**READ THIS FIRST**

This syllabus is *long*, but there is a reason for it: *it serves as a guide for this class*. Think of it as your *Instruction Manual for IR 330*. You can find the class scheduling, required readings, examination dates, office hours, and other relevant information on this document. Make sure you consult *this syllabus first* for questions that pertain to logistics unless it is instructed otherwise. Any changes to the class will be announced and updated on this document correspondingly.

As a 300-level class, readings for some days can be extensive. Students are not expected to know or remember every detail. Instead, I expect a critical analysis of the reading content and students’ own input. On that note, students are encouraged to check the section on *Resources for Students* at the end of this syllabus. It contains additional materials and tools to support the advancement of students’ writing and analytical skills.
SYLLABUS CONTENT
Click on the links to go to a specific section:

1. Course overview
2. Course requirements
3. Grade components
4. Class policies
5. University policies
6. Class schedule
7. Resources for students

COURSE OVERVIEW

This class provides an overview of the conceptual approaches, critical turning points, and key issues that have characterized the international political economy (IPE) since the 20th century. By examining a diverse body of scholarship, we will look at how politics shape foreign economic policies and how changes in the global economy can influence the preferences and bargaining power of different state and non-state actors.

We will explore a series of theories and events that have shaped the 20th and the 21st centuries, including the creation of formal rules and institutions to manage growing flows of international economic exchanges, as well as issues and challenges that have dominated recent political economy debates, such China’s global influence, climate change, migration, among other topics.

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

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>Identify, understand, and critically examine the main theories and paradigms that have shaped the global political economy in the 20th and 21st centuries.</td>
<td>Weekly individual in-class participation, response memos, in-class group exercises, midterm, and final papers.</td>
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<tr>
<td>Understand and evaluate the factors and processes associated with changes in the global economy, and in the foreign and domestic economic policies of key state-actors.</td>
<td></td>
</tr>
<tr>
<td>Analyze the main issues and concerns associated with recent political economy debates.</td>
<td>Students’ midterm and final papers.</td>
</tr>
<tr>
<td>Analyze how international trade, and financial structures are created, and how they can affect domestic institutions and policies, and vice-versa.</td>
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**COURSE REQUIREMENTS**

Students are expected to complete all required readings prior to each meeting and actively participate in class. Similarly, all assignments and examinations should be submitted according to the specified deadlines. In case there are any emergencies and/or issues that could interrupt their timely submission, students should talk to me in advance and when possible.

The following book is also required and can be obtained at online and/or at the USC bookstore:


All other assigned readings are available online and/or posted on Blackboard.

**GRADE COMPONENTS**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>15%</td>
</tr>
<tr>
<td>In-class group exercises (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Response memos (2)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final paper</td>
<td>30%</td>
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</tbody>
</table>

As indicated on the table, your grade will be based on:

1. **Class participation (15%)**

Students are expected to read each week’s assigned materials and contribute to class discussions. It is essential for students to participate so the class is as interactive as possible—we all learn from each other. *Perfection is not the goal, but willingness to learn, listen, and grow as professionals and individuals.* We all come from different backgrounds and embody many distinct stories, so everyone should be respectful at all instances.

Attendance will not be mandatory, but if students miss class too often without prior and/or proper justification according to USC policies, their participation grade will be affected. If students miss more than 30% of classes throughout the semester, the maximum grade that can be obtained for this part of the class will be a C+ (C plus).

2. **In-class group exercises (15%)**

There will be three in-class group exercises on the following dates 10/6, 11/8, and 11/17. I will provide a series of questions that are based on the readings and which students will discuss with members of their respective group. Each group will be graded based on a five-minutes presentation at the end of the class by their peers and myself. Further details will be provided in class.
3. Response memos (15%)

Students will write two response memos in total due on 9/11 and 10/30 by 3:00 p.m. via Blackboard. These memos will succinctly answer a question provided on the Monday of the week they are due. The responses should be 1-2 pages long (max.), 1-inch margins, 12-point Times New Roman or Cambria, 1.5 spaced.

When writing these memos keep in mind the following:
   a) What is the question asking and which author(s) and/or reading(s) can help in providing the most thorough answer?
   b) What kind of argument(s) and evidence do the reading(s) and/or author(s) offer?
      a. Is it valid evidence? Are the arguments strong or weak?
      b. Are there any inconsistencies or issues that are not properly addressed?
   c) What are some unknowns in your response? What suggestions could you provide in seeking some answers?
   d) Why answering this question is important?

4. Take-home midterm (25%)

The midterm will be due on 10/11 by 5:00 p.m. via Blackboard. It will consist of two essay-questions that will be provided on the Friday (10/7) before the midterm is due. Students are expected to work individually and submit their responses in a 4-5 pages (max) document, 1-inch margins, 12-point Times New Roman or Cambria, double-spaced via Blackboard.

5. Final paper (30%)

The final paper must be related to at least one of the themes discussed during class. This paper will be due on 12/2 by 11:59 p.m. via Blackboard.

To help students develop their papers, they are expected to submit the following pieces:
   - One-page paper topic and/or main question due 9/20 by 11:59 p.m.
   - Paper main argument(s)/thesis with at least two (2) academic sources due 10/18 by 11:59 p.m.
   - Detailed outline due 11/10 by 11:59 p.m.

These parts will not be graded, but their submission will count toward the final grade of the paper. Failure to submit them will cause a 15% deduction of the final paper's grade (5% for each part missing or submitted late).

Final paper format:
   - 6-8 pages max., excluding bibliography
   - 12-point font (i.e., Times New Roman, Calibri, or Cambria)
   - 1-inch margins
- Double-spaced
- APA or MLA style citations. No footnote citations.

**GRADING SCALE**
The grading scale for this class is as follow:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

**CLASS POLICIES**

**MAKE-UP REQUIREMENTS**
There will be no make-up assignments and tests for unexcused absences. Acceptable excuses, which include medical, family, or other emergencies and official university-related business, must be provided to me in writing in advance to be considered. Students who are unable to complete a requirement for legitimate reasons that do not qualify as excused under university guidelines, and who provide notification may, at my discretion, complete a requirement belatedly. Any requirement turned in on after the deadline will incur a 10% penalty. Each additional late day will mean an additional 5% deduction.

**GRADE DISPUTES**
You may contest the grade on an exam and/or assignment if you believe that there is a clerical error up to one week after it is returned. You will need to submit a written description of the error you believe occurred along with the exam to me. Clerical mistakes will be corrected and the corresponding partial credit will be provided. Please keep in mind that re-grading the exam does not guarantee the grade to go up.

**E-MAIL POLICY**
When writing emails, students are expected to send respectful and complete messages. I will address you with courtesy and respect, so students should write back in a similar fashion. I will try to reply to students’ messages in a timely manner. Please allow a **wait-period of 48 hours** after you send a message for me to email back. I will try my best to respond as soon as I see your messages.

**UNIVERSITY POLICIES**

**ACADEMIC CONDUCT**
Plagiarism or presenting someone else’s ideas as your own, either verbatim or recast in your own words, is a serious academic offense with consequences. Please familiarize yourself with the
discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards (https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions). Other forms of academic dishonesty are equally unacceptable. See additional information about university policies on scientific misconduct on https://policy.usc.edu/research-and-scholarship-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (http://equity.usc.edu) or to the Department of Public Safety (https://dps.usc.edu/). This is important for the safety of the whole USC community. Another member of the university community—such as a friend, classmate, advisor, or faculty member—can help initiate the report, or can initiate the report on behalf of another person. The Relationship and Sexual Violence Prevention and Services (https://sites.google.com/usc.edu/rsvpclientservices/home) provides confidential support and other resources.

COVID-19 POLICY
Students are expected to comply with all aspects of USC’s COVID-19 and related health policies. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards. This means that students must follow the university’s mandates at all times, regardless of vaccination status.

DIVERSITY & INCLUSION
Every student in this course, regardless of background, sex, gender, sexuality, race, ethnicity, socioeconomic status, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the class. We all bring different experiences and perspectives to USC, and it is those experiences and perspectives that will enrich the course content. My intent as an instructor is to provide an inclusive learning environment where individual differences are respected, appreciated, and recognized as a source of strength.

For additional information and resources, I encourage you to visit Dornsife’s Office of Diversity (https://dornsife.usc.edu/dei/) and/or USC’s Office for Diversity, Equity, and Inclusion (https://diversity.usc.edu/resources/).

ADDITIONAL SUPPORT
Many USC schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Some helpful centers and institutes are:

- The American Language Institute (https://ali.usc.edu/), which sponsors courses and workshops specifically for students whose native language is not English and may need support.

- The Office of Disability Services and Programs (https://osas.usc.edu/), which provides certification for students with disabilities and helps arrange the relevant accommodations.
The student is responsible for submitting the necessary certification forms to the professor during the first two weeks of class.

- If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (http://emergency.usc.edu) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**CLASS SCHEDULE**

**WEEK 1: INTRODUCTION**

The second decade of the 21st century has experienced dramatic changes that have transformed global structures and institutions: An ongoing pandemic followed by the Russia-Ukraine war, extreme environmental disasters, a potential global economic recession, and now increasing tensions between the US and China, the world does not seem to catch a break. Were some of these events preventable? What are the factors that could have explained some of these events? What are the challenges we are facing and will continue to face in the upcoming years?

**August 23:** Course Overview

**August 25: A World in Crisis? War, Economic Slowdown, and a Pandemic**


Video:


Optional:
- Snowden, Frank M. “Epidemics in World History” (podcast).
  https://www.cfr.org/podcasts/epidemics-world-history-frank-m-snowden#:~:text=Lindsay%20to%20discuss%20how%20epidemics,Black%20Death%20to%20the%20Present.

WEEK 2: GLOBALIZATION OF THE WORLD ECONOMY
To understand the present and help build the future, it is important to know the past. Globalization has been an important force, particularly in the 20th century. However, the emergence of “winners” and “losers,” rising inequalities, and growing economic crises in certain regions of the world have led to the establishment of anti-globalization or deglobalization movements. How can we understand globalization in today’s world?

August 30: The Phenomenon
Prioritize reading the book chapters.

  https://uschinadialogue.georgetown.edu/publications/chained-to-globalization-why-it-s-too-late-to-decouple
- Guillen, Mauro and Emilio Ontiveros, Global Turning Points (New York, NY: Cambridge University Press, 2012), chapters 1, 2, 4.

Optional:
  https://www.piie.com/microsites/globalization/what-is-globalization

September 1: The Debates

- Guillen, Mauro and Emilio Ontiveros, Global Turning Points, chapter 6.
  https://www.youtube.com/watch?v=86lxKzJvTlw

Optional:

WEEK 3: SOME THEORETICAL FOUNDATIONS
While some theories can explain some events, some events can explain some theories. How have traditional International Relations and International Political Economy theories: Liberalism,
Realism, and Dependency, stood the test of time? How and to what extent has each been challenged by “real world” trends and events?

**September 6: The Traditional Approaches—Liberalism, Realism (or Mercantilism), Dependency**

- Cohn, Theodore H. *Global Political Economy*, chapters 3 and 4.

**September 8: New Wave of IR/IPE Conceptual Approaches—Constructivism vs. Open Economy Politics (OEP)**


*RESPONSE MEMO 1 DUE SEPTEMBER 11 by 3:00pm.*

**WEEK 4: THE HISTORICAL BACKDROP—FROM BOOM TO THE GREAT DEPRESSION (1900-1945)**

During the previous week, we examined the theoretical foundations that have defined the international system in the 20th century. From this week on, we will analyze the key events that influenced or help shape those theories and changed the course of many nations since the last century. Some questions to keep in mind as we analyze these events are: *in which ways can these theories explain these events, or can these events shed light on why these theories, concepts, and policies came about? How have these events shaped current global structures and institutions?*

**September 13: World War I and the Aftermath**

- Video: The War That Changed the Course of History Causes of WWI): [https://www.youtube.com/watch?v=QJfTfyt3Cfk&t=14s](https://www.youtube.com/watch?v=QJfTfyt3Cfk&t=14s)
- Video: The Treaty of Versailles: [https://www.youtube.com/watch?v=74-HkCRozls](https://www.youtube.com/watch?v=74-HkCRozls)
Optional:

**September 15:** NO CLASS—I will be at the American Political Science Association (APSA) Annual Meeting

**WEEK 5: FROM THE GREAT DEPRESSION TO WORLD WAR II**
Why did the Great Depression last for so long?

**September 20: A Decade of Political & Economic Crisis (FINAL PAPER TOPIC/QUESTION DUE)**

- Video: 1929 Stock Market Crash and the Great Depression [https://www.youtube.com/watch?v=qlSxPouPCIM](https://www.youtube.com/watch?v=qlSxPouPCIM)

**September 22: The Political Economy of U.S. Hegemony**


**WEEK 6: POST-WWII GLOBAL ECONOMY—INSTITUTIONAL FOUNDATIONS**
Under what principles did economic liberalism emerge? What can it explain?

**September 27: The Bretton Woods Order**

- Cohn, Theodore H. *Global Political Economy*, chapter 2.

Optional:

**September 29: The Cold War 1947-1989**
  *The author published a “revisited” version in 2002. This 2002 version is not required to read, but it is posted in Blackboard for your reference. Students are required to read the 1990 original version.
- Video: “The Entire History of the Cold War Explained” https://www.youtube.com/watch?v=XDrykOhrb5s

Optional:

WEEK 7: THE POLITICAL ECONOMY OF INTERNATIONAL TRADE
Who are the “winners” and the “losers” of free trade? What is the role of the WTO?

October 4: Global Trade Governance

- Cohn, Theodore H. Global Political Economy, chapter 8.

Optional:
  ***This article uses operations to test arguments. If you read this, pay attention to the theory and what factors the authors are talking about. Do not concern yourself in the proofs, robustness, and sensitivity tests.

October 6: To Trade or Not to Trade—Multilateral Trade on the Wane?
Please read the article below and be ready to work in groups during class. This exercise will count toward your participation grade.

- Cohn, Theodore H. Global Political Economy, chapter 9.

WEEK 8: MIDTERM WEEK
**October 11:** No class. Take home midterm due by 5:00 p.m. via Turn-it in (Blackboard)

**October 13:** FALL BREAK

**WEEK 9: THE POLITICAL ECONOMY OF THE INTERNATIONAL FINANCIAL AND MONETARY SYSTEMS**
What is the role of the IMF and to what extent can it address current financial trends/issues?

**October 18:** From Financial Stability to Crisis (FINAL PAPER ARGUMENTS DUE)


Optional:

**October 20:** The Global Financial Crisis

- Cohn, Theodore H. *Global Political Economy*, chapter 7.

**WEEK 10: MULTINATIONAL CORPORATIONS IN THE WORLD ECONOMY AND THE RISE OF CHINA**
Examine the strengths and challenges of foreign direct investment. Additionally, how has the economic emergence of China altered economic, commercial, and financial structures?

**October 25:** Global Production, Value Chains, and Foreign Investment

- Cohn, Theodore H. *Global Political Economy*, chapter 10.
Optional:

**October 27: China in the Global Political Economy**


Optional:

RESPONSE MEMO 2 DUE OCTOBER 30 by 3pm.

**WEEK 11: IPE IN THE 21ST CENTURY—GLOBAL PERSPECTIVES**

Earlier, we learned about the main theoretical foundations that have been used to better understand the international system. Yet some critics have highlighted the dominance of US-European perspectives and principles vs. non-Western traditions. This week, we will examine some views from Africa, Asia, the Middle East, and Latin America. What are these scholars saying and in what ways parallel, complement, and/or contradict what we have learned thus far?

**November 1: Brief Views of the Political Economy Around the Globe (I)**


Optional:
November 3: Brief Views of the Political Economy Around the Globe (I)


WEEK 12: IPE IN THE 21ST CENTURY—CHINA’S GLOBAL AMBITIONS
Why did the Trump administration and many members of the US Congress consider China’s Belt & Road Initiative to be a geopolitical threat?

November 8: Xi Jinping, China’s “Core” Leader
Please read the articles below and watch the documentary. Be ready to work in groups during class. This exercise will count toward your participation grade.

- Video: China: Power and Prosperity, https://www.youtube.com/watch?v=JovtmKFxi3c

Optional:

November 10: The Belt and Road Initiative—A Strategy for Global Development? (FINAL PAPER DETAILED OUTLINE DUE)

WEEK 13: GLOBAL ISSUES & CHALLENGES

Now into its third year, what are the origins and preliminary outcomes of the US-China trade war? Who are the winners and losers? In regard to the theme for November 17, is the evidence on Climate Change sound? Why do leaders continue to insist that this is a hoax?

November 15: The US-China Trade War


Optional:

November 17: The Global Commons—Migration

Please read the articles below. Be ready to work in groups during class. This exercise will count toward your participation grade.

Optional:

WEEK 14: GLOBAL ISSUES & CHALLENGES II
Examine the factors and consequences of migration. What could shape attitudes toward migration?

November 22: The Global Commons—Climate Change*


Optional:

*Guest lecture

November 24: Thanksgiving Break

WEEK 15: FUTURE AND DEVELOPING ISSUES
As we conclude this course, what are some of the challenges that we’re facing in the second decade of the 21st century? Can we “learn from the past”? And if so, what?
November 29: A Constantly Changing World I


Optional:

December 1: Constantly Changing World II


FINAL PAPER DUE FRIDAY, DECEMBER 2, via Blackboard at 11:59pm.
RESOURCES FOR STUDENTS

1. Some guiding questions to read critically:
   - What is the article’s/book’s main argument?
   - Why is it important? (e.g., why should we care about what the author or authors are writing about?)
   - What kind of evidence or how do the authors support their argument(s)?
     o Is it good or valid evidence? Is it strong or weak?
     o Are there any inconsistencies or issues that are not properly addressed?
   - How does the article or book contribute to the study of what we’re interested in?
   - How does it compare with other scholarship about the topic we’re interested in and what we have learned about thus far in class?
   - What are some weaknesses you can identify? Can those weaknesses be resolved or addressed by other authors or scholarship we have learned in class?
   - What is the article’s/book’s conclusion? What can we learn from it?

2. “10 Things to Know About Reading a Regression Table”

3. Final Paper Tips
   To aid students in developing a topic of interest for their final papers, the following is a list of questions and guiding sections students could find helpful:
   - A title
   - A thesis and/or argument(s):
     o Include assumptions you’re basing your argument on.
   - A literature review: the paper must discuss at least three (3) sources related to your topic of choice (and/or argument) in the literature review. Some guiding questions include:
     o What has been written about your topic and/or thesis?
     o What is the argument presented by each of the authors you chose?
     o Do your authors contradict or complement each other?
     o What are the strengths and weaknesses of their arguments?
     o How do each of these arguments support/help or contradict your argument?
     o How is your work contributing to the understanding of the topic when compared to these authors?
   - Evidence (e.g., data, cases, etc.) and its corresponding analysis to support your argument.
     o How does your evidence work with/support your arguments and assumptions?
     o Are there any contradictions, and if so, in what ways do they weaken your thesis? (Make sure that, if this is the case, it does not invalidate your thesis entirely).
   - A clear conclusion
   - A bibliography/list of references/citations

4. More resources on how to write a (research) paper:
- Purdue Online Writing Lab: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html (there are also resources on how to cite in this website).
- USC Libraries Research Guides: https://libguides.usc.edu/writingguide (I’d recommend talking to the librarian as well. He can be a great resource in finding sources).