barry Hashimoto</td> <td>225</td> <td>569133553</td> <td>bhashimoto@aus.edu</td> </tr> </tbody> </table> <p>Office Hours: Monday and Wednesday, 3:40 to 4:40 in Physics 225.</p>				Instructor	Office	Telephone	Email	Dr. Barry Hashimoto	225	569133553	bhashimoto@aus.edu		
Instructor	Office	Telephone	Email												
Dr. Barry Hashimoto	225	569133553	bhashimoto@aus.edu												
H	Course Description from Catalog	<p>Deals with the roots and evolution of the global political economy from the end of the World War II and the launching of the Bretton Woods system to the Asia crisis of 1997 and its spread to Russia, Latin America and the Middle East. Focuses on the interplay between politics and economics for topics <i>such as</i> management of the international financial system via the IMF, World Bank, World Trade Organization, globalization, trade, multinational corporations and changes in world production patterns, trade agreements such as the European Union, development strategies, debt crises, and attempts at political and economic liberalization in various countries. Prerequisites: ECO 201, ECO 202 and POL 202.</p>													
I	Course Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the diverse perspectives and issues that encompass politics and economics. 2. Evaluate the interrelation between politics and economics at various levels: local, national, and international. 3. Employ teamwork to produce a class presentation that analyzes key political, historical, and cultural developments in the world. 4. Formulate a written research project paper that displays critical thinking and analytical skills related to the course materials. 													
J	Textbook and other Instructional Material and Resources	<p>Purchase the following book in paperback at the campus bookstore:</p> <p>Jeffrey Frieden. 2006. <i>Global capitalism: Its Fall and Rise in the Twentieth Century</i>. W.W. Norton, N.Y. 1st ed.</p>													

<p>K</p> <p>Teaching Methodologies</p>	<p>Lectures: During these meetings, I will deliver prepared material on selected chapters from our texts. The objective here is to convey lots of information efficiently, to provoke your curiosity, and to simulate engaging discussion with you.</p> <p>Chapter presentations from Frieden’s <i>Global Capitalism</i>: At your assigned date, you will present a summary and analysis of one of our textbook’s chapters, which has already been assigned to you. The content of your presentations must follow the chapters as they “analyze the diverse perspectives and issues that encompass politics and economics” and to “evaluate the interrelation between politics and economics at various levels: local, national, and international”—two of our course learning outcomes. This component of the course will give you practice in reading, thinking about, and talking about empirical and theoretical arguments about political economy in a supportive environment where I will give moderation and structure to the discussion.</p> <p>Imagine that you will be presenting the central ideas and interesting features of the chapter to an audience including me, your classmates, family, best friend, and his or her family and friends. Summarize, clarify, and guide the audience into an enlightening and impassioned discussion. How will you structure your presentation? This is largely up to you. You should be able to explain the historical narrative that the author presents us with, however. Additionally, keep in mind that there are several themes appearing throughout Frieden’s magisterial history of global political economy in the twentieth century:</p> <ul style="list-style-type: none"> • Winners and losers • Risk and uncertainty • Economic integration • Economic growth • Technological change <p>You should take the opportunity to discuss these themes. Keep an eye out for <i>other</i> themes, too, and bring them up. You should also ask at least one important question to our class to stimulate a meaningful and productive discussion about the events, theories, facts, themes, and implications that you observed while reading your chapter.</p> <p>To recap, the specific requirements of your chapter presentations are:</p> <ol style="list-style-type: none"> 1. Present on your date and time. No extensions without prompt documentation. 2. Read your assigned chapter closely and be prepared to summarize, analyze, and critique the main features of the chapter in a 20-25 minute oral presentation. Slides are not required but would be appropriate. 3. Ask at least one question to stimulate a meaningful and productive discussion with your fellow students in the course of your presentation. <p>Research Project and Presentation OPTION 1: We learn any topic best through a combination of reading, contemplation, discussion, and directly exploring it in the real world and analyzing our experiences. This is the primary goal of this semester’s</p>
--	---

research project. The second goal is to prepare you for your senior project in International Studies by giving you the experience, knowledge and confidence to do an original empirical research in the social sciences. This assignment also fulfills all four outcomes listed in section I.

Each of you will be assigned to a research team, and each team will research and write an original research paper of no more than 6,000 words inclusive of everything. The benefits of teamwork in this project are to stimulate deeper collective thinking and sounder ideas checked by your peers, give you practice with teamwork in a professional or academic setting, share workload, and leverage the comparative advantages of each team member with specialization in specific tasks. I am confident that each team member can make a valuable contribution.

Your paper will be empirical, meaning that it poses a theoretically relevant research question and answers it using original data. These data may be in the form of a survey, which may include an embedded experiment, or alternatively, they may consist of a set of important primary sources (e.g. international agreements, state white papers). There is some flexibility in the type of empirical project here—we will go where our sense of curiosity and adventure takes us. Each team will later present the main features of that paper as an in-class oral presentation along with a slide deck of important arguments, charts or figures. In a number of our regularly scheduled meetings we will work to develop your projects.

To achieve our learning outcomes, each team should accomplish the following in writing its paper:

1. Explain the diversity of perspectives on your general topic and specific research question. Revisit those perspectives in discussing your findings and in concluding.
2. Account for the interrelation between politics and economics at the local, national, and international levels in developing your argument and in discussing your findings.
3. Analyze key political, historical, and cultural developments in the world in developing your argument and in discussing your findings.

Research Project and Presentation OPTION 2: An analytical and critical investigation of the general and specialized literature on a selected topic in political economy. You will form a team of *three* students of your own choosing to conduct such an investigation. The team will:

- (a) Assign each member a publication in consultation with the professor.
- (b) Write an analytical and critical essay about the subject matter, origins, argument, findings, and implications of each publication.
- (c) Create a 30-minute panel presentation involving the three group members, which should do three things:
 1. Analyze key political, historical, and cultural developments in the world, based on your set of publications.
 2. Evaluate the interrelation between politics and economics at the local, national, and international levels that appears in your set of publications.

	<p>3. Explain the diversity of perspectives on political economy in your set of publications.</p> <p>You should collectively submit a paper of no more than 6,000 words all-inclusive with the following four <i>parts</i> (sectioning each part as needed):</p> <ol style="list-style-type: none"> 1. An Introduction summarizing the work you have done. 2. Analytical and critical summaries of all six publications in separate sections with a unique author's name indicated. 3. A summary of the argument in your presentation co-authored by the three group members. 4. A short conclusion summarizing broader thoughts and questions that you encountered in this intellectual journey. 																																													
<p>L Grading Scale, Grading Distribution, and Due Dates</p>	<p>Grading Scale</p> <table border="1" data-bbox="581 743 1333 932"> <tr> <td>94– 100</td> <td>4.0</td> <td>A</td> <td>77 – 79</td> <td>2.3</td> <td>C+</td> </tr> <tr> <td>90 – 93</td> <td>3.7</td> <td>A-</td> <td>73 – 76</td> <td>2.0</td> <td>C</td> </tr> <tr> <td>87 – 89</td> <td>3.3</td> <td>B+</td> <td>70 – 72</td> <td>1.7</td> <td>C-</td> </tr> <tr> <td>83 – 86</td> <td>3.0</td> <td>B</td> <td>60 – 69</td> <td>1.0</td> <td>D</td> </tr> <tr> <td>80 – 82</td> <td>2.7</td> <td>B-</td> <td>Less Than 60</td> <td>0</td> <td>F</td> </tr> </table> <p>Grading Distribution</p> <table border="1" data-bbox="521 1003 1393 1297"> <thead> <tr> <th>Assessment</th> <th>Weight</th> <th>Due</th> </tr> </thead> <tbody> <tr> <td>Research project</td> <td>25%</td> <td>Paper due April 18 at midnight. Final revision 48 hours after your in-class presentation.</td> </tr> <tr> <td>Participation</td> <td>25%</td> <td>Weekly, Jan-May</td> </tr> <tr> <td>Final exam</td> <td>50%</td> <td>Exam period</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> </tr> </tbody> </table>	94– 100	4.0	A	77 – 79	2.3	C+	90 – 93	3.7	A-	73 – 76	2.0	C	87 – 89	3.3	B+	70 – 72	1.7	C-	83 – 86	3.0	B	60 – 69	1.0	D	80 – 82	2.7	B-	Less Than 60	0	F	Assessment	Weight	Due	Research project	25%	Paper due April 18 at midnight. Final revision 48 hours after your in-class presentation.	Participation	25%	Weekly, Jan-May	Final exam	50%	Exam period	Total	100%	
94– 100	4.0	A	77 – 79	2.3	C+																																									
90 – 93	3.7	A-	73 – 76	2.0	C																																									
87 – 89	3.3	B+	70 – 72	1.7	C-																																									
83 – 86	3.0	B	60 – 69	1.0	D																																									
80 – 82	2.7	B-	Less Than 60	0	F																																									
Assessment	Weight	Due																																												
Research project	25%	Paper due April 18 at midnight. Final revision 48 hours after your in-class presentation.																																												
Participation	25%	Weekly, Jan-May																																												
Final exam	50%	Exam period																																												
Total	100%																																													
<p>M Explanation of Assessments</p>	<p>Participation: Your presentations and classroom conduct determine this grade. Your presentations will be graded on the degree of effort, creativity, and accuracy in your preparation. I will assign a qualitative score of no credit, low credit, high credit, or extra credit to your presentation. Respectful classroom behavior and consistent high-quality contributions to discussion also contributes to this grade. Avoid disruptive and rude behavior: interrupting others; rudeness; excessive absences and tardiness; chatting and whispering in class; and doing other coursework while in class.</p> <p>Final exam: The closed-book, comprehensive final exam will consist of essays and multiple-choice questions. It will be given on Lockdown Browser. The final will draw heavily on the assigned readings listed in the schedule below. Specific questions will be asked. The exam will also require you to know the theories, arguments, facts, methods, findings, and implications of your team's research project.</p> <p>Empirical research project: I will grade your group's presentation and paper using criteria distributed to you. I will give you lots to think about in reaction to preliminary drafts you have, so please put plenty of effort into them. <i>The paper must be uploaded</i></p>																																													

to SafeAssign. No extensions will be granted. Late papers will be penalized by up to 20%.

Criteria that I use to grade writing assignments, exams, and your project: I refer to the following criteria when I grade all writing assignments that you turn in.

Basic criteria:

1. Is your spelling and grammar correct? Do you use the correct proper nouns?
2. Is your English prose easy to follow? Does your argument flow from one readable paragraph to another without unnecessary diversions or interruptions?
3. Are you answering the question that you should be answering?
4. Do you have a clear thesis? Is it clear to me what you are arguing, and can you recite that argument to me in person within a five-minute window?
5. Are your facts correct? Do you have the necessary empirical knowledge to inform your writing?
6. Have you read deeply enough on the topic? Have you read widely enough? Do you really understand what each of the sources that you've referred to argue?
7. Is your argument logically valid? Do conclusions of your arguments flow from your assumptions?
8. Do you properly cite the appropriate sources? Are these serious sources that are relevant to your inquiry? Have you cited page numbers, as you should? Are all of your book sources found in the AUS library, and if not, can you produce them to me if I request that you do? Have you gone beyond mere internet research and delved into scholarly journals, books, and even primary sources, where they are relevant?

More advanced criteria:

9. Do you understand the potential weaknesses of your argument? Do you make a serious effort to present them?
10. Do you have a reply to potential counterarguments? Is your argument robust?
11. Do you state key assumptions, and are they plausible? Are you aware of what your argument assumes?
12. Do you follow my advice from class in analyzing data?

<p>N</p> <p style="text-align: center;">Student Academic Integrity Code Statement</p>	<p>Students are advised that violations of the Student Academic Integrity Code will be treated seriously and can lead to suspension or dismissal from the university. A notation of the academic integrity code violation can become part of the student's permanent record. Academic violations include but are not limited to:</p> <ul style="list-style-type: none"> • Plagiarism • Inappropriate Collaboration • Inappropriate Proxy • Dishonesty in Examinations and Submitted Work • Work Completed for One Course and Submitted to Another • Deliberate Falsification of Data • Interference with Other Students' Work
---	--

	<ul style="list-style-type: none"> • Copyright Violations • Complicity in Academic Dishonesty <p>Students MUST read the Student Academic Integrity Code outlined in the AUS Catalog and agree to abide by the standards for academic conduct, students' rights and responsibilities and procedures for handling allegations of academic dishonesty.</p>
<p>O Other Information</p>	<p><i>How to succeed:</i></p> <ul style="list-style-type: none"> • Please come and see me if you are having difficulty with the course. • Read and re-read the syllabus. It contains a lot of helpful information. • Take notes in class during class. Keep organized. • Bring assigned readings to class. Come to class having read them carefully. • Ask and attempt to answer questions in class. • Stay tuned to course updates that I post to iLearn. <p><i>On math:</i> Our readings in this course should have minimal quantitative content. But there is always the chance of an odd table or equation popping up. Don't let this deter you from enjoying the ride. What you need to comprehend from these articles, however, requires only high school algebra. Readings in politics, law and economics often include formal theoretical models—written in a combination of mathematics and English—to simplify arguments, demonstrate their logical validity, and highlight their dynamics in a clear and irrefutable way. I expect you to understand the logic of these arguments, to recognize their significance, to identify the key assumptions that make them work, and to question whether they are good arguments. Unless you have an exceptionally good mathematical intuition, understanding the logic of the arguments and seeing their key assumptions is helped by understanding what is going on in the formal models. That said, the amount of math in our readings is extremely low for a course in political economy.</p> <p><i>About the professor:</i> Barry Hashimoto specializes in international institutions, law, and political violence. He has held positions in New York University Shanghai and the Department of Politics at New York University. At AUS, he teaches Introduction to International Relations, Public International Law, Human Rights in World Politics, Moot Court, and Global Political Economy. He received his Ph.D. and M.A. in Political Science from Emory University and his A.B. in Government from Dartmouth College.</p>

SCHEDULE

#	DATES	READINGS	NOTES
1	Jan 23	Thinking about global political economy at the local, national, and international levels.	M: Syllabus, policies, goals
	Jan 25	M: Syllabus	W: Lecture
		W: Instructor's notes/slides.	

2	Jan 30	Diverse perspectives on political economy.	M: Lecture W: Lecture
	Feb 1	Structure of international trade across history: national and international variables in modern history. M: Instructor's notes/slides. W: Stephen D. Krasner. " State Power and the Structure of International Trade ." <i>World Politics</i> , Vol. 28, No. 3, April 1976, pages 317-347.	
3	Feb 6	Origins of national development the modern global economy: local, national and international variables in colonial history. M: Kenneth L. Sokoloff and Stanley L. Engerman, " History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World ," <i>Journal of Economic Perspectives</i> , Vol. 14, No. 3, Summer 2000, pages 217-232.	M: Lecture W: Presentation and classroom discussion. See presenters' schedule!
	Feb 8	M: Daron Acemoglu. " Root Causes ," <i>Finance and Development</i> , Vol. 40, No. 2, June 2003, pages 27-30. Into the Twentieth Century . . . Last Best Years of the Golden Age, 1896-1914 W: Frieden 2006, Prologue and Chapter 1, pages 1-17.	
4	Feb 13	Last Best Years of the Golden Age, 1896-1914	MW: Presentations and classroom discussion. See presenters' schedule!
	Feb 15	M: Frieden 2006, Chapter 2 and 3, pages 28-79. W: Frieden 2006, Chapter 4 and 5, pages 80-126.	
5	Feb 20	Last Best Years of the Golden Age, 1896-1914	MW: Presentations and classroom discussion. See presenters' schedule!
	Feb 22	M: Frieden 2006, re-read Chapter 5, pages 105-126. W: Frieden 2006, Chapter 6, pages 127-154.	
6	Feb 27	Things Fall Apart, 1914-1939	MW: Presentations and classroom discussion. See presenters' schedule!
	Mar 1	M: Frieden 2006, Chapters 7 and 8, pages 155-194. W: Frieden 2006, Chapter 9, pages 195-228.	
7	Mar 6	Things Fall Apart, 1914-1939 . . . Together Again, 1939-1973 M: Frieden 2006, Chapters 10 and 11, pages 229-277.	MW: Presentations and classroom discussion. See presenters' schedule!

	Mar 8	W: Frieden 2006, Chapter 12, pages 278-300.	
8	Mar 13 Mar 15	Together Again, 1939-1973 M: Frieden 2006, Chapter 13, pages 301-320. W: Frieden 2006, Chapter 14, pages 321-338.	MW: Presentation and classroom discussion. See presenters' schedule!
9	Mar 20 Mar 22	Together Again, 1939-1973 . . . Globalization, 1973-2000 M: Frieden 2006, Chapters 15 and 16, pages 339-391. W: Frieden 2006, Chapter 17, pages 392-412.	MW: Presentation and classroom discussion. See presenters' schedule!
10	Mar 27 Mar 29	Globalization, 1973-2000 M: Frieden 2006, Chapters 18 and 19, pages 413-456. W: Frieden 2006, Chapter 20 and Conclusion, pages 457-476.	MW: Presentation and classroom discussion. See presenters' schedule! DUE in class on March 29: <i>Your group should bring a three-page annotated outline of your paper with proper references section and team-member responsibilities and dates clearly allocated. If you are pursuing option 1, then you should also bring the basic elements of your research design, such as a survey instrument.</i>
11	Apr 10 Apr 12	Students' original analytical and critical analysis of global political economy: research and writing sessions for your projects. MW reading: Just a few suggested readings for preparing for your project: Giovanni Capoccia and R. Daniel Kelemen, " The Study of Critical Junctures: Theory, Narrative and Counterfactuals in Historical Institutionalism ," <i>World Politics</i> , Vol. 59, No. 3, April 2007, pages 341-369.	MW: Team meetings in class. Professor Hashimoto will be at the Jessup moot court competition this week. You will be meeting with a substitute instructor! Have fun.

		<p>Orfeo Fioretos, "Historical Institutionalism in International Relations," <i>International Organization</i>, Vol. 65, No. 2, Spring 2011, pages 367-399.</p> <p>Diana C. Mutz. 2011. <i>Population-Based Survey Experiments</i>. Princeton, NJ: Princeton University Press.</p> <p>Alan S. Gerber and Donald P. Green. 2012. <i>Field Experiments: Design, Analysis, and Interpretation</i>. New York: W.W. Norton.</p> <p>Further readings TBD.</p>	
12	<p>Apr 17</p> <p>Apr 19</p>	<p>Students' original analytical and critical analyses of global political economy: presentations and discussion.</p> <p>M: Readings relevant to your project.</p> <p>W: Read your fellow students' research papers.</p>	<p>M: Professor Hashimoto will be flying back from university business in Washington, D.C. on this day. He'll be back in the evening.</p> <p>W: Student presentations and discussion</p>
13	<p>Apr 24</p> <p>Apr 26</p>	<p>Students' original analytical and critical analyses of global political economy: presentations and discussion.</p> <p>MW: Read your fellow students' research papers.</p>	<p>MW: Student presentations and discussion</p>
14	<p>May 1</p> <p>May 3</p>	<p>Diverse perspectives on the global political economy in the twenty-first century.</p> <p>M: David Dollar, "Globalization, Poverty and Inequality since 1980," <i>The World Bank Research Observer</i>, Vol. 20, 2005, pages 145-175.</p> <p>M: Kenneth Scheve and Matthew Slaughter, "A New Deal for Globalization," <i>Foreign Affairs</i>, Vol. 86, No. 4, July/August 2007, pages 34-47.</p> <p>W: Dani Rodrik, "How to Save Globalization From Its Cheerleaders," <i>Journal of International Trade & Diplomacy</i>, Vol. 1, No. 2, Fall 2007, pages 1-31.</p> <p>Suggested:</p> <p>Jeffrey A. Frankel, "Globalization of the Economy" in Nye, Joseph S. Jr. and John D. Donahue (editors), <i>Governance in a Globalizing</i></p>	<p>MW: Lecture, discussion, debate on the new global economy</p>

		<i>World</i> , 2000, pp. 45-71.	
15	May 8	<p>Diverse perspectives on the global political economy in the twenty-first century.</p> <p>M: Simon Johnson, "The Quiet Coup," <i>The Atlantic Magazine</i>, May 2009.</p>	M: Lecture, discussion, debate on the new global economy

G