Political Science 265, Capitalist Crises, Power, and Policy  
Winter Term 2017

SYLLABUS

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Course Description

This course serves as an introduction to the politics of international economic relations and comparative economic development. In addition to examining the history of international political economy and the theories that seek to explain it, we analyze several contemporary issues such as financial and monetary crises, economic reform, poverty and inequality. Students need not have a background in international economics to take this course. All economic principles and terms (e.g., balance of payments crises, exchange rates, informal labor markets, etc.) will be explained in the course of instruction.

What is Expected of Students

Students will be expected to read, think, criticize, and form arguments. That means that students must keep up in their reading assignments and attend class regularly. Students must be fully prepared at all times to discuss the readings and concepts from previous lectures. The best students will be critical but balanced in their assessments, and will develop coherent arguments that they can defend in their writing and their in-class discussion.

Reading Materials

This course requires your purchase of two books which are presently on sale at the college bookstore:


In addition to these texts, this course requires your study of a number of other readings and multimedia from diverse sources. These readings are all available on Dropbox. Additionally, I will occasionally distribute clippings from The New York Times, Financial Times, the Economist, and www.voxeu.org on Moodle and Dropbox. Additional resources are available on the course’s web page (http://people.carleton.edu/~amontero/pger.htm).

Grading

Assessment of the students in this course will be based on their performance on two light research
papers, a group data analysis project with an oral presentation component, and classroom participation. The grade breakdown follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Breakdown</th>
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<tbody>
<tr>
<td>First Writing Assignment</td>
<td>25%</td>
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<tr>
<td>Second Writing Assignment</td>
<td>35%</td>
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<tr>
<td>Group Data Analysis Project</td>
<td>25%</td>
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<tr>
<td>Group Dynamics: Oral Presentation</td>
<td>25%</td>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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**Writing Assignments**

Paper assignments in this course are of varying lengths. Yet they must all be typed, paginated, and double-spaced with Times New Roman or Garamond font type, 12cpi font size, and one-inch margins.

These assignments must be turned in as **PDF files** unless otherwise indicated by 5 p.m. in the student’s folder on Dropbox. *Late work will receive no credit.* Technical problems involved in converting and uploading work onto Courses will not be accepted as reasons for late or improperly formatted work. Students are responsible for addressing all glitches unless they are systemic. Proper use of spelling, punctuation, and grammar is expected. Since ability to edit your own work and produce concise argument is a touchstone for assessing and developing your critical skills, students will not be allowed to surpass the required number of pages. A handout will be distributed with the particular parameters of each of these assignments well before the due date.

**Paper #1 (Hypothesis-Testing Project):**

Students will select a hypothesis inspired by the theoretical debates in Section 1 of the course. Using a mix of quantitative and qualitative empirical evidence, students will compose a 6-7-page analytical paper testing the selected hypothesis. Completing this assignment will require a light amount of independent research.

**Paper #2 (Comparative Assessment Project):**

Based on their study of problem areas in international political economy, students will select 2 or more countries and at least one hypothesis to assess using a comparative method. This paper will be 8-10 pages and it will require a sustained period of moderate research. The work for this paper must not be closely related to the focus of the group data analysis project.
Group Data Analysis Project

As the class begins to do more empirical analysis of problem areas in international political economy, the students will be divided into groups of three to four members. Each group will be charged with the task of collecting quantitative data on a number of countries as part of a collaborative project involving a choice of hypotheses concerning international political economy. Each group will work with the professor to focus their project and they will consult with a social science librarian for help in acquiring the necessary data. Each research team will carry on some of their discussions in Moodle so that the professor may monitor the groups’ progress. Using STATA, each group will analyze the quantitative data they have collected and render an 8-minute formal oral report at the end of the term. A detailed handout will describe the format and other aspects of this project during Session 2.

The “group dynamics” score will be determined based on confidential peer evaluations, professor’s observations of preliminary work handed in, and demonstrated work on the Moodle item for the group. Emphasis will be placed on the demonstration of consistent effort by all group members. The group dynamics score will be based on a mean group score adjusted for varying level of individual effort. The oral presentation score will be strictly collective. Because this is a collaborative exercise, all group members are responsible for the whole project. That is, each member shares in the collective responsibility of the project, making individual backsliding the problem of the entire team.

Class Participation

Communicating your insights into the subjects analyzed in this course is an integral part of the learning experience. In no way do I consider class participation a residual category for subjectively determining the final grade. In this course, I will evaluate your performance in both formal, scheduled presentations and informal class discussion. The following are structured presentation formats that will be used in this course, in addition to the formal presentation of the group research project:

1. Two debates on American leadership and financial regulation.
2. Small group discussions on numerous topics.
3. Preparation and discussion of cases in the classroom.
4. Extended discussions on Moodle.

In addition to these activities, occasionally students will answer written and oral questions based on the readings and lectures. These periodic “diagnostics” will assess listening ability, reading comprehension, and note-taking. They will compose one-half of the total participation score. Student performance on these diagnostics will sometimes require a meeting with the professor during office hours to review note-taking and understanding of key concepts and ideas.
Attendance

Consistent attendance in the course is required. If you know you will be absent due to a scheduling conflict involving athletic events, Model U.N., forensics, job interviews, or any other activity, please communicate that to me as soon as possible. Keep in mind that given the unique aspects of a class, you cannot really "make up" an absence.

The Grading Scale

I will be using the following grading scale in this course:
98-100 A+
94-97 A
91-93 A-
88-90 B+
83-87 B
79-82 B-
76-78 C+
72-75 C
68-71 C-
67/below D/F

Electronic Equipment Policy

For years I have allowed students to use laptops in class to take notes. However, based on much scientific evidence as well as personal experience, it is evident that such practices encourage inattention and multitasking that degrades the ability of students to learn. There is also plenty of scientific evidence that taking pen-and-paper notes is far superior to note-taking on laptops. The use of laptops and tablets in this class will be strongly discouraged unless a student can prove that they absolutely need such a device in the classroom. Preference will be given to students who have an officially sanctioned accommodation (see Special Needs below), but students without such accommodations may also be given permission to use laptops and iPads for approved purposes. Use of such devices in class does not designate any student as having special needs.

Academic Misconduct

Given the fact that academe relies upon the ethical conduct of scholars, students are held to the same standards in their own work. Any act of academic dishonesty or misconduct will be referred to the Office of the Dean. For further information, see the useful handout on “Avoiding Academic Misconduct” on the course webpage.

Special Needs

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Burton Hall 03) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum
disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

**NOTE:** Readings must be completed for the dates assigned below.

## SECTION ONE

### ANARCHY AND AGENTS IN INTERNATIONAL POLITICAL ECONOMY

**Session 1: The Problem of Anarchy**

**Anarchy and the Problem of Cooperation (Wednesday, January 4)**


**Hegemonic Stability Theory (HST) and Its Critics (Monday, January 9)**


**HST and Liberalism (Wednesday, January 11)**


**Globalization and State Interests: The Death of Agency? (Friday, January 13)**

“The Golden Straitjacket.”

Dani Rodrik, “How to Save Globalization from Its Cheerleaders,” in Frieden, Lake, and Broz.


**Institutional Mediation of Globalization’s Effects (Monday, January 16)**


**Who Are the Agents in the International Political Economy? Firms, Sectors, Capital, the “Electronic Herd,” People? (Wednesday, January 18)**


Workshop: Collecting Data About the Global Economy (Venue change: WCC 138) (Friday, January 20)

SECTION TWO

ISSUES IN INTERNATIONAL POLITICAL ECONOMY

Session 2: The International Monetary System

The History of International Monetary Relations and the Dilemmas of Exchange Rate Politics (Monday, January 23 and Wednesday, January 25)

Barry Eichengreen, “Hegemonic Stability Theories of the International Monetary System,” in Frieden, Lake, and Broz.


PAPER #1 DUE (Thursday, January 26)

Central Banking Dilemmas: The Financial Crisis of 2008-Present (Friday, January 27)


Bretton Woods II (Monday, January 30)


The Trump Presidency: What Will Happen to American Leadership in the International Political Economy (Tuesday, January 31) – MAKE UP CLASS, 6:00 p.m.-7:30 p.m.

Various articles on the Trump presidency from The Economist and Financial Times and other periodicals.

Debate #1: Will the Trump presidency restructure American leadership in the IPE?

MIDTERM BREAK (Monday, February 6)

Session 3: The International Trade System

The Economic and Political Origins of Trade Policy (Wednesday, February 8)


For Extended Discussion on Moodle: Richard B. Freeman, “Are Your Wages Set in Beijing?” in Frieden, Lake, and Broz.

The World Trade Organization (WTO), Common Markets, and Preferential Trade Agreements (Friday, February 10)


Session 4: Transnational Production and Portfolio Investment

Multinational Corporations and Commodity Chains (Monday, February 13)


Capital Flows, Capital Controls and the Disappearing State (Wednesday, February 15)


Credit Rating Agencies, the IMF, and Domestic Responses (Friday, February 17)


The Electronic Herd versus State Regulation (Monday, February 20)


Debate #2: Should states turn to financial regulations to tame the “electronic herd”? 
Session 5: Development, Poverty and Inequality

Development Pathways: Cases from Latin America and East Asia (Wednesday, February 22 and Friday, February 24)


How Development Patterns and Policy Choices Exacerbate Poverty and Inequality (Monday, February 27)


Jason Hickel. 2016. “Global Inequality May Be Much Worse Than We Think,” The Guardian (April 8).

The Social Dilemmas of Economic Reform (Wednesday, March 1)


Class on Friday, March 3 is cancelled.

International Approaches to Ending Poverty (Monday, March 6)

SECTION THREE

THE DATA ANALYSIS GROUP PRESENTATIONS

Student Group Presentations (Wednesday, March 8 and Friday, March 10)

PAPER #2 DUE (Thursday, March 9)