

**San José State University**  
**Department of Political Science**  
**Pols 155: Wealth of Nations, Spring 2018**

**Course and Contact Information**

**Instructor:** Dr. Sergio Béjar-López  
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**Class Days/Time:** T 18:00-20:45 PM  
**Classroom:** DMH 150

**Course Description**

This course examines how states, international and multinational bodies, and global social movements shape trade, financial, and labor relations. Topics include: international trade and protectionism, the International Monetary Fund and the World Bank, regional integration, and transnational corporations.

**Communication and Office Hours**

YOU MUST CHECK YOUR CANVAS PAGE ROUTINELY. Please feel free to contact me at [sergio.bejar@sjsu.edu](mailto:sergio.bejar@sjsu.edu). I will respond to every email within 24 hours, and often sooner. Do not wait to contact me until the last minute to email me about a paper or an exam; I receive many, many emails before deadlines and exams, and may not be able to email you back immediately.

Office hours are a great opportunity for you to get additional feedback on your work or just continue a conversation that we began during class – please use them!

**Political Science Learning Outcomes**

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and

- methods of the various branches of the discipline.
- 2) Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.
  - 3) Disciplinary methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.
  - 4) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
  - 5) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

### **Course Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Understand how politics and economics intersect to produce different policies and outcomes;
- 2) Identify the most important issues in the current economic system;
- 3) Evaluate the outcomes of globalization and other economic policies;
- 4) Compare and contrast different theoretical explanations of phenomena occurring in the international economy.

Students will satisfy these requirements through a combination of class discussion, exams, and written papers.

### **Course Workload Expectations: Succeeding in a Four-Unit Course**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Because this is a **four-unit course**, you can expect to spend a minimum of nine hours per week, in addition to time spent in class, on scheduled tutorials, assignments, or activities. This additional unit will allow for more in-depth investigation and engagement with course topics. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## **Required readings**

1. Thomas Oatley, *International Political Economy: Interests and Institutions in the Global Economy*, 3<sup>rd</sup> ed. (New York: Pearson, 2007).

You can purchase the required textbook either at the SJSU bookstore or online.

In addition, students will be required to read numerous academic papers and newspaper articles that will be available on Canvas. You do not have to read the entire journal article unless you want to. In fact, I will provide the page numbers in the journal-length articles that you are expected to read for each class. The reading load for this course is thus fairly light. Because the reading load is less, I expect students to read the material carefully and participate constructively in class.

## **Expectations & Course Activities**

You are fully responsible for your performance in the course. I expect you to fulfill the course requirements to the best of your ability. You should come to class prepared to engage in discussions that will touch on the readings listed in the schedule below.

Therefore, it is best if you do the reading in the textbook *before* the dates shown. With much information conveyed in class it is difficult to receive a good grade if you choose not to do the readings and/or attend lectures. Politics is a live field of study, and there are always current events across the world that we can link to our readings and discussions, so time will be devoted to discuss such events.

## **Attendance**

Attendance and punctuality are highly recommended. Attendance at lectures has always been a good predictor of a student's performance on exams. If you miss class, you are expected to get notes from a fellow student – 'private make-up lectures' with the professor **will not** take place.

Courtesy, active listening, and participation will make this course a more enjoyable and productive experience for you and for others. Please plan to dedicate your full attention to the discussion and activities of class.

## **Policy on Technology in the Classroom**

1. This classroom is a tech-free zone. Laptops are not permitted unless you have an accommodation from AEC. If you want to refer to assigned readings during class discussions, bring hard copies of articles to class or notes that you've taken on assigned readings.
2. Students should not use text or use cell phones in class. Violations of this rule will result in a deduction in your participation grade for each observed incident.

## **Course Requirements**

Grades in the course will be based on the following items:

- Midterm exams 1 and 2 are each worth 25 points (A & B)
- The final exam is worth 25 points (C)
- Group Presentation is worth 15 points (D)
- Participation is worth 10 points (E)

The grading system allows you to easily calculate your grade in the course. Specifically, you can calculate your grade by using the following formula:  $[(A+B+C+D+E)/100]*100$  (your scores will be posted on CANVAS). Please note that I will not respond to emails asking me to calculate the grade for you.

### **Two In-Class Midterm Exams (25 points each)**

You must sit in these exams at the scheduled time. There will be no make-up exams unless you have a documented medical excuse. Make travel plans accordingly. The exams will include material presented both in the reading and in the lectures.

### **Final Exam (25 points)**

The cumulative final exam will take place on Tuesday, May 22<sup>nd</sup>. It will cover material from the entire semester. I will discuss the format of the exam during the last day of classes.

### **Group Presentation (15 points)**

There will be a total of 3 group presentations – that will be conducted in the format of a debate – this semester. Each presentation will be worth 10% of your overall grade. The format of each presentation/debate will be explained in more detail as the semester progresses. Stated briefly, for each debate, a set of students in the class will be divided into two groups of 6 students (i.e. 6 students in each group). A particular topic (say Topic I) for the presentation/debate will be distributed a week before the date in which it is held. In the first pair of groups (that is, *group A* and *group B*), each group will have to take a stand with respect to, i.e. “for” or “against” Topic I. Each group will then defend their position in class via a brief set of power-point presentation slides (6-8 slides will be more than enough) for no more than 15-20 minutes each. After each group presents their slides, the students who are *not* in the two groups – that is, the remainder of the students constitute the audience (that includes me) – will pose questions to the two groups. Presenters in each group will be expected to respond to the questions posed by the audience. This Q&A session will last for a maximum of 20 minutes. Finally, after the presentation is over, each student in their assigned group will write a maximum of one short paragraph (for e.g. three

sentences or just half a page in double-space) justifying the position taken by his or her group on a particular debate. This will be due immediately after the assigned group's presentation and will be graded by me along with the presentation. The exercise described above will be repeated with the other students in the class (who did not belong to *group A* or *group B*) for the remaining two debates.

### **Participation (10 points)**

Your participation in class discussions is expected. Students are required to read all of the assigned readings and be prepared to speak about the main arguments/points in the readings. A significant portion of your grade will be based on your participation in class discussions and demonstrated familiarity with the readings. You should feel free to express your opinions and make comments during class discussions, but students who score highly in this realm are able to effectively reference information presented in the readings.

If you come to class every day but never participate in class discussions or answer questions and/or if your name is called and you can't answer the question, you will receive a "zero" for your participation grade.

### **Grading and Written Work Policies**

A+ = 97-100%; A = 93-96.9%; A- = 90-92.9%  
B+ = 87-89.9%; B = 83-86.9%; B- = 80-82.9%  
C+ = 77-79.9%; C = 73-76.9%; C- = 70-72.9%  
D+ = 67-69.9%; D = 63-66.9%; D- = 60-62.9%  
F = 59.99% - 0%

### **Policy on Submitting Written Work in this Course**

I expect my students to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this.

### **Late Work**

Missed exams may be re-taken under the following circumstances only:

- 1) Death in the immediate family (parent, spouse, sibling, or child) within 2 weeks before the exam.
- 2) Unforeseeable medical emergency affecting yourself, your spouse, or your child (something beyond feeling under the weather---car accident, major sickness, or the like).
- 3) Participation in an official SJSU-sponsored academic or sporting event.

In the case of reasons (1) or (3), you must give me at least 24 hours advance notice (such as an e-mail or phone call) that you will miss the exam or it may not be made up. I may require supporting documentation. Conflicts with a work schedule and leaving for a non-academic trip or vacation are not an excuse to miss an exam or any other assignment in this class; I suggest that you consult the course schedule in advance and drop the course if you cannot be present for the classes and assignments.

Each day a paper is late will result in a drop of 5 percentage points, e.g., 95% to a 90%, etc.

All work is late if submitted after the date and time specified as the due date, **even if only one minute late**. The number of days late is counted from the due date and time. To ensure fairness (particularly in a large class), this policy will be strictly enforced.

### **University Policies**

Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”**

You may find all syllabus related University Policies and resources information listed on GUP's Syllabus information web page at <http://www.sjsu.edu/gup/syllabusinfo>

### **Disclaimer**

All information in this syllabus may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

## **Tentative Course Schedule**

### **Course Schedule**

<b>Week</b>	<b>Topics and Readings</b>
January 30	<b>Overview and course requirements</b>
February 6	<b>Perspectives on International Political Economy I</b> 1. Oatley, 1-19. 2. Ben S. Bernanke. August 25 2006. “Global Economic Integration: What’s New and What’s Not,” Federal Reserve Bank of Kansas City’s Thirtieth Annual Economic Symposium, Jackson Hole, Wyoming, <u>Read pages 1-6.</u> 3. Robert O Keohane and Joseph S Nye Jr. 2000. “Globalization: What’s new? What’s not? (And so what?).” <i>Foreign Policy</i> Washington, <u>Read</u>

Week	Topics and Readings
	<u>pages 1-5.</u>
	<b>PART 1: POLITICS OF INTERNATIONAL TRADE</b>
February 13	<p><b>International Trade: Why do States Trade?</b></p> <ol style="list-style-type: none"> <li>1. Oatley, 47-60.</li> <li>2. Milton and Rose Friedman, "The Case for Free Trade," Hoover Digest, Fall 1997. <u>Read all 4 pages of the article.</u></li> <li>3. <a href="http://www.investopedia.com/articles/economics/08/tariff-trade-barrier-basics.asp#axzz1US7oSDGi">http://www.investopedia.com/articles/economics/08/tariff-trade-barrier-basics.asp#axzz1US7oSDGi</a></li> <li>4. Oatley, 95-103.</li> <li>5. Kimberly A. Elliott. April 2005. "Big Sugar and the Political Economy of US Agricultural Policy," <i>Center for Global Development Brief</i>. <u>Read pages 1-2 and pages 4 -5.</u></li> <li>6. Chrystia Freeland. July 2011. "Winners and Losers in the Apple Economy." Reuters, U.S. edition. <a href="http://blogs.reuters.com/christyafreeland/2011/07/01/winners-and-losers-in-the-apple-economy/">http://blogs.reuters.com/christyafreeland/2011/07/01/winners-and-losers-in-the-apple-economy/</a></li> </ol>
February 20	<p><b>Domestic Politics and Trade Protection</b></p> <ol style="list-style-type: none"> <li>1. Helen V. Milner and Benjamin Judkins. 2004. "Partisanship, Trade Policy, and Globalization: Is There a Left-Right Divide on Trade Policy?," <i>International Studies Quarterly</i> 48. <u>Read pages 95-103.</u></li> <li>2. Helen V. Milner with Keiko Kubota. 2005. "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries," <i>International Organization</i> 59. <u>Read pages 107-111, 115-118.</u></li> <li>3. Wigg <i>et al.</i> 2007. "Will International Trade Reduce Poverty? A Background Note to Norad." <u>Read pages 18-21.</u></li> </ol>
February 27	<b>Documentary: TBA.</b>
March 6	<p><b>International Institutions and Trade: The WTO</b></p> <ol style="list-style-type: none"> <li>1. Oatley, 65-69.</li> <li>2. Meredith A. Crowley. 2003. "An Introduction to the WTO and GATT," <i>Economic Perspectives</i>. <u>Read pages 42-44.</u></li> <li>3. Marc Busch. 2004. "The WTO Dispute Settlement System and Developing Countries." Trade Brief, SIDA Publication Series, <u>Read pages 1-3.</u></li> <li>4. NBER Digest. May 2003. "Does the World Trade Organization Actually Promote World Trade?" <a href="http://www.nber.org/digest/may03/w9347.html">http://www.nber.org/digest/may03/w9347.html</a></li> </ol>
March 13	<b>Midterm Exam 1</b>

Week	Topics and Readings
	<b>PART 2: MNCs AND FOREIGN INVESTMENT</b>
March 20	<p><b>Multinational Corporations, Foreign Investment and Nationalization</b></p> <ol style="list-style-type: none"> <li>1. Oatley, 166-180.</li> <li>2. Nathan Jensen. 2006. "Measuring Risk: Political Risk Insurance Premiums and Domestic Political Institutions." <u>Read pages 2-12.</u></li> <li>3. Glen Biglaiser and Karl DeRouen, Jr., "Security, Property Rights, and US Foreign Direct Investment," November 2005. <u>Read pages 1-8.</u></li> </ol> <p><b><u>Topic for Debate 1 will be distributed at the end of the class.</u></b></p>
	<b>PART 3: POLITICS OF INTERNATIONAL FINANCE</b>
April 3	<p><b>International Financial Politics and Currency Disputes</b></p> <ol style="list-style-type: none"> <li>1. Oatley, 241-42.</li> <li>2. Sewell Chan. September 18<sup>th</sup> 2010. The U.S.-China Exchange Rate Squeeze. <i>New York Times</i>.</li> <li>3. Benjamin Cohen, Global Currency Rivalry: Can the Euro Ever Challenge the Dollar? Manuscript, UC Santa Barbara, Global and International Studies; <u>read pages 4 (from "performance) to 9.</u></li> </ol> <p><b><u>DEBATE 1</u></b></p>
April 10	<b>Midterm 2</b>
April 17	<p><b>The Political Economy of Domestic Financial Crises</b></p> <ol style="list-style-type: none"> <li>1. Dominick Salvatore. March 2009. "The Financial Crisis: Causes, Effects, Policies, Reforms, and Investment Strategies." GE Asset Management W paper, <u>read pages 1-3.</u></li> <li>2. Paul Krugman. "Moment of Truth." <i>New York Times</i>, October 10<sup>th</sup> 2008.</li> </ol>
April 24	<b>Documentary: Inside Job</b>
May 1	<b>Discussion about effects of IMF. Readings TBD.</b>
	<b>PART 4: Global Economy in the 21<sup>st</sup> Century</b>
May 8	<p><b>The BRIC Economies and the Emerging Global Economy</b></p> <ol style="list-style-type: none"> <li>1. Goldman Sachs. 2003. "Dreaming with BRICs: The Path to 2050" <i>Global Economics Paper</i> no. 99.</li> <li>2. <i>The Economist</i> (Print edition), April 15<sup>th</sup> 2010. "The BRICs: The trillion-dollar club." <u>Read full article.</u></li> <li>3. Daniel W. Drezner. March/April 2007. "The New World Order," <i>Foreign Affairs</i> Vol. 86, No.2. <u>Read pages 34-41.</u></li> </ol>

Week	Topics and Readings
Final Exam	Tuesday, May 22nd

Dr. Bejar-Lopez reserves the right to make changes to the tentative schedule as needed.  
Any changes will be announced in class and through CANVAS.