

**Skidmore College Spring 2011**  
**International Political Economy and the Environment (GO 339)—Prof. Ginsberg—Ladd 207**  
**TT 11:10 am-12:30 pm –Office Hours (Ladd 314, ext. 5245) TT 11:00 am-12:30 pm/ W 11:00 am-1:00 pm**

**Ten Course Objectives**

- explore the relationships between international politics and economics to garner a more complete, robust, and nuanced understanding of international relations
- understand lessons from the history of the international political economy (IPE)
- introduce and critique contending IPE theories and concepts—and their explanatory cogency
- examine major IPE international institutions and how power is distributed and decisions are made
- compare/contrast foreign economic policies of the major players in the IPE
- emphasize the important implications that environmental issues have for the IPE in general and individual states' international economic relations in particular
- consider and probe major current IPE problems and issues and their sources and policy solutions
- investigate the relationship of regional economic integration and bilateral trade accords to the multilateral features of the IPE
- sharpen writing, policy and theoretical analysis, oral presentation, and library research skills
- prepare students for further study or careers in international affairs

**Course Requirements**

- two quizzes (each 20 percent)
- research paper (40 percent)
- class participation (20 percent)—active participation in discussion of readings, key concepts and study questions, current events, and research topics

**Readings**

- Cohn, *Global Political Economy: Theory and Practice* (for purchase) (bring textbook reading to class for each lecture as we refer to it frequently)
- Ginsberg, *Demystifying the European Union* (selected chapters distributed in class)
- *The Financial Times* (FT)—student subscription order at [https://www.ftnewspaper.com/cgi-bin/ftusa.cgi/fess/vanity\\_us\\_student](https://www.ftnewspaper.com/cgi-bin/ftusa.cgi/fess/vanity_us_student)

**Part One: History, Theory, and Institutions of the IPE**

- 1-25 What is IPE--Why and How to Study It?
- 1-27 Issues in the IPE in 2011. Preface and Ch. 1
- 2-1 IPE in History Before WWI. Hand-outs
- 2-3 IPE in Interwar Years. Hand-outs. Ch. 2, pp. 17-22
- 2-8 IPE after WWII. Cohn, Ch. 2, pp. 22--45
- 2-10 Realist Perspective on IPE. Ch. 3
- 2-15 Liberal Perspectives on IPE. Ch. 4
- 2-22 Critical Perspectives on IPE. Ch. 5

**Part Two: IPE in Practice**

- 2-24 International Monetary System. Ch. 6, pp. 131-147

3-1	International Monetary System. Ch. 6, pp. 147-161
3-3	First Quiz (Chs. 1-5)
3-8	International Trade System. Cohn, Ch. 7, pp. 167-180
3-10	International Trade System. Cohn, Ch. 7, pp. 180-201
3-22	Regional Trade Blocs and Free Trade Agreements. Cohn, Ch. 8
3-24	Political Economy of European Integration. Ginsberg, pp. 91-101 and pp. 199-221
3-29	Multinational Corporations. Cohn, Ch. 9
4-3	Developing Countries. Cohn, Ch. 10, pp. 296-308
4-7	Developing Countries. Cohn, Ch. 10, pp. 308-333

### **Part Three: Applying Theory to Practice in IPE**

4-12	Foreign Debt and Financial Crisis. Cohn, Ch. 11
4-14	Trends in the IPE. Cohn, Ch. 12
4-19	Second Quiz (Chs. 6-12)
4-21	Formal Student Presentations with Discussion
4-26	Formal Student Presentations with Discussion
4-28	Formal Student Presentations with Discussion
5-3	Formal Student Presentations with Discussion
5-9	Final Papers Due in Dr. G.'s office before or by noon

### **Student Participation and Contribution**

Students bring assigned reading to class each day, arrive on time to discuss reading/other assignments, and submit responses to study questions/key concepts as assigned. Each student also makes one or two presentations of current IPE events and legal cases as well as his/her final research paper findings. No unexcused absences are permitted. Each unexcused absence beyond the first instance will result in a full letter drop in the participation grade. If students cannot make class, for whatever reason, they are required to let Dr. G. know by phone before the start of class. The professor will recommend that the student drop the course if there are more than three unexcused absences. Since late arrivals to class are disruptive, students are asked to arrive on time. For each late arrival beyond the first two, the student will suffer a half-letter grade drop in the participation grade. Due dates for assignments and scheduled exams, which are detailed in the syllabus, are fixed and cannot be changed. In fairness to students who meet deadlines, and to best prepare for the “zero tolerance” of late work in either graduate/law school or the workplace, no late submissions will be accepted. In order to anticipate last minute hitches, do not wait until it is too late to print out a document. Students are asked not to send the professor their written work by electronic mail without advance agreement.

### **Key Concepts, Study Questions, and Current Events**

Study Questions. Study questions are designed to encourage students to think creatively and analytically on the basis of what they have learned in the reading. For each study question, students write concrete answers and explain what they write with use of examples. Dr. G. may require students to submit their written responses or come to class prepared to discuss them. Answers to study questions are tested in the quizzes.

Key Concepts. Key concepts are building blocks in students’ understanding of the basic principles of the IPE. They are bolded throughout the text. A glossary of terms is found at the end of the text. For each key concept, students provide a brief definition, offer a date and an example when appropriate, and explain how the concept is relevant to the study or practice of the IPE. Students are more apt to learn, define, and remember key concepts if they first understand the context and significance of those concepts. Students may wish to reserve a section in their notebooks for a glossary or use note cards. Students should find their definitions only in either the assigned texts or in the lectures (and not other outside sources). Dr. G. may require students to submit key concepts for evaluation, but students should always come to class prepared to define and use key concepts in the course of discussion. Students’ knowledge of key concepts is tested in the quizzes.

## **Research Paper** (Student Presentations on 4-21, 4-26, 4-28, and 5-3)

In close consultation with Prof. G., select/analyze an issue of IPE or the global environment of keen interest to you, ideally one that will put you in the direction you desire for employment or graduate/law/business school. Skills associated with research design and methodology, writing, research, argumentation, support of a thesis, developing a framework for analysis, and the expertise gathered in a substantive policy (or theoretical) area are indispensable skills no matter where your post-graduate career takes you.

Consult the Government Department's writing guide and online Skidmore resources for format/style rules. Avoid use of first person. Visit the Writing Center for assistance. See models of excellent research papers in Dr. G's office from past GO 339 students.

The 15-20 page paper must have a formal cover page (see sample below); a table of contents, indicating page numbers for chapters and headings; a bibliography; endnotes at the end of each chapter (no footnotes at the bottom of each page and no source or author citations in text); flawless spelling, grammar, sentence structure, use of paragraphs, print-out, and margins (one inch); appendices as needed; and at least ten sources cited as endnotes, four of which must be primary (a roughly even mix of online and in-library sources is the norm; consult with Dr. G. on the mix of sources suitable for your project and proper format for bibliographic citation of online sources).

The paper must have a useful framework for analysis that allows the writer to embed her/his thesis or central theme/questions in a specific approach and design. The student will work with a methodology to gather and analyze data. The paper revolves around either a thesis, central theme, or central questions. It may be policy-oriented and/or theoretical. Students work with Dr. G. on the proposed topic and framework most suitable to their projects and needs.

### Evaluative Criteria Checklist for Successful Research Paper

Preparation and Style—met all ten deadlines; formal cover page format; creative title/subtitle; table of contents; proper paragraphs and spelling; correct grammar; clarity of font/printout; margins and page numbers; appendices as needed; and correct page length.

Substance—thesis/theme up front; central questions; rationale/significance; time framework; clear and engaging introduction; methodology; flow of chapters; substantiation (always offer examples to make concrete what you write); conclusions that link back to introduction; and sources.

Deadlines. Students are graded for each stage of the completion of their project as outlined below.

First Deadline: 2-10	Consult with Dr. G. on preliminary topic proposal; begin literature search
Second Deadline: 2-22	Submit one paragraph topic proposal, indicating significance/importance
Third Deadline: 3-1	Submit hypothesis and rationale
Fourth Deadline: 3-10	Submit brief list of preliminary central questions with explanation. Complete literature search.
Fifth Deadline: 3-22	Consult with Dr. G. on first chapter (conceptualization). Submit/present preliminary sentence outline depicting how paper will be organized into its component parts (see models below); indicate/justify the framework for analysis chosen after having closely consulted with Dr. G.
Sixth Deadline: 3-24	Submit list of bibliographic sources
Seventh Deadline: 3-29	Submit final draft of sentence outline and annotated bibliography (see models)
Eighth Deadline: 4-5	Submit Chapter One (and chapter two on 4-12 on a nonobligatory basis for feedback)
Ninth Deadline: 4-21	Presentation of Findings to Class Beginning on 4-21
Tenth Deadline: 5-9	Submit Final Draft of Paper at Dr. G.'s office before or by noon

Below is Model of a Proper Cover Page (must be spread out over entire page)

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THE KYOTO PROTOCOL:  
A CASE STUDY IN THE POLITICAL ECONOMY OF INTERNATIONAL NEGOTIATIONS

BY ALEXANDER SMITH '02

SUBMITTED TO PROFESSOR ROY H. GINSBERG  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF GO 339

DATE  
SKIDMORE COLLEGE

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Generic Research Paper Outline (provide paper title and subtitle)

Table of Contents (in draft form, this is your paper outline)

Chapter One (the conceptual chapter)

- A. Thesis Statement or Central Theme and Rationale
- B. Significance of Topic
- C. Time Frame with Rationale
- D. Framework for Analysis with Rationale and Methodology  
(Make a choice in consultation with Dr. G. about the conceptual framework. The framework may be based on central/probing questions, key concepts, theories, levels of analysis, historical periods, or case studies)
- E. Literature Review
- F. Structure of Paper

Chapters Two and Three (the empirical chapters)

Make a choice in consultation with Dr. G. with regard to the empirical chapters. Empirical chapters may feature central questions (one per chapter), levels of analysis (one per chapter), historical periods (one per chapter), or case studies (one per chapter). Other organizing designs may be considered in consultation with Dr. G.

Example

Chapters Two and Three

- A. Intro.
- B. Case Study or Level of Analysis
- C. Conclusion and Segue

Example

Chapters Two and Three

- A. Intro.
- B. Central Question or Historical Period
- C. Conclusion and Segue

Example

Chapters Two and Three

- A. Intro.
- B. Theory (applied)
- C. Conclusion and Segue

Chapter Four (synthesis chapter that bridges the conceptual and empirical chapters and links the thesis or theme with the conclusions)

- A. relate conceptual and empirical chapters to conclusions
- B. reconfirm significance/timeliness

- C. justify framework of analysis
- D. offer prescriptions/future scenarios

Endnotes  
Appendices  
Bibliography

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### Helpful Hints for IPE Papers

- use the Department of Government writing guide for help with questions related to grammar, sentence structure, style, and citation
- when you refer to an organization, start with the full name, e.g., the World Trade Organization and then follow it with the acronym (WTO). Then you can refer to the organization by its acronym throughout. Do not write the acronym first, then spell out the full name.
- when your sections and subsections are very short (say just a paragraph or two), you may want to combine sections to avoid a fragmented prose
- use transitions (segues) between paragraphs and sections/chapters to ensure a smooth and logical flow from the beginning to the middle to the end to avoid a manuscript that is fragmented/choppy; weave together a whole story whose parts are linked
- in your endnotes, when you refer in a later endnote to an earlier one, you can write the author's last name followed by a comma and then the page number if it is different from the earlier endnote
- if you use a piece of information that is not common knowledge or that is someone else's own observation or idea, you must attribute the source, always!
- if you are struggling with how to differentiate among the three pieces of your framework for analysis section, then think of them as follows

one--the conceptual (or analytical) framework is your approach to your study that helps you to explain your theme/thesis--most of you are doing international political economy: so you introduce and define the approach and demonstrate its utility in helping you to explain your topic and thesis;  
two--your time frame. You need to identify when the study starts and ends (bookends) and why; and  
three--your methodology. I will send those of you doing a case study a description of that methodology to help you. Either way, you need to introduce/define your methodology and explain the utility of its application. If you are using other methodologies, you need to introduce and define them.

In other words, the success of your paper rests on a solid framework for analysis (featuring all three elements listed above), which is the central feature of chapter one.

- avoid use of the first person in a formal paper, so instead of writing "My thesis" or "I plan to" write "this paper supports the thesis that" or "the paper concludes"
- FEEL FREE TO USE VISUALS to lend focus to the paper: maps, graphs/table depicting data, photos, charts...
- use appendices to house supporting documents that are related to the theme but do not belong in the body of the text, e.g., a primary source such as a treaty or government document
- in section in ch. one on Structure of the Paper, you might want to write a coherent paragraph that not only describes what is in the chapters ahead, but relates them together to a single whole in support of your thesis. Help the reader understand what he/she is about to read and do it in a way that engages the reader. Make the reader want to read your paper, ok? You might write at end of the paragraph, "Taken together, the chapters demonstrate ....."