



On-Campus Course Syllabus
POL 392
International Political Economy
Spring 2025

Class Information

Day and Time: Tuesday/Thursday 8:00 – 9:15 a.m.

Room Number: E207

Contact Information

Instructor Name: Joshua N. Longmire, Ph.D.

Instructor Email: jlongmire@criswell.edu

Course Description and Prerequisites

This course explores the interaction between politics and economics to help explain the nature and development of international economic relationships. The course specifically addresses international trade, multinational corporations, and the international financial system. (Prerequisites: ECN 202, ECN 203, POL 303; Cross-listed with ECN 392)

Course Objectives

1. Understand the basic theoretical frameworks used to analyze International Political Economy.
2. Trace the historical development of the global economic system, including key international institutions.
3. Explore how governments, corporations, and international organizations influence global trade and finance.
4. Examine the challenges of economic development, inequality, and environmental sustainability in a global context.
5. Develop critical thinking and analytical skills through written assignments, discussions, and presentations.

Required Textbooks

Oatley, Thomas. *International Political Economy*. 6th edition. Routledge, 2019.

Recommended Reading

- Ravenhill, John (ed.). *Global Political Economy*. 5th edition. Oxford University Press, 2020.

Course Requirements and Assignments

Assignments

1. **Participation (10%)**
 - Ongoing: Attendance, discussion, engagement, group work.
2. **Assignments & Memos (40% total)**
 - **Memo #1:** Week 1 Reflection Paper
 - **Memo #2:** Week 2 Theoretical Summary
 - **Memo #3:** Week 3 Online Discussion Post
 - **Memo #4:** Week 4 Country Trade Profile
 - **Memo #5:** Week 5 WTO Policy Memo
 - **Memo #6:** Week 7 Financial Crisis Reaction Paper
 - **Memo #7:** Week 10 Op-Ed
 - **Memo #8:** Week 12 Foreign Aid Data Exercise
 - **Memo #9:** Week 14 Emerging Powers Summary
 - **Memo #10:** Week 15 Reflection Paper
3. **Exchange Rate Policy Brief (10%)**
 - **Due:** Week 6
4. **Group Report: MNC Supply Chain (10%)**
 - **Due:** Week 8
5. **Debate on Regional Agreements (10%)**
 - **In-Class:** Week 9
6. **Country Risk Assessment (10%)**
 - **Due:** Week 11
7. **Case Study Analysis: Multinational Corporations (10%)**
 - **Due:** Week 13

Course/Classroom Policies and Information

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Weekly Schedule

Week 1: Introduction to International Political Economy

- Topics: What is IPE? The intersection of politics and economics, key concepts.
- Readings: Oatley, Ch. 1
- Assignment: Short reflection paper (1-2 pages) on a current international economic issue in the news.
 - Identify one current international economic issue covered in the news (e.g., trade dispute, currency fluctuation, supply-chain disruption).
 - Briefly describe the issue and discuss how political and economic factors intersect (e.g., government regulations, market conditions).
 - Conclude with one thought-provoking question you have about this topic.

Week 2: Theoretical Approaches to IPE

- Topics: Major IPE theories—Liberalism, Mercantilism, Marxism.
- Readings: Oatley, Ch. 2; Short online article comparing the main theories.
- Assignment: One-page summary comparing two different theories.
 - Select two IPE theories (e.g., Liberalism vs. Mercantilism).
 - Summarize each theory's main argument in your own words.

- Provide one real-world example that illustrates how each theory could explain an international economic event.

Week 3: Historical Foundations of the Global Economy

- Topics: From 19th-century trade to the post-World War II Bretton Woods system.
- Readings: Oatley, Ch. 3; Brief excerpt on the Bretton Woods system posted online.
- Assignment: Short reflection paper (1-2 pages) How did historical crises (e.g., Great Depression, 1970s oil shock) shape today's economic institutions?

Week 4: International Trade Basics

- Topics: Comparative advantage, why countries trade, basic trade models.
- Readings: Oatley, Ch. 4
- Assignment: Short problem set analyzing a country's top exports and imports.
 - Choose a country
 - Identify its top exports and imports using reputable data sources (e.g., WTO, World Bank).
 - Briefly explain why these products might be the country's major exports/imports (resources, labor, technology, etc.).
 - Include a short data table summarizing your findings.

Week 5: Trade Institutions: GATT and the WTO

- Topics: How global trade rules developed, the role of the WTO.
- Readings: Oatley, Ch. 5; Short WTO fact sheet posted online.
- Assignment: Policy memo: Identify a recent trade dispute and discuss how the WTO handled it.
 - Identify one recent or ongoing trade dispute reviewed by the WTO.
 - Summarize the core issues: Who are the parties involved? What was the complaint?
 - Analyze how the WTO did or did not resolve the dispute.
 - Conclude by offering your own recommendation on how to address the dispute's underlying concerns.

Week 6: Exchange Rates and the International Monetary System

- Topics: How currencies are valued, fixed vs. floating exchange rates, currency crises.
- Readings: Oatley, Ch. 6
- Assignment: Exchange Rate Policy Brief
 - Select any country that has faced significant exchange rate pressures or currency volatility in the last 10 years.
 - Identify the primary factors contributing to this volatility (e.g., capital outflows, commodity prices, political instability).
 - Propose a policy solution or strategy the government could adopt (or should have adopted) to stabilize the currency (e.g., changing interest rates, capital controls, or adopting a fixed peg).
 - Incorporate at least two reputable economic data sources (IMF, World Bank, central bank reports) to support your analysis.

Week 7: Global Finance and Financial Crises

- Topics: Flow of capital across borders, causes and consequences of financial crises.
- Readings: Oatley, Ch. 7; Short article on a recent financial crisis.
- Assignment: One-page reaction paper on lessons learned from a past financial crisis.
 - Select a past financial crisis (e.g., 1997 Asian crisis, 2008 global crisis).
 - Summarize the main triggers and outcomes.
 - Discuss one major lesson policymakers and investors learned (or should have learned).

Week 8: Multinational Corporations (MNCs) and Foreign Direct Investment

- Topics: Why firms go multinational, global supply chains, investment and regulation.
- Readings: Oatley, Ch. 8
- Assignment: **Group Report & Presentations on MNC Supply Chains (10%)**
 - In small groups (2 students), trace the global supply chain of a common product (e.g., a smartphone, coffee, or sneakers).
 - Identify key stages of production, distribution, and marketing.
 - Discuss the roles of governments and multinational corporations in shaping the supply chain.
 - Highlight any social, environmental, or political controversies.

Week 9: Regional Economic Integration

- Topics: The European Union, USMCA, and other regional trade agreements.
- Readings: Oatley, Ch. 9
- Assignment: In-class debate: Are regional trade agreements beneficial or harmful to the global economy?
 - Students form two teams (pro vs. con).
 - Each team presents data and arguments supporting its position.
 - Teams must respond to opposing viewpoints using credible evidence.

Week 10: Development and Inequality

- Topics: North-South economic relations, the role of international financial institutions in development.
- Readings: Oatley, Ch. 10; Short World Bank report excerpt.
- Assignment: Write a one-to-two-page Op-Ed focusing on a development or inequality-related issue.

Week 11: International Financial Institutions (IMF and World Bank)

- Topics: The roles and criticisms of the IMF and World Bank, conditionality, reform.
- Readings: Oatley, Ch. 11; Brief IMF fact sheet posted online.
- Assignment: Policy brief: Compare how the IMF approached economic issues in two different countries.
 - Work in pairs or individually to evaluate a country's political and economic stability (e.g., a developing country vs. an advanced economy).
 - Examine risk indicators: credit ratings, debt levels, corruption perception indices, political stability indices, etc.
 - Conduct a short SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) from the perspective of a foreign investor.
 - Present your key findings in class, focusing on the most critical vulnerabilities or opportunities.

Week 12: Foreign Aid and Debt

- Topics: Bilateral and multilateral aid, debt relief, the politics of lending and borrowing.
- Readings: Short article on foreign aid debates; Oatley, revisit Ch. 10 as needed.
- Assignment: Data exercise: Examine and comment on trends in foreign aid to a specific region.
 - Select one region (e.g., Sub-Saharan Africa, Southeast Asia).
 - Gather data on foreign aid inflows over the past 5–10 years (from sources like OECD, World Bank, etc.).
 - Identify any notable trends (increases, decreases, stable flows) and potential reasons behind these changes.
 - Include at least one chart or table to visualize the data.

Week 13: The Political Economy of the Environment

- Topics: Climate change, sustainable development, renewable energy, and global negotiations.
- Readings: Brief articles on international climate agreements.
- Assignment: Case Study Analysis (MNCs)
 - **Length:** 4–5 pages
 - Choose a major multinational corporation (e.g., Apple, Nestlé, Samsung) and a specific host country where it operates.
 - Examine the MNC’s impact on the local economy, labor standards, environmental regulations, and social dynamics.
 - Evaluate both the benefits (e.g., job creation, technology transfer) and the criticisms (e.g., labor exploitation, environmental harm).
 - Use at least 3–4 credible sources (news reports, NGO data, corporate statements, academic papers).

Week 14: Emerging Economies and Changing Global Power Dynamics

- Topics: China, India, and other rising powers, new international institutions (e.g., Asian Infrastructure Investment Bank).
- Readings: Oatley, Ch. 12; Short news articles on China’s economic rise.
- Assignment: One-page summary: How does the rise of emerging powers change the rules of the global economy?
 - Pick one emerging power (e.g., Brazil, China, India).
 - Summarize how this country’s growth challenges the existing global economic order.
 - Highlight one policy area (e.g., trade, finance, technology) where the shift in power is most visible.

Week 15: Backlash Against Globalization

- Topics: Populism, economic nationalism, trade wars, Brexit, and anti-globalization movements.
- Readings: Oatley, Ch. 13; Short commentary piece from a reputable news source.
- Assignment: One-page Reflection on the Course

Summary of Major Assignments & Percentages

8. **Participation (10%)**
 - Ongoing: Attendance, discussion, engagement, group work.
9. **Assignments & Memos (40% total)**
 - **Memo #1:** Week 1 Reflection Paper
 - **Memo #2:** Week 2 Theoretical Summary
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13. **Country Risk Assessment (10%)**
 - **Due:** Week 11
14. **Case Study Analysis: Multinational Corporations (10%)**
 - **Due:** Week 13