

3547: America, Business and International Political Economy
(Fall 2022; Malott 253; Tuesdays & Thursdays 2:45pm-4:00pm)

Professor: Peter Katzenstein (pjk2) White Hall 321. Office hours are posted on my office door (paper and pencil) at the latest each Monday morning for the coming week. If you cannot make posted office hours email me so that we can arrange for an alternative time. For quick consultations please see me after (not before) class.

Teaching Assistants:

Harry Dienes (hjd45), Christina Pan (cp658), Aleksandar Vladicic (av569)
The office of the TAs is White HallB-13. TAs will announce their office hours in section.

Course website:

The url is <https://canvas.cornell.edu>. Since your TA will post information concerning the course and sections here, you should regularly consult this website. Your normal contact for anything related to this course is your TA. If your TA cannot help you, write to me (pjk2).

OVERVIEW

Do you want to learn the discussion-based case method as taught at the Harvard Business School? Do you want to learn how to write a long research paper instead of a short one and a final examination? If you answer these questions affirmatively, this course may be for you. We are told often that American primacy is in decline and that other powers are rising. What does this mean when we examine the experience of Government and Business in different countries around the world? Is the international political economy a hydraulic system in which some units rise and others fall? Are the dynamics of the international political economy all pointing in one of two directions? Or are they marked by various cross-currents?

This course seeks answers to these questions through the analysis of 20 cases and 9 lectures. Part 1 (sessions 1-7) introduces the case method (session 1), articulates in two lectures the basic theme of the course: US primacy in a world of regions (sessions 2, 5), provides some historical background (sessions 1, 3, 4) and teaches a couple of the basics of macro-economics that we shall need using the case method (sessions 6 on GDP and 7 on Balance of Payment) that will be important for many of the country cases discussed in this course. The Moss text is lucid and brief—essential reading for getting us started. I urge you to read all of it before the second class and then reread it for the next sessions as assigned. Part 2 (sessions 8-14) examines four major powers (China, India, Russia, Japan) through both cases and lectures and adds a session on Korea for good measure. Part 3 (sessions 15-24) examines three persisting issues in three lectures (financial globalization; oil and OPEC; trade and aid) and seven country cases (Malaysia, Argentina, Saudi Arabia, Nigeria, Mexico, Uganda, Kenya). Part 4 (sessions 25-28) concludes with a discussion of three broad themes viewed through the experience of three different countries and a wrap-up lecture (piracy-justice/Somalia, happiness/Bhutan, and human rights/Rohingya-Myanmar). A related course (Government 3557), last offered in Fall 2020 and hopefully again in 2023 or 2024, focuses on American exceptionalism in comparison with different European states and the EU.

This is a large lecture course that deviates from traditional courses in three ways.

- First, roughly two-thirds of the classes are designed around class discussion using the case method and cases developed at the Harvard Business School. Each of these discussions centers around two or three questions, so called “pastures,” which I put on the black board and which the class will explore without, in the end, arriving at a “correct” answer. For this to work students have to be very well prepared and ready to talk, and the instructor has to provide only very limited guidance to the discussion. If students and instructor both do their part, the case method offers an exhilarating learning experience. Relying on power points, typically, at the beginning of each case I will take five minutes to introduce the case and 10 minutes at the end to reflect on it and how it relates to the broad theme informing this course.
- Second, sections in this course are designed almost entirely to teach students how to write a 30-35-page research paper with all of the steps leading to the final version of the paper graded separately. This method has been developed with considerable success by Professor Ron Hassner for a course he regularly teaches at the University of California, Berkeley. I have adapted it for use in this course. In the early weeks of the semester the sections will also go over some of the material on macro-economics that are covered in the textbook and that are taught through the two cases discussed in Part 1 of the course.
- Interspersed with the 20 cases are 9 lectures to provide some context for the different parts of the course. Students are expected to meet with the instructor in at least three of six “lab” sessions, scheduled on occasional Fridays (September 9, 23, October 7, 14, 28 and November 11 in White Hall 106) throughout the semester, to discuss further issues raised in lectures and the assigned readings that accompany those lectures. Truth be told, the lab discussions at times roam beyond the material covered in this course. The world is full of interesting and disturbing events that merit discussion.

In sum, this course seeks to accomplish in a research university what normally occurs in small seminars at liberal arts colleges: teaching students how to argue in class and how to write a substantial research paper.

CREDITS, CLASS PARTICIPATION, RESEARCH PAPER, ‘PASTURES’, GUIDES, GRADES

Credits: This course is offered as a four-credit course.

Class Participation: Successful class participation will require thorough preparation, regular attendance, and active engagement in class discussions. Classes with cases will start with one or two students responding to a “Cold Call”—taking on opposing sides of an argument that I will put up on the blackboard. Cold Calling means you have to be prepared, there is no way around it! TAs will act as scribes keeping track of the subsequent discussion and also record absences. Your interventions will score higher if they engage what other members of the class have said rather than making “cheap” one-off, factual comments. Your interventions should not be directed at me, but at the class. This means that you should not look at me even when I linger in your neighborhood as I walk around in the lecture hall. You are learning by talking and listening to each other, not by trying to impress me. Typically, in a “case class” just under half of the class will participate. You will get occasional updates about your standing for the class participation portion of your grade which includes general participation, cold calls, and participation in *GUIDES* (see below). If for any reason you are unprepared or unable to attend class,

please email me as well as your TA ahead of time. Failing to do so will be penalized with a negative two participation points. If you choose to attend more than the mandatory three lab sessions you will gain two additional bonus points for every additional lab you attend. Not meeting the required number of three attendances will result in a deduction of two points for each required lab that you miss.

Research Paper: The final research paper (30-35 pages, 12-point font, double spaced, 1" margins) will advance an argument on a topic of the student's choice that draws on the course themes and readings. With the exception of the two sessions on macro-economics, sections will focus exclusively on the preparation of your research paper. Undergraduates who have taken the sister course (3557) are free to choose between writing a research paper or writing a case, either alone or as a member of a small team. PK will supervise the work of any case writing student or team(s).

Pastures: Each of the 19 case discussions will be organized by two or three "pastures" or discussion boards that I will put on the blackboard (typically a question on top and a Yes/No option down the columns). As the class members make their comments, typically but not always I will stand at the blackboard and scribble down what is being said.

GUIDES: Starting with Part 2 of the course, members of the class, in teams put together by the TAs, will occasionally review the economic statistics of a given case at the beginning of a given session in one minute or less focusing, respectively, on **G**(DP and Growth), **U**(nemployment and Utilization), **I**(nflation and Interest rates), **D**(ebt and Deficits), **E**(xternal balances and Exchange rates) and **S**(avings and Investment). Condensing information into one minute rather than rehearsing the statistics you have read requires thought and preparation; you will have to interpret and judge the statistics in the context of the case, *not* summarize by repetition.

Grades: The grade for this course is based on class participation and lab attendance (35%), research paper or case writing (45%) and section attendance and participation (20%). For students who do not attend section because they are writing case(s) the section participation grade will be added to the class participation and lab attendance grade.

CLASS SCHEDULE

PART 1: HISTORY, US PRIMACY IN A WORLD OF REGIONS (TWO LECTURES) BASICS OF MACRO-ECONOMICS (GDP AND BOP)

Class #	Class Date	Lecture #	Case #	Reading #
1	08/23	L-1: Introduction	C-1: Globalization	R-1-1: Course Overview Note R-1-2: Globalization Past, 1850-1914 (A) R-1-3: Anteby R-1-4: Stewart

				R-1-5: <i>The Economist</i> , "From Great to Good." R-1-6: <i>The Economist</i> , "A Crisis of Faith." R-1-7: Shields R-1-8: Moss, Introduction, chp. 3, Conclusion, Epilogue
2	08/25	L-2: U.S.— Primed for Primacy?		R-2-1: Katzenstein R-2-2: <i>The Economist</i> R-2-3: Bulmer-Thomas R-2-4: Grygiel R-2-5: Berger
3	08/30		C-2: 1930s Great Depression	R-3-1: The Global Great Depression, 1929-1939 R-3-2: Perspectives on the Great Depression
4	09/01		C-3: 2008 Financial Crisis	R-4-1: Hank and Nancy: The Subprime Crisis, the Run on Lehman and the Shadow Banks, and the Decision to Bail Out Wall Street R-4-2: Kirshner
5	09/06	L-3: Mapping Regions		R-5-1: Barma et al R-5-2: Chase et al R-5-3: O'Neil
6	09/08		C-4: Singapore	R-6-1: Singapore: "Facing Challenges Together" R-6-2: Note on <i>GUIDES</i> : Insight through Indicators R-6-3: <i>GUIDES</i> lines: Benchmark Values for the <i>GUIDES</i> Framework R-6-4: Moss, chps. 1, 5
	09/09	<i>Semi-optional Lab Session 1: White Hall 106 2:45pm-3:45pm. L-2, L-3, and Readings</i>		
7	09/13		C-5: Iceland	R-7-1: Iceland (A) R-7-2: Iceland Case (B): Redefining Aaa-Rated Sovereigns R-7-3: Moss, chps. 6-7; optional: chp.2

PART 2: RISING, RIVAL AND SUPPORTING POWERS

Class #	Class Date	Lecture #	Case #	Reading #
8	09/15	L-4: China-India		R-8-1: Kagan R-8-2: Yan Xuetong R-8-3: Subramanian and Felman
<i>09/16: First paper assignment due (research question)</i>				
9	09/20		C-6: China	R-9-1: Capitalism and the Party-State: The People's Republic of China at 70

				R-9-2: The State R-9-3: Country Analysis
10	09/22		C-7: India	R-10-1: India: State Capacity and Unity in Diversity
	09/23	<i>Semi-optional Lab Session 2: White Hall 106 2:45pm-3:45pm. L-4 and Readings</i>		
11	09/27	L-5: Russia-Japan		R-11-1: Judah R-11-2: Katzenstein and Weygandt R-11-3: Evangelista R-11-4: Pempel
12	09/27 Evening class 7:30- 8:45pm. MLT-251		C-8: Russia	R-12-1: Russia: A Drama in Three Acts
	9/29 Optional: PK's Skytte- Spaghetti Lecture	https://vimeo.com/632806575 Introduction starts at: 0:00 PK's lecture starts at: 6 minutes; David Laitin lecture starts at: 36:30 minutes; Margaret Levi comments start at: 1hour and 5 minutes; Hanging of the portraits starts at: 1 hour and 16 minutes; Discussion of Katzenstein and Laitin starts at: 1 hour and 21 minutes.		Thinking about Spaghetti – Served by German and Italian Waiters
13	10/04		C-9: Japan	R-13-1: Japan: Land of the Setting Sun
14	10/06		C-10: Korea	
<i>10/07: Second paper assignment due (literature review)</i>				
	10/07	<i>Semi-optional Lab Session 3: White Hall 106 2:45pm-3:45pm. L-5 and Readings</i>		

PART 3: COUNTRIES AND ISSUES

Class #	Class Date	Lecture #	Case #	Reading #
15	10/13	L-6: Financial Globalization		R-15-1: Eichengreen R-15-2: Wolfe
	10/14	<i>Semi-optional Lab Session 4: L-6, Readings, and PK's Skytte-Spaghetti Lecture</i>		
16	10/18		C-11: Malaysia	R-16-1: Malaysia: Capital and Control
<i>10/20: Third paper assignment due (paper outline)</i>				
17	10/20		C-12: Egypt	R-17-1: Egypt: The End of the Revolution?

18	10/25	L-7: Oil and OPEC		R-18-1: Colgan R-18-2: Blackwill and O'Sullivan
19	10/27		C-13: Saudi Arabia	R-19-1: Saudi Arabia: Vision 2030
	10/28	<i>Semi-optional Lab Session 5: White Hall 106 2:45-3:45, L-7 and Readings</i>		
20	11/01		C-14: Nigeria	R-20-1: Nigeria: Opportunity in Crisis
21	11/03	L-8: Trade and Aid		R-21-1: Wolfe R-21-2: Zumbrun
22	11/08		C-15: S.Africa	R-22-1: South Africa: A Fractured Rainbow?
23	11/10		C-16: Uganda	R-23-1: Uganda: The Constitution of Development
	11/11	<i>Semi-optional Lab Session 6: White Hall 106, 2:45pm-3-45pm, L-8 and Readings</i>		
24	11/15		C-17: Kenya	R-24-1: Kenya and the Silicon Savannah

PART 4: JUSTICE (SOMALIA), HAPPINESS (BHUTAN), RIGHTS (ROHINGYA), WRAP-UP

Class #	Class Date	Lecture #	Case #	Reading #
25	11/17		C-18: Somalia	R-25-1: Piracy in Somalia (A) R-25-2: Piracy in Somalia (B)
<i>11/18: Fourth paper assignment due (initial, draft paper)</i>				
26	11/22		C-19: Bhutan	R-26-1: Bhutan: Governing for Happiness R-26-2: <i>The Economist</i> R-26-3: Karabell R-26-4: World GDP (You Tube)
<i>11/22: Fifth paper assignment due (peer review)</i>				
27	11/29		C-20: Rohingya	R-27-1: The Rohingya Refugee
28	12/01	L-9: Wrap-Up		Graham Greene, <i>The Quiet American</i> —highly recommended winter break reading and movie watching to compare written and visual story telling; no numbers!
<i>Final paper or case is due at the scheduled time for the final examination (tba)</i>				

LIST OF READINGS

Book (Campus store)

David A. Moss, *A Concise Guide to Macroeconomics*, 2nd ed. (Boston: Harvard Business School Press, 2014). PLEASE NOTE THAT 2014 IS THE SECOND EDITION. DIFFERENCES COMPARED TO THE THIRD EDITION (WHICH IS MUCH MORE COSTLY) ARE MINOR. UNFORTUNATELY, THE SECOND EDITION IS HARD TO FIND. AN ELECTRONIC VERSION OF THIS BOOK IS ON LIBRARY RESERVE (CANVAS).

Harvard Business School Cases (Campus store)

Course Overview Note N9-718-033. November 6, 2018.
Globalization Past, 1850-1914 (A). 9-718-023. March 2, 2018.
The Global Great Depression, 1929-1939. 9-722-034. February 8, 2022.
Perspectives on the Great Depression. 9-713-056. April 8, 2013.
Hank and Nancy: The Subprime Crisis, the Run on Lehman and the Shadow Banks, and the Decision to Bailout Wall Street. N2-718-022. November 20, 2021.
Singapore: "Facing Challenges Together." 9-720-036. August 3, 2021.
GUIDES: Insight through Indicators 9-710-044. November 29, 2017.
GUIDESlines: Benchmark Values for the GUIDES Framework 711-067. February 18, 2011.
Iceland (A): 709-011. October 22, 2010.
Iceland (B): Redefining Aaa-Rated Sovereigns 709-012. August 29, 2008.
Capitalism and the Party State: The People's Republic of China at 70. 9-721-040. May 12, 2021.
The State. 9-701-077. March 24, 2001.
Country Analysis. 9-797-092. May 2, 1997.
India: State Capacity and Unity in Diversity. 9-719-061. June 7, 2019.
Russia: A Drama in Three Acts. 9-720-020. June 10, 2020.
Japan: Land of the Setting Sun. 9-721-007. November 8, 2021.
Korea. 9-715-047. October 13, 2021.
Malaysia: Capital and Control. 702-040. April 23, 2003.
Egypt: The End of the Revolution? N9-715-041. April 9, 2015.
Saudi Arabia: Vision 2030. 9-718-034. September 10, 2021.
Nigeria: Opportunity in Crisis? 9-709-048. August 14, 2009.
South Africa: A Fractured Rainbow? 9-716-069. February 27, 2018.
Uganda: The Constitution of Development 9-711-052. March 20, 2011.
Kenya and the Silicon Savannah. 9-720-032. April 13, 2021.
Piracy in Somalia (A) 9-718-018. December 12, 2017.
Piracy in Somalia (B) 9-718-019. December 12, 2017.
Bhutan: Governing for Happiness. 9-715-024. May 21, 2019.
The Rohingya Refugee: Past, Genocide, Future. 9-719-068. October 6, 2021.

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Course Overview Note N9-718-033. November 6, 2018. **(no BoP)**
Globalization Past, 1850-1914 (A). 9-718-023. March 2, 2018. **(no BoP)**
The Global Great Depression, 1929-1939. 9-722-034. February 8, 2022. **(no BoP)**
Perspectives on the Great Depression. 9-713-056. April 8, 2013. **(no BoP)**
Hank and Nancy: The Subprime Crisis, the Run on Lehman and the Shadow Banks, and the Decision to Bailout Wall Street. N2-718-022. November 20, 2021. **(no BoP)**

Singapore: "Facing Challenges Together." 9-720-036. August 3, 2021. **BPM 6**
 GUIDES: Insight through Indicators 9-710-044. November 29, 2017. **BPM6**
 GUIDESlines: Benchmark Values for the GUIDES Framework 711-067. February 18, 2011. **Does not include the financial account so it is the same in BPM5 or BPM6**
 Iceland (A): 709-011. October 22, 2010. **BPM5**
 Iceland (B): Redefining Aaa-Rated Sovereigns 709-012. August 29, 2008. **BPM5**
 Capitalism and the Party State: The People's Republic of China at 70. 9-721-040. May 12, 2021. **BPM6**
 The State. 9-701-077. March 24, 2001. **(no BoP)**
 Country Analysis. 9-797-092. May 2, 1997. **(no BoP)**
 India: State Capacity and Unity in Diversity. 9-719-061. June 7, 2019. **BPM6**
 Russia: A Drama in Three Acts. 9-720-020. June 10, 2020. **BPM6**
 Japan: Land of the Setting Sun. 9-721-007. November 8, 2021. **BPM6**
 Korea. 9-715-047. October 13, 2021. **BPM6**
 Malaysia: Capital and Control. 702-040. April 23, 2003. **BPM5**
 Egypt: The End of the Revolution? N9-715-041. April 9, 2015. **BPM5**
 Saudi Arabia: Vision 2030. 9-718-034. September 10, 2021. **BPM 6**
 Nigeria: Opportunity in Crisis? 9-709-048. August 14, 2009. **BPM5**
 South Africa: A Fractured Rainbow? 9-716-069. February 27, 2018. **BPM6**
 Uganda: The Constitution of Development 9-711-052. March 20, 2011. **BPM5**
 Kenya and the Silicon Savannah. 9-720-032. April 13, 2021. **BPM 6**
 Piracy in Somalia (A) 9-718-018. December 12, 2017. **(no BoP)**
 Piracy in Somalia (B) 9-718-019. December 12, 2017. **(no BoP)**
 Bhutan: Governing for Happiness. 9-715-024. May 21, 2019. **BPM 5**
 The Rohingya Refugee: Past, Genocide, Future. N1-719-068. October 6, 2021. **(no BoP)**

Articles and Book Chapters (Canvas):

R-1-3: M. Anteby, *Manufacturing Morals*, chp. 4.

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD571F.pdf>

R-1-4: J.B. Stewart, "Profit or Loss: How Harvard Business School has Reshaped American Capitalism," *The New York Times Book Review* (April 30, 2017).

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD571C.pdf>

R-1-5: *The Economist*, "From Great to Good," *The Economist* (May 6, 2017).

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD571D.pdf>

R-1-6: *The Economist*, "A Crisis of Faith," *The Economist* (August 24, 2019).

<https://www.economist.com/finance-and-economics/2019/08/22/the-onset-of-a-downturn-is-as-much-a-matter-of-mood-as-of-money>

R-1-7: Jon A. Shields, "I'm a Conservative Professor Who Opposed Safe Spaces. I Was Wrong," *The New York Times* (April 7, 2022). <https://www.nytimes.com/2022/04/07/opinion/conservative-safe-spaces-college.html>

R-1-8: Moss, Introduction, Chapter 3, Conclusion, Epilogue.

R-2-1: P. Katzenstein, *A World of Regions*, chp. 7.

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5724.pdf>

R-2-2: *The Economist*, "Manifest Destiny Warmed Up: America and Empire," (August 16, 2003).

http://bi.galegroup.com/essentials/article/GALE|A106620416?u=nysl_sc_cornl

R-2-3: Victor Bulmer-Thomas, *Empire in Retreat*, pp.1-12.

R-2-4: Jakub Grygiel, "The 'Rules-Based International Order' Is a Myth," *The Wall Street Journal* (March 29, 2022): A17. <https://www.wsj.com/articles/rules-based-international-order-myth-war-in-ukraine-russia-regional-conflict-america-biden-11648485470>

R-2-5: Suzanne Berger, "Globalization Survived Populism Once Before – and It Can Again," *Boston Review* (January 30, 2018). <http://bostonreview.net/class-inequality/suzanne-berger-globalization-survived-populism>

R-4-2: Jonathan Kirshner, "Whistling Past the Graveyard," *Boston Review* (April 9, 2019).

<http://bostonreview.net/class-inequality/jonathan-kirshner-whistling-past-graveyard>

R-5-1: Barma, N., E. Ratner, and S. Webber, "A World without the West," *The National Interest*, (90): 23-30.

<http://www.jstor.org/stable/42896050>

R-5-2: Robert S. Chase, Emily B. Hill, and Paul Kennedy, "Pivotal States and U.S. Strategy," *Foreign Affairs* 75, 1 (January/February 1996): 33-51.

<http://www.jstor.org/stable/20047466>

R-5-3: Shannon K. O'Neil, "The Myth of the Global: Why Regional Ties Win the Day," *Foreign Affairs* 101, 4 (July-August 2022): 158-69. <https://www.foreignaffairs.com/articles/united-states/2022-06-21/myth-global-regional-ties-win>

R-6-4: Moss, chps. 1, 5.

R-7-3: Moss, chps. 6-7; chp. 2 optional.

R-8-1: Robert Kagan, "The Strongmen Strike Back," *The Washington Post* (March 14, 2019).

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5COB.pdf>

R-8-2: Yan Xuetong, "Becoming Strong: The New Chinese Foreign Policy," *Foreign Affairs* 100, 4 (July/August 2021): 40-47. <https://www.foreignaffairs.com/articles/united-states/2021-06-22/becoming-strong>

R-8-3: Arvind Subramanian and Josh Felman, "India's Stalled Rise: How the State Has Stifled Growth," *Foreign Affairs* 101, 1 (January/ February 2022): 139-50.

<https://www.foreignaffairs.com/articles/india/2021-12-14/indias-stalled-rise>

R-11-1: B. Judah, *Fragile Empire*, pp. 1-4, 324-30.

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5723.pdf>

R-11-2: P. Katzenstein and N. Weygandt, "Mapping Eurasia in an Open World: How the Insularity of Russia's Geopolitical and Civilizational Approaches Limit its Foreign Policies."

https://www.researchgate.net/publication/317418414_Mapping_Eurasia_in_an_Open_World_How_the_Insularity_of_Russia%27s_Geopolitical_and_Civilizational_Approaches_Limits_Its_Foreign_Policies

R-11-3: Matthew Evangelista, "Wilson's Ideas, Carr's Critique and the Role of Russia in the Post-Soviet Space," in Enrico Fassi and Vittorio Emanuele Parsi, eds., *Liberal World Order and Beyond*, pp. 77-89.

Milan: Vita & Pensiero. <https://matthewevangelistacom.files.wordpress.com/2021/09/evangelista-wilsons-ideas-carrs-critique-copy.pdf>

R-11-4: T. J. Pempel, "Japan: Working to Shape the Regional Order," in *Japan and Asia's Contested Order*, pp. 193-220. Singapore: Palgrave Macmillan, 2019.

R-15-1: B. Eichengreen, "The Dollar Dilemma," *Foreign Affairs* 88,5 (September/October 2009): 53-68.

<http://www.jstor.org/stable/20699643>

R-15-2: M. Wolf, *Why Globalization Works* (New Haven, Conn.: Yale University Press, 2004). chp. 11 ("Cowed by Corporations").

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5726.pdf>

R-18-1: J. Colgan, "The Emperor Has No Clothes: The Limits of OPEC in the Global Oil Market,"

International Organization 68,3 (Summer): 599-632. <https://doi.org/10.1017/S0020818313000489>SKIP THE SECTIONS WITH THE STATISTICAL TESTS! (PAGES 616 BOTTOM "To test the idea" ...TO 619 BOTTOM ... representatives withdrawn).

R-18-2: R.D. Blackwill and M. L. O'Sullivan, "America's Energy Edge: The Geopolitical Consequences of the Shale Revolution," *Foreign Affairs* (2014): 102-14.

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=94387137&site=ehost-live>

R-21-1: M. Wolf, *Why Globalization Works* (New Haven, Conn.: Yale University Press, 2004), chp. 10 ("Traumatized by Trade").

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5725.pdf>

R-21-2: Josh Zumbrun, "Sanctions Deal New Blow to Globalization Dream," *The Wall Street Journal*

(March 11, 2022): A1, A12. <https://www.wsj.com/articles/economic-blacklist-of-russia-marks-new-blow-for-globalization-11646940040>

R-26-2: *The Economist*, "Free Exchange: The Worth of Nations," May 5, 2018.

<https://search.proquest.com/docview/2034648376/fulltextPDF/9E020D592AD34A3BPQ/65?accountid=10267>

R-26-3: Zachary Karabell, "Learning to Love Stagnation: Growth Isn't Everything – Just Ask Japan," *Foreign Affairs* (March/April 2016).

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=112811953&site=ehost-live>

R-26-4: GDP World Ranking: Fun To Watch. <https://www.youtube.com/watch?v=wykaDgXoajc>

NOTES ON CASE METHOD, LECTURES AND LAB SECTIONS, STUDENTS WHO HAVE TAKEN GOVT 3557, THE RESEARCH PAPER

Notes on Case Method: Although the case method is used in business and law schools, it has rarely, if ever, been used in undergraduate courses and never at Cornell. I have assigned for the first class a brief description of how the case method works at the Harvard Business School where I learned this pedagogy in the spring of 2014. A case-based approach focuses on key problems and decisions that define a country's experience. By placing students regularly in the position of decision-makers, it also emphasizes different skills than those typified in undergraduate classrooms. Other parts of the cases (as well as lectures) provide a broader analytical and historical context of the different country and issue experiences which this course covers.

Notes on Lectures and Lab Sections: Lecture outlines will be posted by dinner time the day before the class meets. Since this is a computer- and cell-phone free class room (see below), please print the outlines and take notes in the margins. Students are expected to attend 3 of 6 separately scheduled "lab" sections to discuss lectures and readings.

Students who have taken Government 3557: These students have the choice between writing their own research paper or of working in small teams that will produce a case on a topic to be agreed upon with the instructor. The teams will meet with the instructor throughout the semester on an ad hoc basis. If they choose to write cases, they are not required to attend sections after September 17th except for the required 3 of 6 "lab" sections.

Research Paper: Undergraduates enrolled in lecture courses at Cornell normally do not write research papers. Writing consists typically of a series of short papers or one 10–12-page final paper. None of this amounts to learning how to write a research paper. This course teaches how to write a research paper in a series of discrete steps.

The six steps, outlined briefly below, are described in greater detail in a lengthy, separate document placed on Canvas. You should print it before your first section as you will use it throughout the semester. (The % figures below refer to the total paper grade, 45% of your total course grade).

Step 1: Specifying the Question: 5%. In one sentence captures the question for your paper as well as a brief (about 5 sentences) explication of why this is an important question for you and your readers. This assignment is due by email to your TA at noon, September 16.

Step 2: Literature review: 10%. This 8-page (double-spaced) assignment summarizes existing answers to your question and evaluates their strengths and weaknesses. It is due by email to your TA at noon on October 7.

Step 3: Paper outline: 5%. A 2–3-page double-spaced outline. This will be graded P/NP for the full 5% of the grade for this assignment. It is due by email to your TA at noon, October 20.

Step 4: Initial, draft paper: 20%. A completely finished paper, approximately 25-30 double-spaced pages long. Email your paper to your TA by noon on November 18. Your TA will distribute each paper to two peer readers.

Step 5: Comments on two peer papers: 10%. While two of your peers will be reading your paper, you will be commenting on the papers of two of your peers. Your goal as author is to do the best to incorporate criticisms and suggestions into your final paper. Your goal as critics is to point out strengths in structure and argument, but also to point to weaknesses that should be improved and suggest ways in which such improvements could be made. This assignment is due by email to your TA at noon on November 22.

Step 6: Final, revised paper: 50%. Your final paper should incorporate the comments from your peer readers and those from your TA that you found worthwhile as well as other improvements that you decided to make. Final papers are due by email *and* hard-copy to your TA by the time that the hypothetical exam for this class would have been scheduled (to be announced).

Deadlines: Students who hand in an assignment past its deadline will automatically forfeit 10% of the grade for that assignment; the penalty will increase by 10% increments for every 24 hours that the assignment is late.

Authenticity and Originality: The electronic version of your paper will be run through a software program that verifies the authenticity and originality of your work.

**ELECTRONIC-FREE CLASSROOM, GUESTS, ACADEMIC INTEGRITY, OTHER UNIVERSITY POLICIES,
RELIGIOUS OBSERVANCES, STUDENTS WITH DISABILITIES, CLASSROOM BEHAVIOR, COPYRIGHT
MATERIAL, COVID**

Electronic-Free Class room: 3547 is taught in a computer- and phone-free lecture-hall. I have learned over the years that the advantages of this rule outweigh its disadvantages. The TAs and I will enforce this rule strictly. Please spare all of us the embarrassment of asking you to leave the lecture hall. TAs will decide themselves how to handle this issue in the sections they teach.

Guests: This course is open to guests. Please email me ahead of time or alert me before the class starts. If we have a guest, I want to be sure that s/he feels welcome. You would briefly introduce the guest; I might have a quip or two; and the welcome would end with the class clapping as a collective sign of

welcome. For the semi-voluntary labs, guests are welcome, and there is no need to alert me ahead of time.

Academic Integrity: Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. This means that any written work you submit in this course will be your own. The Code of Academic Integrity and Acknowledging the Work of Others is found in the Policy Notebook for the Cornell Community and also on the web at <http://www.cornell.edu/UniversityFaculty/docs/main.html>. An additional document you may want to consult is posted at <http://cuinfo.cornell.edu/Academic/AIC.html>. A Cornell tutorial called Recognizing and Avoiding Plagiarism can be found at <http://plagiarism.arts.cornell.edu/tutorial/index.cfm>. If you are in any doubt about how to cite material that you wish to use please consult your TA. You are required to submit your paper in both hard and electronic form. The electronic version will be run through a special software program, turn-it-in, that verifies the originality and authenticity of your work. By enrolling in this course, you grant your permission that the teaching staff can submit your written work to computer programs that check the authenticity and originality of your work. You should also be aware of the fact that you may not turn in the same piece of writing (or part thereof) for credit in multiple classes, either in the same semester or while at Cornell in general.

Other University Policies: I respect and uphold Cornell University policies and regulations pertaining to and listed here in no prioritized order, the observation of religious holidays; assistance available to the physically handicapped, visually and/or hearing-impaired student; sexual harassment; and racial or ethnic discrimination.

Religious Observances: Students may ask for reasonable and timely accommodations for sincerely held religious beliefs. Please review the syllabus closely to determine if your religion will present any scheduling conflicts with any of the assignments. You must inform me and your TA of any conflicts within the first two weeks of the semester.

Students with Disabilities: In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. Students seeking accommodations should submit to me an accommodation letter from Student Disability Services within the first two weeks of the semester.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. We will treat one another with respect and courtesy. Learning can occur only in an environment where everybody feels safe to speak out.

Copyright Material: Whether it is especially marked as copyright material or not, the instructor expressly prohibits students to trade in or sell any of the course material. Such a behavior constitutes a very serious academic misconduct that neither the instructor nor Cornell will tolerate.

Covid: Masks are strongly encouraged but not required in class and sections. When speaking, please lower your mask. This course will follow university health guidelines. If I fall ill, I will conduct the class by zoom (it worked reasonably well in the fall of 2020). If you fall ill, the discussion format of the class unfortunately makes it impossible technologically to record the class.