

INTA/ECON 4740

Seminar in (International) Political Economy

Fall 2020

Subject to change with notice

MW 9:30-10:45

Hybrid Synchronous

Remote sessions will be conducted using WebEx (gatech.webex.com).

In person sessions will be held in Habersham (IAC) 136.

Any and all changes affecting the course will be posted in announcements in Canvas.

Dr. Alasdair Young

E-mail: Alasdair.young@gatech.edu

Remote office hours: Monday and Wednesday 3-4 and by appointment. Skype address: [alsadair.young5](https://www.skype.com/people/alsadair.young5).

Course Description:

This course synthesizes students' knowledge of economics and international relations via the creation of an original research project with an emphasis on an applied or practical policy component. Each student will develop a rich understanding of how to formulate and execute original, policy-relevant research, as well as provide constructive criticism on the work of colleagues. The aspiration is that students will produce an original research or policy paper of professional quality and a presentation suitable for an academic or policy conference on a contemporary issue in economics and international affairs.

Intended learning outcomes

By the end of this course, students will be able to:

- construct a theoretically informed social science analytical or policy question relating to economics and international affairs;
- select and apply appropriately at least one of the most widely used quantitative or qualitative social science research methods;

- demonstrate the ability to consume diverse empirical research studies in order to evaluate their research and policy implications;
- use oral communication to demonstrate knowledge and to make cogent arguments;
- demonstrate proficiency in written communication to increase knowledge and develop cogent arguments.

Course Text:

Lisa A. Baglione, *Writing a Research Paper in Political Science*, 4th ed. (Sage, 2020).

Additional resources are available through the GT library (**I**) or on Canvas (**c**).

To access electronic journal articles through the library website:

- type the name of the journal in the search box;
- select the database option that includes the appropriate issue of the journal;
- browse the journal to the appropriate volume and issue.

Statement on inclusiveness

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Course Requirements and Evaluation:

Students enrolled in the course have the following responsibilities: (1) to submit four written assignments and present drafts of them in class; (2) to complete a research paper of 5,000 words (excluding notes and bibliography) on a significant problem, issue or puzzle in economics and international affairs that utilizes at least 20 academically reputable sources; (3) to present drafts of their papers in class; (4) to participate actively in class discussions.

Graded assignments	Date due	Maximum points possible	Share of total
1) Research question	9/9	100	5
2) Literature review	9/30	200	10
3) Research design	10/21	200	10
4) Data report	11/4	200	10
Presentation	11/16 or 11/18	300	15
Paper	12/7	600	30
Participation*	continuous	400	20
TOTAL		2000	100

* In several classes (8/24, 9/9, 9/28, 11/2 and 11/4) we will discuss themes raised by the textbook so as to better understand different elements of a research project. In order to provide stimulus for those discussions, each student should prepare two questions that she/he/they were left with after reading the assigned material for the class. These can include specific questions about how to apply the guidance to your particular project. **The questions should be emailed to the instructor before class.** These will count towards class participation. Students will also be asked to give one group presentation about an article, which will also count towards class participation.

Late assignments will NOT be accepted, except for medical or personal emergencies.

Extra-credit (50 points for a serious effort) (up to 2 assignments may be submitted)

Write a reflective summary (500 words max) of an approved public talk. Due by email within a week of the event.

Grading

Grade	Points	Descriptors
A	20 19 18	Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.
B	17 16 15	Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.
C	14 13 12	Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems.
D	11 10 9	Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating serious deficiencies.
F	<9	Did not demonstrate familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.

Final grades:

> 1800	A
1500-1799	B
1200-1499	C
900-1199	D
<900	F

Grade Change Policy

Simple computational or clerical errors should be brought to my attention immediately. Legitimate requests for grade changes are welcome and encouraged. You should, however, resist the temptation to file a frivolous request just hoping to “get lucky”. Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and

evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence. Note also that grade changes requests can result in re-grades either up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, and then the lower grade may be assigned.

Special Accommodations

Students requesting academic accommodations based on a documented disability are required to register with the Access Disabled Assistance Program for Tech Students (ADAPTS). Please obtain a form from the ADAPTS office and email it to me at the beginning of the semester. (<http://www.adapts.gatech.edu>).

Class participation and conduct

You are expected to participate actively in all classes and to attend in-class sessions unless you have a compelling reason not to do so. Feeling ill is a compelling reason. If you feel ill, please stay home and let me know. For guidance, see <http://health.gatech.edu/coronavirus/students>. Students are expected to sit in assigned seats and to come to class only on days that are assigned to them.

We are all required to wear a face covering while inside any campus facilities/buildings, including during in-person classes, and to adhere to social distancing of at least 6 feet. If an individual forgets to bring a face covering to class or into any indoor space, there will be a clearly marked supply of these in each building. If a student fails to follow Georgia Tech's policies on social distancing and face coverings, they will initially be reminded of the policy and if necessary, asked to leave the class. If they still fail to follow the policy, they may be referred to the Office of the Dean of Students.

Course participants will treat each other with respect. Constructive questioning and criticism are welcome, even encouraged. Personal attacks and insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that encourages constructive and open debate. They should **not** be phrased as insults, threats, or in a manner that shuts down discussion.

Honor Code and Plagiarism Policy

"I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech community."

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Plagiarism is defined, for the purposes of this class, as: copying, borrowing, or appropriating another person's work **and** presenting it as one's own in a paper or oral presentation, deliberately or by accident. In order to avoid being charged with plagiarism, if you use the words, ideas, phrasing, charts, graphs, or data of another person or from published material, then you must either: 1) use quotation marks around the words **and** cite the source, or 2)

paraphrase or summarize acceptably using one's own words **and** cite the source. Any student suspected of plagiarizing will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Course overview

8/17	Introduction	
8/19	Topics of interest	Topics of interest
8/24	What makes a good research question?	Reading questions
8/26	Policy questions panel	
8/31	Research question workshop I	Draft research question
9/2	Research question workshop II	
9/7	Labor Day	
9/9	Introduction to literature reviews	Reading questions Research question
9/14	Literature review example	
9/16	Library resources	
9/21	Literature review workshop I	Draft literature review summary
9/23	Literature review workshop II	
9/28	Introduction to research design	Reading questions
9/30	Comparison of research approaches	Article presentation Literature review summary
10/5	Presentation of faculty research I	
10/7	Presentation of faculty research II	
10/12	Research design workshop I	Draft research design summary
10/14	Research design workshop II	
10/19	1-on-1 sessions	
10/21	1-on-1 sessions	Research design summary
10/26	Data report workshop I	Draft data report
10/28	Data report workshop II	
11/2	The logic of presentation	Reading questions
11/4	Effective presentation	Reading questions Data report summary
11/9	1-on-1 sessions	
11/11	1-on-1 sessions	
11/16	Presentations I	Draft paper
11/18	Presentations II	
11/23	Feedback session	
12/7		Final paper due

Dates **highlighted in green** will be in-person sessions (1/2 class at a time)

Assignments in **green** are formative (receive feedback only)

Assignments in **red** are summative (count towards the grade)

Detailed Course Outline

8/17	<p>Introduction This class will introduce the course and expectations. In-class reading and an exercise will help to illustrate the importance of explicit and rigorous social scientific analysis</p>
8/19	<p>Topics of interest Using topics of interest to students, this class will explore the difference between a topic and a research question and begin to identify potential research questions.</p> <p><u>Assignment:</u> Each student will present an issue concerning economics and international affairs that she/he/they considers interesting, explaining why she/he/they think it is interesting and what about it is interesting.</p>
8/24	<p>What makes a good research question? In this class we will begin the critical process of identifying good research questions.</p> <p><u>Reading</u> Baglione, Chapters 1 and 2.</p> <p>If you think you might want to write a policy paper, see PowerPoint guidance on Canvas.</p>
8/26	<p>Policy questions panel</p> <ul style="list-style-type: none"> • Thomas “Danny” Boston, Professor Emeritus, Sam Nunn School of International Affairs • Dennis Lockhart, former President and CEO of the Reserve Bank of Atlanta • Nadia Theodore, Consul General of Canada in Atlanta and former trade negotiator
8/31	<p>Research Question workshop I (hybrid) Identify a research question you think you will want to investigate in your seminar paper. Prepare a one-page handout, which you must circulate prior to class. Half the class will discuss their questions today.</p>
9/2	<p>Research Question workshop II (hybrid) The other half the class will discuss their questions.</p>
9/7	<p>Labor Day – No Class</p>
9/9	<p>Introduction to literature reviews This class will introduce the purpose of literature reviews, paying particular attention to how they can inform and contextualize a research project.</p> <p>Research questions due.</p> <p><u>Reading</u> Baglione, Chapters 3 and 4</p>

9/14	<p>Literature review example In this class we will examine the literature review from my book project. We will consider it in the light of the questions that I am asking you to answer in your own literature review summaries.</p> <p><u>Reading</u> <i>Contesting Compliance</i> pp. 1-27 and 65-71. (c)</p>
9/16	<p>Library resources INTA Librarian <u>Jay Forrest</u> and ECON Librarian <u>Charlie Bennett</u> will discuss research resources and answer questions.</p>
9/21	<p>Literature review workshop I Prepare a two-page handout (excluding references) summarizing your draft literature review that must be circulated prior to class. Half the class will present theirs in class.</p>
9/23	<p>Literature review workshop II The other half of the students will present their literature reviews.</p>
9/28	<p>Introduction to research design How do you design and organize your research inquiry? How do you convince others your arguments are valid and make sense? How do you pick relevant cases to make your inference valid and persuasive?</p> <p><u>Reading</u> Baglione, Chapters 5 and 7.</p>
9/30	<p>Comparison of research approaches In this class we will review the strengths and weaknesses of different analytical approaches. Our discussion will be informed by presentations of articles that have adopted different approaches to answering similar questions.</p> <p>Literature review summaries due.</p> <p><u>Reading</u> Baglione, Chapter 8 Taylor, M. Z. (2010), "Regression Analysis" in J. Ishiyama and M. Breuning (eds), <i>21st Century Political Science: A Reference Handbook</i>, Sage: 478-489. (c)</p> <p>Group article presentations <u>Group A:</u> Moravcsik, A. (2000), 'The Origins of Human Rights Regimes: Democratic Delegation in Post-War Europe,' <i>International Organization</i>, 54/2: 217-52. (I) <u>Group B:</u> Vreeland, J. R. (2008), 'Political Institutions and Human Rights: Why Dictatorships Enter into the United Nations Convention Against Torture,' <i>International Organization</i>, 62/1: 65-101. (I) <u>Group C:</u> Hawkins, D. (2004), 'Explaining Costly International Institutions: Persuasion and Enforceable Human Rights Norms,' <i>International Studies Quarterly</i>, 48/4: 779-804. (I)</p>

	<u>Group D</u> : Greenhill, B. (2010), 'The Company You Keep: International Socialization and the Diffusion of Human Rights Norms,' <i>International Studies Quarterly</i> , 54/1: 127-45. (I)
10/5	Faculty research presentation I Dr. Alberto Fuentes will present his research.
10/7	Faculty research presentation II Dr. Abigail Vaughn will present her research
10/12	Research design presentations I Prepare a two-page handout explaining your research approach or method of inquiry . If you are using qualitative methods, explain the case(s) you pick and the implications you expect to find. If you are using quantitative methods, explain the source(s) and periods of data you will use or collect and the measurement of your variables. All students must circulate their handout prior to class. Half of the students will present their research designs.
10/14	Research design presentations II The other half of the students will present their research designs.
10/19	1-on-1 sessions Half the students will sign-up for individual sessions with the instructor.
10/21	1-on-1 sessions The other half of the students will sign-up for individual sessions with the instructor. Research design summaries due.
10/26	Data workshop I All students must prepare a two-page data report . It should outline your evidence needs, sources found and potential issues. You must circulate your handout prior to class. Half of the students will present their reports.
10/28	Data workshop II The other half of the students will present their reports.
11/2	The logic of presentation This class will begin the discussion of writing a research paper. It will cover the transition from the logic of discovery to the logic of presentation and considerations for the overall structure of the paper. <u>Reading</u> Baglione, Chapter 6
11/4	Effective presentation This class will discuss the more micro aspects of writing a research paper, including the effective use of visuals, quotations and citations. We will also consider effective oral presentations.

	<p>Data report summaries due</p> <p><u>Reading</u> Baglione, Chapter 9</p>
11/9	<p>1-on-1 sessions Half the students will sign-up for individual sessions with the instructor.</p>
11/11	<p>1-on-1 sessions The other half of the students will sign-up for individual sessions with the instructor.</p>
11/16	<p>Presentations I Half of the students will present their research. This is an opportunity to get feedback on your preliminary findings. For grading, the emphasis will be on the clarity of the presentation, including the structure and logic of the argument. There will be 8 minutes/presentation + 4 minutes for questions and comments. Students presenting today must email me their presentations by 5 pm the day before so that they can be posted to Canvas.</p> <p>Draft papers due.</p>
11/18	<p>Presentations II The other half of the students will present their research. Students presenting today must email me their presentations by 5 pm the day before so that they can be posted to Canvas.</p>
11/23	<p>Feedback During this session students will have the opportunity to ask any outstanding questions about their projects, including clarifying feedback that has been given.</p>
12/7	<p>Paper due by 10:45 am.</p>