

International Political Economy (PSCI 4356) Course Syllabus

The University of Texas at Dallas – Spring 2025

Tue & Thu 4-5:15pm in GR 3.302

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Professor Contact Information

Clint Peinhardt, Ph.D.
clint.peinhardt@utdallas.edu
972-883-4955
Green Hall 2.804
Office Hours TBA & by appointment

Teaching Assistant:

Ricardo Noe
Green Hall 3.318
Office Hours TBA

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Prior to this course, students will have ideally taken either Global Politics (PSCI 4329), International Relations (PSCI 3328), and/or International Economics (ECON4360/4382). Either the basic theories about international politics (anarchy v. cooperation, levels of analysis, etc.) or the basic theories about international economics (factor v. sector theories of trade, relationship between exchange rates and monetary policy) should be already familiar. The course is not intended as an introduction to international relations.

Students should also know how to find journal articles via the library databases, which we will review early in the term.

Course Description

This course will present an overview of the academic study of the interaction between politics and economics at several levels of analysis, including the international system, domestic politics, and even individuals. An entire subdiscipline of political science, international political economy, exists solely to study this topic, and so the course will naturally refer primarily to this literature. That body of work draws from international relations, comparative politics, and international economics, among other research programs, and it blends previous work in an attempt to understand our complex world. Economic theory plays a large role in this course, because it is often a good starting point to understand who wins and who loses from current economic outcomes. We will review important theories in both international politics and international economics during this course.

A key question throughout the course will concern the potential retrenchment from globalization (as indicated by the US-China trade conflict and a general rise of populist backlash). If globalization provides increased wealth, why would people want to turn away from it, and who might prefer less globalization?

Student Learning Objectives/Outcomes

By the end of the course, students will have greater insight into the interconnectedness between international politics and economics. Students will be better able to evaluate current events and others' arguments critically using interest group preferences, domestic political institutions, and international interactions as building blocks. Additionally, via writing assignments and in-class discussion, students will produce better political and economic arguments, complete with causal logic and supporting evidence. In fact, we will be writing our own textbook as part of this course.

Required Textbooks and Materials

We will be using *Open International Political Economy (OIPE)*, an open-access textbook created by previous students in this class and available via the web and eLearning. Many of the chapters are already high quality; others need substantial revisions, and our major group project will focus on improving the book for future students. All readings listed under the weekly assignments are required and can be found in eLearning. We will use Perusall to annotate and read the textbook together; *annotations will always be due before the class in which we discuss the chapter.*

Suggested Course Materials

Students who prefer a more polished textbook may purchase an older copy of *International Political Economy: Interests and Institutions in the Global Economy* by Thomas Oatley, *Principles of International Political Economy* by Hallerberg, Kucik, and Mukherjee, or alternative texts such as Ravenhill's *Global Political Economy*. No supplementary textbook is necessary for doing well in this course.

Subscribing to (or regularly reading) *The Economist*, *The Financial Times*, or other news magazines with considerable and reliable coverage of international political and economic events is helpful, because we will frequently refer to such events in class. The historical material for lectures will be drawn primarily from *Power and Plenty* by Ronald Findlay and Kevin O'Rourke (2007, Princeton University Press), but its purchase is not necessary. Another good IPE historical background is Frieden's *Global Capitalism*. If you have not had economics previously, you may want to consider a basic primer like Epping's (2001) *Beginner's Guide to the World Economy* or Bannock, Baxter and Davis (2011)'s *Penguin Dictionary of Economics*.

Open Educational Resources (OER)

Your assignments in this course will continue progress toward a functional IPE textbook, which will be freely accessible anywhere in the world via creative commons license. The textbook itself is a needed resource, but it is the process of writing it that will help you engage in critical thinking and problem-solving, perhaps learn some new software, and ultimately find your

voices in relation to the subject. As elements of the textbook revision, we will be learning about open educational resources and other elements of open pedagogy.

Assignments & Academic Calendar

WEEK/ DATES	TOPIC	READING	ASSESSMENT / ACTIVITY	DUE DATE
1 01/21 01/23	Introductions; History of IPE	<u>Read the material before each class</u> The Syllabus and Open Pedagogy // OIPE Ch. 1 (History of Globalization);	Knowledge Assessment; making the ...learning with Perusall; Annotation (Ch. 1)	First 2: 1/21 midnight; Annotat. always due before class starts
2 01/28 01/30	Theories of Political Economy	Gilpin and Gilpin 1987 (pp. 25-41) // Newman 2005 (Intro and Chapter 2)	Submit OER Certificate and Getting to Know Form	1/30 4pm
3 02/04 02/06	Bretton Woods; Post-BW Monetary Systems	OIPE Ch.9 (Finance: Bretton Woods Monetary System); OIPE Ch. 10 (Finance: After Bretton Woods)	Annotations (both chapters)	Annotat. always due before class starts
4 02/11 02/13	Exchange Rates; Sovereign Debt	Policonomics or another reading TBA; OIPE Ch. 11 (Sovereign Debt)		

WEEK/ DATES	TOPIC	READING	ASSESSMENT / ACTIVITY	DUE DATE
5 02/18 02/20	Finance & Development	OIPE Ch. 12 (Debt Crisis); OIPE Ch. 13 (Asian Financial Crisis)	Annotations (both chapters)	
6 02/25 02/27	The IMF; The Great Recession	OIPE Ch. 15 (The International Monetary Fund); OIPE Ch. 14 (Great Recession)	Annotations (both chapters)	
7 03/04 03/06	Midterm Exam; Multinational Corporations	OIPE Ch. 7 (Production: Interests & Institutions)	Annotations	
8 03/11 03/13	Investor-State Dispute Settlement; Group Work	OIPE Ch. 8 (Production: International Institutions)	Annotations; Project 2 Plan	3/13 at 5:30pm
9 03/18 03/20	Spring Break No class			
10 03/25 03/27	International Trade Theory; Group Work	Grieco & Ikenberry 2003 (Ch. 2)		
11 04/01 04/03	International Trade Preferences; Political Institutions	OIPE Ch. 3 (Trade: Preferences & Interest Groups); OIPE Ch. 4 (Trade: Domestic Institutions & Policymaking)		

WEEK/ DATES	TOPIC	READING	ASSESSMENT / ACTIVITY	DUE DATE
12 04/08 04/10	The WTO; Group Work	OIPE Ch. 2 (Trade: International Institutions)		
13 04/15 04/17	Trade & Development;	OIPE Ch. 5 (Trade: Development, Growth, & Inequality)		
14 04/22 04/24	Preferential Trade Agreements; Global Value Chains	OIPE Ch. 6 (Trade: Preferential Trade Agreements)		
15 04/29 05/01	Politics of MNCs; Investor-State Dispute Settlement	OIPE Ch. 7 (Production: Interests & Institutions); OIPE Ch. 8 (Production: International Institutions)		
16 05/06 05/08	Globalization, Backlash, and Governance; Rethinking IPE	OIPE Ch. 16 (Backlash)	Annotations (both chapters); Reflection Assignment; Interactive Idea due	05/02 2:30pm

Grading Policy

Participation in the course includes several assignments that are not graded for content but are graded for completion. Additionally, students who participate in class discussions will show their effort in the course and will receive higher participation grades (on average – after all, you can speak up too much). A final exam will allow students to demonstrate their mastery of the material. Make-up exams and late work will only be accepted with the prior approval of the instructor. Extra Credit will not be offered.

The final grade will be weighted as follows:

OER Individual Assignments	35%
• Annotations	20%
• Summary	10%
• Interactive Project idea	5%
OER Group Project	30%
• Chapter Revision	20%
• Group Evaluation	10%
Participation	10%
<i>Includes Knowledge Assessment, Final Reflection, OER Certification</i>	
Exams	25%

Appeals. Any student who wishes to challenge a grade on any assignment in the course may challenge the grade in writing, not in person. Appeals take the form of a memorandum specifying the grade you think you deserve and the logic supporting your request. Address that memo to the course instructor, and include the original assignment and evaluation. Appeals must be made within one week of receiving the graded assignment.

Grading Scale

A+	98-100	B-	80-82	D	63-67
A	93-97	C+	78-79	D-	60-62
A-	90-92	C	73-77	F	Below 60
B+	88-89	C-	70-72		
B	83-87	D+	68-69		

Course & Instructor Policies

Electronic resources

Students must regularly check UTD email, and are responsible for any class assignments made via email or announcements on eLearning. Even if a sent message is returned to the sender due to a full mailbox, students are still responsible for the content of the message.

Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Students with poor attendance records will also have low participation grades. While lectures are designed to clarify and enhance your knowledge, they will not by themselves be avenues to pass the course. All students should prepare adequately for class discussions by reading the any necessary material before class.

Participation in class discussions is crucial for your own educational process. Ask questions if something is not clear; odds are that someone else in the course is wondering the same thing. Formulating a good question often helps you realize what you don't understand. Bring to our discussions your own experiences as well as outside readings – the success of this class will depend on it, plus participation is a great way to show that you are prepared!

Writing Center

UTD's Student Success Center (www.utdallas.edu/studentsuccess) offers several resources that you should be aware of. For our writing class in particular, the Writing Center provides UTD students with free consultations and assistance with individual writing assignments. Call 972-883-6736, or drop by MC 1.312 to make an appointment.

Electronics in Class

Please be courteous to your classmates and do not use any electronic device in a way that distracts them from course content. Students who do so will be asked to turn off the device and/or leave. Students who bring laptops and smartphones to class will regularly be asked to use them to help us resolve in-class questions and to contribute to the discussion.

Late Assignments

Assignments turned in after the deadline will be docked one letter grade for each day overdue. Those subject to peer evaluation may not get the required feedback, depending on when they are submitted.

Appeals

Any student who wishes to challenge a grade on any written assignment in the course may challenge the grade by writing a memo specifying the grade you think you deserve and the logic supporting your request. Address that memo to the course instructor and include the original assignment and evaluation. Appeals must be made within one week of receiving the graded assignment.

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.