

PLSC 486E: Commerce & Conflict
Fall 2015
Tue & Thu 2:50pm – 4:15pm
Room LN-G 208

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Office Hours: Thu & Fri 9-10:30am
and by appointment

Course Information

How do commerce and conflict relate to each other? These two activities consume an overwhelming amount of human attention, drive technological innovation, and shape (and then reshape) both individual societies and international relations.

This seminar is designed for advanced undergraduate students. It will focus on four main topics: the so-called commercial peace, imperialism, the role of resources in civil conflict, and the use of commerce as a means of influence in international diplomacy. We will approach these topics through examples of classical writing on trade, through contemporary empirical research in political science and economics, and finally through several focused case studies, both historical and current. This seminar is also designed to engage and sharpen analytical skills as students discuss research from a variety of disciplines and produce the core of an original research project.

There are no formal prerequisites for this course.

Course Materials

The following books are required for this course. It is available for purchase at the Binghamton University bookstore but you may purchase it from other sources, provided you buy the correct edition.

- Hobson, J. A. 1965 [1902]. *Imperialism: A Study*. [choose any edition]
- Easterly, W. 2006. *White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York, NY: Penguin.
- Campbell, G. 2012. *Blood Diamonds: Tracing the Deadly Path of the World's Most Precious Stones*. Basic Books.

The following book is recommended for purchase:

- Powner, L. C. 2015. *Empirical Research and Writing. A Political Science Student's Practical Guide*. Los Angeles, CA: Sage.

Additional materials will include excerpts from edited volumes, scholarly articles, and media reports. They will be available on the course website on Blackboard. In the syllabus, they are marked as [BL]. The URL is <http://blackboard.binghamton.edu>.

Course Requirements

Successful participation in this course requires regular and active participation in class, several short written assignments, weekly discussion questions (to be submitted before class in writing), and a 15-20 page research paper. For purposes of assigning a final grade, the following weighting factors will be applied:

Participation	30%
Discussion questions	20%
Written assignments (in-class and homework)	10%
Research paper	40%

Grading Scale. Your semester grade for the course will be computed on a 100-point scale as follows:

95-100 A	84-87 B	74-77 C	0-64 F
91-94 A-	81-83 B-	71-73 C-	
88-90 B+	78-80 C+	65-70 D	

Participation (30%). Participating in class discussions by asking questions, answering questions, and offering opinions is one of your responsibilities as a student in this course. It is a major component of the course grade. Your participation grade will be based both on your attendance and the quality of your contribution to discussion. Active and productive discussion in class requires that students complete the readings listed for each day on the syllabus before class begins. Be advised that **class discussions are designed to clarify the material and its implications, not to introduce it.** Attendance is no substitute for completing the readings. If you are unsure how you are doing in the course, I encourage you to come see me in office hours at any point during the semester.

Discussion questions (20%). For each class meeting, each student will submit 2-3 discussion questions about the readings. These questions are meant to stimulate conversation and should address problems and puzzles raised in the readings for that week. Accordingly, they should not be simple factual questions (“What is this book about?” or “When did X happen?” or “What does the author write on page 12?”). Questions for each class must be submitted **by noon of the day of the class meeting.**

Written assignments (10%). There will be several short written assignments throughout the semester. Written assignments will be given either in-class or as homework. They will generally ask you respond in no more than two paragraphs to a question that arises out of the readings and/or in-class discussion for a particular week.

Research paper (40%). Each student will produce a 15-20 page paper containing original research on a course-related research question of his/her choice. In the paper, you should (1) formulate a research question, (2) outline a possible answer to the question in the form of a theoretical argument, (3) derive testable hypotheses from the theoretical argument, and (4) discuss possible strategies for testing these hypotheses.

Detailed instructions for the research paper assignment as well as an opening discussion of principles of empirical research will be provided during the second week of classes (September 8 & 10).

Course Policies

Attendance. Students are expected to attend every class meeting. Although I will not take roll to enforce this policy, repeated absences will have a negative impact on your final grade because you will miss discussions and in-class written assignments. Moreover, student participation is an important aspect of this course. Obviously, you cannot participate in discussion if you are not present. You are also responsible for all readings and materials covered, as well as all any announcements made in class.

Grade appeals. All grade appeals must be made in writing. If you believe that I grade I have assigned you is incorrect, you should write a brief letter detailing your concerns and submit it to me along with the original graded assignment. I will review the materials and respond to you in writing.

Academic dishonesty and plagiarism. Academic dishonesty will not be tolerated. All work submitted in this course must be original work. Sources must be properly cited. You may use any citation style of your choice, as long as it is used consistently throughout the paper. Any and all instances of academic dishonesty will result in a failing grade for the course and will be reported to the Harpur College Academic Honesty Committee for possible further disciplinary measures. You can find out more about the Honesty Code in the bulletin: <http://bulletin.binghamton.edu> (Click on Academic Policies and Procedures - All Students).

Classroom civility. In order to create a productive learning environment in our classroom, you will be asked to observe a few simple rules of behavior:

- NO LAPTOPS (The only exception are students whose documented disabilities require laptops for note taking. See section on SSD services below.)
- Put away your smartphone/tablet etc. If you are texting during class, I reserve the right to ask you to leave.
- Be on time.
- Be prepared for class.

Students are strongly encouraged to contribute opinions and observations in ways that invite discussion. Please keep in mind that students in our classroom will have divergent perspectives, unique life experiences, and different strategies for defending their views. Please state your opinions constructively and respectfully. Just as importantly, listen carefully when your colleagues are speaking. If at any time you are offended by something that is said in class, please come speak to me.

Students with Special Needs. Athletes who expect to miss classes are required to inform the instructor at the beginning of the semester as well as in advance of classes and/or assignments that need to be rescheduled. Services for Students with Disabilities (SSD) provides a wide range of assistance to enrolled students with physical, learning or other disabilities. If you have a disability and need classroom

accommodations, please contact Services for Students with Disabilities, Phone: 607-777-2686 (voice/TTY), Fax 607-777-6893. Email: bjfairba@binghamton.edu.

A Note on Stress and Anxiety. You are not alone. You don't have to deal with stress and anxiety all by yourself. If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

University Counseling Center:	607-777-2772
Decker Student Health Services Center:	607-777-2221
Interpersonal Violence Prevention:	607-777-3062
Office of International Student & Scholar Services:	607-777-2510
University Police:	911
Harpur Advising:	607-777-6305
Dean of Students Office:	607-777-2804

Additional Information Mandated by Harpur College

N Requirement (Social Sciences). This course fulfills an N requirement. Students in N courses will demonstrate 1. Knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology. 2. An understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks.

World Load Expectations. This course is a 4-credit course, which means that in addition to the scheduled lectures/ discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

PRELIMINARY COURSE SCHEDULE

NOTE: This is a preliminary schedule. I reserve the right to add or subtract readings over the course of the semester. If this happens, I will send out an announcement through Blackboard email. Students are advised to pay attention to all announcements made in class and through Blackboard.

IMPORTANT

Except when noted otherwise, the readings are listed by week not by individual class session. You are expected to complete the readings for each week by the beginning of that week.

I. FOUNDATIONS

September 1 & 3: Syllabus, Introductions; Setting the Stage

- Frieden, J. A., and D. A. Lake. 1991. International Politics and International Economics. In: *International Political Economy*, edited by C. R. Goddard, P. Cronin, and K. Dash. p. 25-32. [BL]
- Knorr, K. 1977. Military Strength: Economic and Non-Economic Bases. In: *Economic Issues and National Security*, edited by K. Knorr and F. N. Trager. p. 183-199. [BL]

September 8 & 10: Mercantilism v. The Liberal Vision; A Primer on Political Science Research

- Viner, J. 1948. Power versus Plenty as Objectives of Foreign Policy in the 17th and 18th Century. *World Politics* 1: 1-29.
- Smith, A. Excerpts from The Wealth of Nations. In: *International Political Economy*, edited by C. R. Goddard, P. Cronin, and K. Dash. p. 33-48. [BL]
- Powner, L. C. 2015. *Empirical Research and Writing. A Political Science Student's Practical Guide*. Los Angeles, CA: Sage. Chapters 1 & 2. [BL]

September 11 – Course Add/Drop/Delete Deadline

II. COMMERCE AND VIOLENT INTERNATIONAL CONFLICT

September 15: No class meeting (Rosh Hashanah)

September 17: Dependence and Interdependence

- Hirschman, A. O. 1945. *National Power and the Structure of Foreign Trade*. Berkeley, CA: University of California Press. Chapters I, II (through page 40, skim rest), and IV. [BL]

September 22 & 24: Does Trade Cause Peace?

- Oneal, J. R., and B. Russett. 1997. The Classical Liberals Were Right: Democracy, Interdependence, and Conflict. *International Studies Quarterly* 41(2): 267-94.
- Barbieri, K. 1996. Economic Interdependence: A Path to Peace or a Source of Interstate Conflict? *Journal of Peace Research* 33: 29-49.
- Morrow, J. D. 1999. How Could Trade Affect Conflict? *Journal of Peace Research* 36(4): 481-89.
- Li, Q., and D. H. Sacko. 2002. The (Ir)Relevance of Militarized Interstate Disputes for International Trade. *International Studies Quarterly* 46(1): 11-43.

September 29 & October 1: Economic Interests, Perceived Threats, and Support for Conflict

- McDonald, P. J. 2004. Peace through Trade or Free Trade? *Journal of Conflict Resolution* 48(4): 547-72.
- Kleinberg, K., and B. Fordham. 2010. Trade and Foreign Policy Attitudes. *Foreign Policy Analysis* 54(4): 687-714.
- Kleinberg, K., and B. Fordham. 2013. The Domestic Politics of Trade and Conflict. *International Studies Quarterly* 57(3): 605-19.
- Chilton, A. S., H. V. Milner, and D. Tingley. 2015. Public Opposition to Foreign Acquisitions of Domestic Companies: Evidence from the United States and China. Unpublished manuscript. [BL]

III. IMPERIALISM

October 6 & 8: Causes and Consequences of (the British) Empire

- Hobson, J. A. 1965 [1902]. *Imperialism: A Study*. Part I, Part II Chapters 1, 3, 7

October 13 & 15: Alternative Views on Imperial Expansion; discussion of paper topics

- Lenin, V. I. 1975 [1916]. Imperialism, the Highest Stage of Capitalism. In: *The Lenin Anthology*, edited by R. C. Tucker. New York: W.W. Norton. p. 204-74. [BL]
- Frieden, J. A. 1994. International Investment and Colonial Control: A New Interpretation. *International Organization* 48: 559-93.

October 20 & 22: The Imperialism of Liberal Ideas

- Easterly, W. 2006. *White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York, NY: Penguin. Chapters 1-6, 8 & 9.

IV. RESOURCES AND VIOLENT CIVIL CONFLICT

October 27 & 29: Greed v. Grievance as Causes of Civil War

- Collier, P., and A. Hoeffler. 2004. Greed and Grievance in Civil War. *Oxford Economic Papers* 56: 563-95.
- Ross, M. L. 2004. How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases. *International Organization* 54(1): 35-67.
- Shearer, D. 2000. Aiding or Abetting? Humanitarian Aid and Its Economic Role in Civil War. In: *Greed and Grievance: Economic Agendas in Civil War*, edited by M. Berdal and D. M. Malone. Boulder, CO: Lynne-Rienner. 189-203. [BL]

October 30 – Course Withdrawal (“W”) Deadline

November 3 & 5: Dangerous Commodities

- Campbell, G. 2012. *Blood Diamonds: Tracing the Deadly Path of the World's Most Precious Stones*. Basic Books. [ENTIRE]

November 10: The American Civil War

Ransom, R. L. 1989. *Conflict and Compromise*. Cambridge, UK: Cambridge University Press. Ch. 3 (The Economics of Slavery), Ch. 8 (After the War) [BL]

November 12: No class meeting, homework assignment (instructor at conference)

V. COMMERCE & INFLUENCE

November 17: The Logic of Economic Coercion

- [RECAP] Hirschman, A. O. 1945. *National Power and the Structure of Foreign Trade*. Berkeley, CA: University of California Press. Chapter II (through page 40, skim rest) [BL]
- Baldwin, D. A. 1985. *Economic Statecraft*. Princeton, NJ: Princeton University Press. Chapters 2 & 3. [BL]
- Baldwin, D. A. 1971. The Power of Positive Sanctions. *World Politics* 24(1): 19-3.

November 19: No class meeting, homework assignment (instructor at conference)

November 24: Success and Failure of Economic Sanctions

- Drezner, D. W. 2000. Bargaining, Enforcement, and Multilateral Sanctions. *International Organization* 54(1): 73–102.
- Drezner, D. W. 2003. The Hidden Hand of Economic Coercion. *International Organization* 57(3): 643-59.

- Major, S., and A. J. McGann. 2005. Innocent Bystanders. *Journal of Conflict Resolution* 49(3): 337-59.

November 26: No class (Thanksgiving)

December 1: Wrenches and Hammers in the Foreign Policy Toolbox

- Baldwin, D. A. The Sanctions Debate and the Logic of Choice. *International Security* 24(3): 80-107.
- Additional readings TBA

December 3: Sanctioning Iran (Case study)

- Readings TBA

VI. New Challenges

December 8 & 10: Resources and Trade Routes in the Thawing Arctic

- Blunden, M. 2012. Geopolitics and the Northern Sea Route. *International Affairs* 88(1): 115-29.
- Bamford, J. 2015. Frozen Assets. *Foreign Policy* May/June: 43-51.

December 15: Concluding discussion