Duke University  
Department of Political Science  
PS 650S  
The Political Economy of International Relations  

Fall 2015

MW, 10:05-11:20  
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Gross Hall 291  
660-4315; grieco@duke.edu

Office Hours: Wednesdays, 11:30-1:30  
or by appointment

Purpose of the Seminar

The seminar investigates important political-economic actors and their interactions in the modern world economy: states, multinational enterprises, and international economic institutions. The seminar will examine the political conditions that influence international economic openness and closure, the relationships between economics and war at the international level, and the effects of international economic integration on the prospects for democracy, human rights, and global peace in the modern world.

Course Requirements and Grading

There are five graded elements in this seminar:

- **Seminar Response Paper (10%)**: Each student will write a response paper on TWO of the assigned readings for a particular meeting of the seminar, and lead the discussion during the hour of the corresponding class meeting. In the papers students should provide a brief (one paragraph maximum) summary and comparison of the two readings; engage important issues in them (for example, identify logical or empirical problems); and draw out implications for future research. **The papers will be circulated electronically to the entire class, and will be due at 5:00 PM the evening prior to the relevant class day.**

- **Seminar Leadership (10%)**: As noted above, each student will help lead the hour of the seminar meeting for which he or she provided a response paper. In leading the discussion during that hour, the student should focus on the readings discussed in his or her response paper, but should press beyond them to foster discussion of other readings.

- **Research Paper (40%)**: Each student will write a 25-page research paper. **The paper must be delivered electronically by 5:00PM on Tuesday, November 24.** No extension will be provided for the research paper without prior authorization from the instructor. Papers that are submitted after the deadline will be reduced by 5 points for each 48-hour period after the deadline.
• **In-Class Delivery of Paper (10%)**: Each student will present the key findings of his or her research paper to the seminar at the end of the semester.

• **Class Participation (30%)**: Each student will be expected to be a prepared, active participant in seminar meetings throughout the semester.

The grading rubrics for the reaction paper, seminar leadership, and final paper are presented at the end of the syllabus.

The scale that will be applied for each graded element, and for the final grade, is listed below. There will be no rounding up of the weighted cumulative numerical score.

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-97</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<td>87-89</td>
<td>B+</td>
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<td>83-86</td>
<td>B</td>
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<td>80-82</td>
<td>B-</td>
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<td>77-79</td>
<td>C+</td>
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<td>73-76</td>
<td>C</td>
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<td>70-72</td>
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<td>60-62</td>
<td>D-</td>
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<tr>
<td>&lt;60</td>
<td>F</td>
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**Special Note on Academic Integrity**: Students in the class are expected to comply with the Duke Community Standard; see [http://www.integrity.duke.edu/ugrad/student.html](http://www.integrity.duke.edu/ugrad/student.html).

**Readings**: All required journal articles may be accessed through the Library’s electronic databases. Other required items will be scanned and available on the Sakai space for the seminar.

**Topics and Schedule**

**Monday, August 24: Organizational Meeting**

**Wednesday, August 26: Writing Workshop—Past research experiences and identification of possible areas of student interest**
Core Concepts in Trade and International Monetary Theory

*Monday, Wednesday, August 31 and September 2: Fundamentals of International Trade Theory*


--- Special Note: we will organize the seminar into teams, and the teams will present the review of trade theory during class, focusing on the following sections:

**Monday, August 31**

“Analytical Building Blocs” (pp. 21-28)
“Ricardian Model” (pp. 29-36)

**Wednesday, September 2**

“Neoclassical Model” (pp. 37-43)
“Why Protectionism” (pp. 43-49)

*Monday, September 7, and Wednesday, September 9: Fundamentals of International Monetary Theory*


--- Special Note: we will organize the seminar into teams, and the teams will present the review of international monetary theory during class, focusing on the following sections:

**Monday, September 7**

“Foreign Exchange Market” (pp. 59-69)
“Balance of Payments” (pp. 69-75)

**Wednesday, September 9**

“Balance of Payments Equilibrium” (pp. 76-83)
“Macroeconomic Policy” (pp. 83-89)

Central Actors in International Political Economy

*Monday, September 14: States, Governments, and International Political Economy*


**Wednesday, September 16: Firms, Governments, and Civil Society in the International Political Economy**


**Problems in International Political Economy**

**Problem: How do We Account for International Economic Openness and Closure?**

**Monday, September 21: Global Economic Openness and Closure—Inter-State Power**


**Wednesday, September 23: Writing Workshop--Research Question**

**Monday, September 28: Domestic Politics and Modern Protectionism/Liberalization**


**Wednesday, September 30: International-Institutionalist Arguments about International Economic Cooperation**


**Monday, October 5: Economic Statecraft**


Gustavo Flores-Macías and Sarah Kreps, “The Foreign Policy Consequences of Trade: China’s Commercial Relations with Africa and Latin America, 1992-2006,” *Journal of Politics*


**Wednesday, October 7: Writing Workshop—Evidence and Methods**

***October 9-13: Fall Break***

**Problem: Does International Economic Integration Promote Peace or War?**

**Wednesday, October 14: Trade, FDI, and Peace**


**Monday, October 19: Economic Power-Transitions and the Onset of War**


**Wednesday, October 21: Writing Workshop—Results and Discussion**

**Monday, October 26: Link between Political Economy and State War Performance**


*Wednesday, October 28: War and its Political-Economic Consequences*


*Problem: Does International Economic Integration Promote Democratization and Development?*

*Monday, November 2: IPE and Democratization*


*Wednesday, November 4: Writing Workshop on Conclusion*
**Monday, November 9: International Relations and National Economic Development**


**Wednesday, November 11: Delivery of Papers**

**Monday, November 16: Delivery of Papers**

**Wednesday, November 18: Delivery of Papers**

**Monday, November 23: The Future of IPE**

***Papers Due: Monday, November 23, 5:00PM***
Student: ______________________  Date: ________________

Sharp focus

Insightful analysis

Likely utility for discussion

Use of examples/evidence

Other Comments:

Grade:
Political Science 650S
Fall 2015
Class Leadership Assessment

Student:_____________________
Date:_______________

Encourage focus on key issues in readings/lecture

Encourage students to identify new problems/puzzles

Encourage a wide range of students to participate

Command of materials

Organization of discussion

Overall professional style/crafting

Other Comments:

Grade:
Political Science 650S—Fall 2015
Research Paper Evaluation

Student: _________________________ Date:_____________

Abstract:
Succinct description of the project
Drawing in the reader

Framing the Paper—Introduction:
Clarity of statement of question
Rationale for project—substantive and scholarly
Qualifications on scope of question
Roadmap for project

Framing the Paper—Conclusion:
Succinct summary
Scholarly implications
Policy implications
Future research

Evidence and Methods:
Description/explanation of evidence
Rationale for type of evidence employed
Description/explanation of method
Rationale for method employed
Qualifications on evidence and method

Results and Discussion:
Mastery of empirical material
Bringing empirical materials to bear on research question
Consideration of alternative arguments about or interpretations of the empirical materials

Overall Writing Effectiveness:
Fit with audience
Clarity of writing and appropriate voice
Use of graphics, other aids

Other Comments:

Grade: