



Department of Political Science
Faculty of Arts

POLI 597- S01

Directed Readings in Political Science: Global Political Economy
Spring 2019

Instructor: Dr. Kim-Lee Tuxhorn

Telephone: 403-220-3651

Office: SS742 (Social Science Building)

Office hours: By appointment

Instructor's Email: kimlee.tuxhorn@ucalgary.ca. Email is the best way to contact me. I usually respond on the same day if you email me on business days before 5pm.

Course Day/Time: T 12:00-2:45

Course Location: SS742

Course Prerequisites: Consent of the Department

Additional materials: This syllabus and all supplemental reading material will be emailed directly to students. D2L will not be used for this course.

Course description

This is an advanced reading course in Global Political Economy (GPE), focusing on the political consequences and effects of international trade. The course is structured around six books representing different aspects and approaches to the study of trade and politics.

Course Objectives & Learning Outcomes:

This is an upper-division course in political science examining the intersection of the international economy and international politics. The readings have been specifically tailored to advance students' knowledge and understanding of the politics of trade.

Readings, lectures, assignments and assessments will assume at least introductory-level knowledge of the study of global political economy (POLI 485). Introductory background to economics would be helpful but not required. I expect students to actively and enthusiastically engage with all the material. The following are the main objectives of the course for students.

- For students to gain knowledge by:
 - *recalling* both the historical evolution of and recent developments in international political economy (history);
 - *summarizing* key concepts and explanations from the political economy approach to world affairs (concepts);
- For students to gain skills by:
 - *applying* key concepts and explanations from the political economy approach to *analyze* current events (analysis);
 - *evaluate* political, economic and normative trade-offs involved in global political economy and trade (evaluation);

While the course is not completely “flipped,” many elements of it will be. The general principle is that students will *absorb* information on their own time. Although I will deliver shorter lectures regularly, much of the classtime will be spent on discussing student questions, theoretical models, research designs, and empirical evidence.

Required Readings

Students are required to attend and be an active participant in class. The reading will be essential to doing well in this course. Required Texts:

1. Hiscox (2002)
2. Mansfield and Milner (2012)
3. Manger (2009)
4. Odell (2000)
5. Ehrlich (2018)

Course Component Weights and Due Dates

<i>Component</i>	<i>Weighting</i>	<i>Due Date</i>
Attendance and Participation	10%	
Weekly Reading Assignments	30%	
Research Paper Outline	10%	5/28
Research Paper	50%	6/19
Total	100%	

Class Schedule

Reading assignments are to be done *before* the class on the assigned dates.¹

Week	Date	Topical Coverage	Assigned Book
1	5/7	Trade and Societal Cleavages	Hiscox
2	5/14	Trade and Domestic Political Institutions	Mansfield and Milner
3	5/21	Work on Research Paper & Write Outline	No Readings & No Class
4	5/28	Special Interests and Global Integration	Manger
5	6/11	Trade Negotiations	Odell
6	6/18	Fair Trade	Ehrlich

Reading Summaries (30%, Due every class session) For every class session, each student must bring in a typed, double-spaced five-page memo for each assigned reading. This memo will 1) summarize the author's main argument, 2) describe the evidence used to support the argument, and 3) discuss how the article relates to other readings in class. Reading Summaries will be graded on a Pass/Fail basis. They will not be accepted outside of the classroom as an email attachment either before or after the class session.

Attendance and Participation (10%) I expect class-preparation, which means taking notes on/thinking about the readings ahead of time. Discussion of concepts and applications will be an important part of this course, and thus participation counts for a sizable portion of your final grade. To aid discussion in the class, we will be using *Tophat*. I will also use *Tophat* to track participation and attendance. All students are required to download *Tophat* by the end of the first week. For more information on downloading and using *Tophat* please visit the website at <http://elearn.ucalgary.ca/category/top-hat/>

Research Paper (30%, Due June 19th, 2019 before 3pm) During the course of the semester we will work toward writing a research paper that meets the standards of an international relations article. The paper will be approximately 20 to 25 pages in length (must be paginated) with doubled spacing and 12-point font. Your bibliography, which should be extensive and must include non-internet sources (i.e. books and/or academic articles), does not count towards this page limit. Also,

¹Class schedule and assigned readings may be subject to change.

please refrain from using cover pages. Students must submit electronic copies via email by the due date.

All papers are required to follow the structure outlined below and must use headings to demonstrate this structure.²

1. **Abstract (1 paragraph)** An abstract is a short, pithy summary of the paper. Typically, abstracts are one paragraph in length, not more than six sentences. The abstract should identify the research question, discuss your argument in brief, mention the results of the case study, and explain why the findings are important. For reference review the abstracts in the assigned readings.
2. **Introduction (2-3 paragraphs)** In one (or two) paragraphs tell me briefly 1) what specific research questions you are trying to explain, 2) why the question is important 3) what your unique answer is to the question. In a separate paragraph, tell me how your paper will be organized (roadmap for the reader).
3. **Literature review (no more than 4 pages)** This is not a bulleted list of prior literature on the same subject. Instead, think big picture, analysis not summary. Categorize the literature (3-5 categories) and group several existing arguments together under these specified categories. This structure makes the literature more manageable for both the reader and the authors. When mentioning a specific category of works be sure to discuss the merits and shortcomings (either empirical and/or theoretical shortcomings). The last paragraph in this section should give an overall assessment of the literature emphasizing the shortcomings. Structuring a literature review in this way will reveal gaps in the literature and will carve out space for your unique argument. As an empirical consideration, be sure that the dependent variable, whether or not explicitly mentioned in the literature, should be the same or very similar to your dependent variable. You can find a helpful sample literature review at <http://www.cgu.edu/pages/931.asp>.
4. **Theory section (at least 4 pages)** This will be the most difficult section to write and demand the most creativity on your part. Your theory is essentially your general answer to the research question. In essence, you theory should identify your 'X' concept and explain how a change in concept 'X' leads to change in 'Y'. In this section, state your argument clearly and concisely. Please treat the reader like a 5 year-old and layout the logic of your argument in a well structured and thorough way. Be sure to discuss any implicit assumptions in your argument.
5. **Testable hypotheses (a paragraph plus bullet point for each hypothesis)** In this section you will need to deduce at least one testable hypothesis from your theory. This section should be short, one paragraph per hypothesis should suffice. Be sure to use bullet points when stating the hypothesis. A hypothesis should contain both the dependent variable, independent variable and directionality of the relationship. Again see Minkoff (2011) for an in-depth discussion on writing hypotheses.
6. **Empirical section: Evidence (6-8 pages)** For the empirical section, students may use either qualitative or quantitative methods. Typically, case studies are used to test and confirm/disconfirm theories, but for this assignment we will focus on illustrative cases. Illustrative cases are exploratory in nature and give the reader a sense of how your theory 'works' in a

²Questions regarding the following terms or paper structure please see Minkoff (2011)

particular context. To put it another way, illustrative cases are anecdotes showing how a change in 'x' causes a change in 'y.' They are supposed to be an example of a 'positive' case. These cases are not meant to be representative nor are they supposed to help us make generalizable claims about the theory.

For qualitative-oriented papers, students must include at least two (2) case studies. Case selection is dependent on your theory and research question. In one paragraph introduce the two cases and explain why you chose them. Then spend two pages on each case giving a brief historical background; give me just enough detail so that the case makes sense. Be sure to identify clearly the 'x' and 'y' variable and give evidence showing that 'x' caused 'y' in both cases. I expect this section of the paper to cite existing literature on the specific cases.

Students electing to use quantitative methods should consult with the instructor early on in the semester.

7. **Conclusion (2 page)** Recap the summary of your argument (do not simply cut and paste from the introduction). Discuss how your theory contributes to the existing literature. Mention how your case study shows the relationship between 'x' and 'y' in a specific context. In a separate paragraph discuss potential limitations or shortcomings of your argument. For example, does your theory hold only in certain contexts? Then finish by discussing how future research could build on your paper. For instance, you could discuss how you would test your argument using quantitative methods.
8. **Bibliography - You need to fully cite your sources.** You will also need to submit your paper to D2L (this will automatically link to turnitin.com) and provide the associated documentation to me attesting to its originality. This documentation should be turned in along with the hard copy of the paper, but it does not count towards your page limit.
9. **To earn full credit, all submitted assignment must:**
 - Be free of grammar and spelling mistakes
 - Be titled
 - Use 12-point font
 - Be double-spaced
 - Be formatted with one-inch margins
 - Be paginated
 - Be stapled

Research Paper Outline (10%, Due in class May 28, 2019) Students must submit a paper outline prior to writing the final research paper. The outline is designed to help students keep up with their projects, and creates an opportunity for students to receive instructor feedback at an early stage. We will discuss the outline in more detail during the course. All outlines must include the following components:

1. Identify your research question related to international economic organizations.
2. Motivate the Question: Explain in one or two paragraphs why the question is of interest

3. Prior literature: In less than a page discuss the existing literature on the subject. Be sure to organize the authors and the related arguments together. Conclude this section by explaining where prior literature has come up short. This is where you will ‘carve out’ space for your argument. Be sure to cite properly and clearly identify authors and their arguments.
4. In less than a page give me a brief introduction to your argument. What is the main thrust of it? Why is it different from the prior literature?
5. List the two cases for the case study. In one or two paragraphs explain your reasons for case selection (why did you choose these cases and not other ones?).
6. Include a formal bibliography.
7. Not counting the bibliography, the outline should be two pages. I will stop reading after page 2.
8. Make sure the papers are paginated, double-spaced, and 12 pt font.

Grading

1. The following is the general guidelines on the percentage breakdowns for determining your final letter grade in the course: 100-97 A+, 96-93 A, 92-90 A-, 89-87 B+, 86-83 B, 82-80 B-, 79-77 C+, 76-73 C, 72-70 C-, 69-67 D+, 66-60 D, 59 and lower F. There are no extra credit projects available in the course. Your final grade will be based solely on the assignments/components laid out above.

Late Penalties Late reading assignments only will be accepted with a documented medical emergency. Late research papers will be marked down one letter grade for each day late.

Important Departmental, Faculty and University Information

Supporting Documentation and the Use of a Statutory Declaration:

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is

a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit <https://ucalgary.ca/registrar/>).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From the Mid-term Examination: Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of the Final Examination: Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrollment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrollment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals: If you think that your assignment has been graded unfairly, we can talk about it during office hours (but not in the classroom during or right after class). However, before we meet in my office to talk about your grade, you must submit in writing an explanation detailing where (e.g. what question) and why you think that you received insufficient credit for your answer. Be forewarned: I will not accept explanations arguing that because you studied really hard for the test, your overall grade was just not high enough. You need to be able to show specific grading errors on my part.

If the meeting with the instructor does not resolve the matter, the student can then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations: Students are encouraged to familiarize themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations: Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Plagiarism And Other Forms Of Academic Misconduct: Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Freedom of Information and Protection of Privacy (FOIP): FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Policy on Recording Lectures: Except for accommodation purposes, students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor.

Evacuation Assembly Points: In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources: For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit <http://arts.ucalgary.ca/advising> for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information: Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca,
arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>

Reading List

References

- Dur, Andreas. 2010. *Protection for exporters: power and discrimination in transatlantic trade relations, 1930-2010*. Cambridge Univ Press.
- Ehrlich, Sean D. 2018. *The politics of fair trade: moving beyond free trade and protection*. Oxford University Press.
- Hiscox, Michael J. 2002. *International Trade and Political Conflict: Commerce, Coalitions, and Mobility*. Princeton University Press.
- Manger, Mark S. 2009. *Investing in protection: The politics of preferential trade agreements between north and south*. Cambridge University Press.
- Mansfield, Edward D. and Helen V. Milner. 2012. *Votes, Vetoes, and the Political Economy of International Trade Agreements*. Princeton University Press.
- Odell, John S. 2000. *Negotiating the world economy*. Cornell University Press.