

Bush School of Government and Public Service



Political Science

POLS 412 Syllabus

Section 500 (49946)

Fall 2026 - College Station

Course Information

Meeting Times: Meeting Type: LEC

Meeting Days: TR

Start Time: 08:30AM

End Time: 09:45AM

Start Date: 08/24/2026

End Date: 12/10/2026

Meeting Location: ALLN 1004

Credit Hours: 3

Instructor Details



Kexin Bai

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Office Location: TBA

Phone: TBA

Office Hours

Tuesdays/Thursdays 10am-11am (or by appointment)

Catalog Description

International Political Economy. (3-0). Credit 3. Politics of international economic relations; interactions between political and economic realms in the contemporary world.

Prerequisites: POLS 206; junior or senior classification or approval of department head.

Additional Course Details

This course introduces students to international political economy (IPE), which examines how politics and economics interact within the global system. The course focuses on the major forms of cross-border economic exchange -- trade, foreign investment, global value chains, foreign aid, migration, climate politics, and international finance -- and asks how these activities create political conflict and cooperation among states, firms, international institutions, and citizens.

Throughout the semester, students will study both the economic foundations of globalization and the political struggles that surround it. We will examine who benefits from and who loses from international economic integration; how domestic groups, firms, and voters shape government policy; and how international institutions such as the WTO, IMF, and World Bank govern the global economy. We will also explore major contemporary issues in IPE, including globalization backlash, populism, weaponized interdependence, multinational corporations, foreign aid, immigration, climate politics, exchange rates, capital mobility, and financial crises. By the end of the course, students will be able to use key IPE theories and evidence to analyze major debates about the global economy in a clear and systematic way.

Course Learning Outcomes

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

- Explain the core concepts, theories, and debates in international political economy, including the politics of trade, foreign investment, aid, migration, climate policy, and international finance.
- Identify and evaluate how international economic activities create winners and losers among different actors, including states, firms, workers, voters, and analyze how

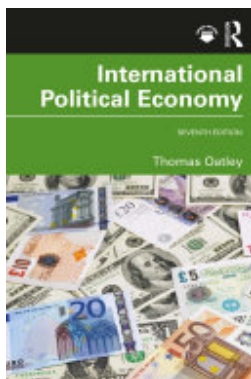
international institutions influence these outcomes.

- Analyze how domestic politics and international institutions shape policy outcomes in areas such as trade, foreign aid, monetary policy, and financial crisis management.
- Apply major IPE theories and concepts to historical and contemporary issues in the global economy.
- Develop and communicate a clear research question, connect it to relevant academic literature, and present a coherent theoretical argument in both oral and written form.
- Write clearly and analytically about international political economy using evidence from course readings, lecture materials, and class discussion.

Special Course Designation

None

Textbook and/or Resource Materials



This material is: Required

International Political Economy

ISBN: 9781000771657

Authors: Thomas Oatley

Publisher: Taylor & Francis

Publication Date: 2022-11-30

Notes:

All journal articles and book chapters will be posted on Canvas. Most readings are also easily accessible through Google Scholar or the TAMU Library.

Grading Policy

Final course grades will be determined using the following scale: 90 and above = A, 80-89 = B, 70-79 = C, 60-69 = D, and 59 and below = F.

Course grade components:

- In-class Presentation (10%)
- Mid-term Exam (30%)
- Final Exam (30%)
- Final Paper (20%)
- Attendance (10%)

In-Class Presentation (10%)

Each student will give one presentation during the semester. Presentation dates are **Oct 27, Oct 29, Nov 3, and Nov 5**. The purpose of the presentation is to help students develop ideas for the final paper and receive feedback. Students will have about one month to refine their ideas and write the final paper.

Each presentation should include three parts: Research question, Related literature, and Theory. Presentations should last about 10 minutes. Students will receive their grade and written feedback by the end of the week following their presentation. For example, students presenting on Oct 27 or Oct 29 will receive feedback by Nov 1, and students presenting on Nov 3 or Nov 5 will receive feedback by Nov 8. Students are also welcome to discuss their ideas further during office hours.

Students will choose their presentation date from the schedule provided by the instructor. Students are expected to present on the date they select. If a student cannot present on that date, they must arrange an exchange with another student. Failure to present on the scheduled date, without arranging an exchange, will result in a 1% deduction from the presentation grade. For example, the highest possible score would become 9 out of 10.

The presentation will be graded based on the following criteria:

- Research Question (25%): the research question is clearly stated. The presentation explains what the paper aims to study and why the question is important.
- Related Literature (25%): the presentation discusses at least five relevant academic studies. It explains how existing research relates to the student's question.

- Theory (30%): the presentation proposes a clear theoretical argument. The student explains the logic of the argument and the expected relationship between key factors.
- Clarity and Organization (20%): the presentation is clear and easy to follow. Ideas are explained logically, and the student communicates the main points effectively.

Midterm Exam (30%)

The midterm exam is a 75-minute closed-book in-class exam. It will take place on **Oct 6** and covers material from Aug 25 to Sept 29. The exam includes 30 multiple-choice questions and 5 short-answer questions. For short-answer questions, students should write 2-4 sentences to explain their answers. The exam is worth 100 points. Multiple-choice questions count 2 points each, and short-answer questions count 8 points each. The instructor will provide the exam and answer sheets. Students should bring their own pencils or pens, erasers, and a calculator. One calculator will also be available if needed. Please write clearly and legibly. Answers that cannot be read will not be graded and will be counted as incorrect.

Final Exam (30%)

The final exam is a 75-minute closed-book in-class exam. It will take place on **Dec 3** and will cover material from the entire semester. Material from Aug 25-Sept 29 will account for less than one-third of the exam. Material from Oct 8-Nov 19 will account for about two-thirds of the exam. The exam includes 30 multiple-choice questions and 5 short-answer questions. For short-answer questions, students should write 2-4 sentences to explain their answers. The exam is worth 100 points. Multiple-choice questions count 2 points each, and short-answer questions count 8 points each. The instructor will provide the exam and answer sheets. Students should bring their own pencils or pens, erasers, and a calculator. One calculator will also be available if needed. Please write clearly and legibly. Answers that cannot be read will not be graded and will be counted as incorrect.

Final Paper (20%)

Students will submit a final paper by **11:59 PM on Dec 6**. In this paper, each student will develop and explain an original theoretical argument about one topic related to international political economy. Students may choose any international economic interaction or policy issue that interests them, such as trade, foreign direct investment, migration, foreign aid, global value chains, climate politics, sanctions, exchange rates, financial crises, or international institutions, though these are only examples and are not intended to limit topic choice. The paper should include four main components: (1) an introduction that presents the research question and explains its importance; (2) a literature review that discusses at least five relevant journal articles from the field of political science, economics, and business; (3) a theory section that presents the student's own argument and expectations; and (4) a brief conclusion. The paper should be 6–8 pages in length (excluding references), using 12-point Times New Roman font, double-spaced, with 1-inch margins. Students must use a consistent citation style (Chicago, APA, or APSA). Students are encouraged to develop their paper topic from their in-class presentation, incorporating feedback received. Papers will be evaluated on the clarity of the research question, engagement with scholarly literature, theoretical logic and originality, and writing quality. A detailed grading rubric is provided separately.

Attendance (10%)

Regular attendance is essential for success in this course. Students are expected to attend all class sessions and sign in at the beginning of each class. Students are allowed three unexcused absences without penalty. Each unexcused absence beyond the third will result in a 1% deduction from the total attendance grade. For example, if you have four unexcused absences, your attendance grade will be 9 out of 10 points. If you have five unexcused absences, your attendance grade will be 8 out of 10 points, and so on. Excused absences (as defined in Student Rule 7) do not count toward this limit and will not result in grade deductions. If you have an excused absence, please provide appropriate documentation as outlined in the university policy and send it to me as soon as possible.

Late Work Policy

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempt from the late work policy ([Student Rule 7](#)).

Course Specific Late Work Policy

Definition of Late Work: Late work is any assignment submitted after the established deadline without prior approval or an excused absence.

Late Submission Penalties: Assignments submitted after the deadline will receive grade deductions. The maximum possible grade is 90% if submitted within 24 hours of the deadline, 80% if submitted within 48 hours, 70% if submitted within 72 hours, and 0% (not accepted) if submitted more than 72 hours late.

Example: The final paper is worth 100 points and is due at 11:59 PM on Sunday, December 6.

- Submission between 12:00 AM Monday, December 7 and 11:59 PM Monday, December 7: Maximum possible grade is 90 points
- Submission between 12:00 AM Tuesday, December 8 and 11:59 PM Tuesday, December 8: Maximum possible grade is 80 points
- Submission between 12:00 AM Wednesday, December 9 and 11:59 PM Wednesday, December 9: Maximum possible grade is 70 points
- Submission at or after 12:00 AM Thursday, December 10: Assignment will not be accepted and will receive 0 points

Exceptions and Communication: If you experience an emergency circumstances that prevent you from meeting a deadline, please contact me as soon as possible before the deadline. With proper documentation (e.g., medical documentation, official university notification), alternative arrangements may be made. These situations will be handled on a case-by-case basis in accordance with Student Rule 7.

Course Schedule

Week 1 (Aug 25, Aug 27) Globalization and Open Economic Politics

Aug 25 (Tue): Course introduction; syllabus preview; What is IPE?

Required Reading:

- Oatley, chapter 1 p.1-8

Aug 27 (Thu): Theoretical approaches to International Political EconomyRequired Reading:

- Oatley, chapter 1 p.9-21
- Lake, David A. 2009. "Open Economy Politics: A Critical Review." The Review Of International Organizations, 4 (3): 219-244.

Week 2 (Sep 1, Sep 3) Trade Basics**Sep 1 (Tue): Absolute and comparative advantages, the Ricardian model**Required Reading:

- Oatley, chapter 3

Sep 3 (Thu): No Class, APSA 2026 Conference**Week 3 (Sep 8, Sep 10) The Politics of Trade****Sep 8 (Tue): Trade Models and Political Cleavages: Sector vs. Factor Politics**Required Reading:

- Oatley, chapter 4
- Hiscox, Michael J. 2001. "Class Versus Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade." International Organization, 55(1): 1-46.

- Rogowski, Ronald. 1987. "Political Cleavages and Changing Exposure to Trade." *American Political Science Review*, 81(4):1121-1137.

Sep 10 (Thu): Why People Support or Oppose Trade

Required Reading:

- Mansfield, Edward and Diana Mutz. 2009. "Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-group Anxiety." *International Organization*, 63(2): 425-57.
- Owen, Erica and Noel P. Johnston. 2017. "Occupation and the Political Economy of Trade: Job Routineness, Offshorability, and Protectionist Sentiment." *International Organization*, 71(4): 665–99.

Supplementary Reading:

- Ahlquist, John S., Amanda B. Clayton, and Margaret Levi. 2014. "Provoking Preferences: Unionization, Workers' Attitudes toward International Trade, and the ILWU Puzzle." *International Organization*, 68(1): 3375.
- Naoi, Megumi, and Ikuo Kume. 2011. "Explaining Mass Support for Agricultural Protectionism: Evidence from a Survey Experiment during the Global Recession." *International Organization*, 65(4): 771–795.
- Scheve, Kenneth F. and Matthew J. Slaughter. 2001. "What Determines Individual Trade-Policy Preferences?" *Journal of International Economics*, 54 (3):267-92.

Week 4 (Sep 15, Sep 17) Trade Policy and Trade Institutions

Sep 15 (Tue): From Preferences to Trade Policy: Voters, Politicians, and Firms

Required Reading:

- Oatley Chapter 5
- Guisinger, Alexandra. 2009. "Determining Trade Policy: Do Voters Hold Politicians Accountable?" *International Organization*, 63 (3): 533-557.

- Kim, In Song and Iain Osgood. 2019. "Firms in Trade and Trade Politics." *Annual Review of Political Science*, 22: 399-417.

Supplementary Reading:

- Kono, Daniel Y. 2006. "Optimal Obfuscation: Democracy and Trade Policy Transparency." *American Political Science Review*, 100(3): 369-284.
- Milner, Helen V. and Keiko Kubota. 2005. "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries." *International Organization*, 59(1): 107-43.
- Kim, In Song. 2017. "Political Cleavages within Industry: Firm Level Lobbying for Trade Liberalization." *American Political Science Review*, 111(1): 1-20.

Sep 17 (Thu): Governing Trade Internationally: The WTO and the World Trade System

Required Reading:

- Oatley, chapter 2
- Davis, Christina and Sarah Blodgett Bermeo. 2009. "Who Files? Developing Country Participation in GATT/WTO Adjudication." *The Journal of Politics*, 71(3): 1033-1049.
- Goldstein, Judith L., Douglas Rivers, and Michael Tomz. 2007. "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade." *International Organization*, 61(1): 3767.

Supplementary Reading:

- Kim, In Song, John Londregan and Marc Ratkovic. 2020. "The Effects of Political Institutions on the Extensive and Intensive Margins of Trade." *International Organization*, 73(4): 755-792.
- Rosendorff, B. Peter and Helen V. Milner. 2001. "The Optimal Design of International Trade Institutions: Uncertainty and Escape." *International Organization*, 55(4): 829-57.
- Pelc, Krzysztof J. 2011. "Why do Some Countries Get Better WTO Accession Terms than Others?" *International Organization*, 65(4): 639-72.

Week 5 (Sep 22, Sep 24) Globalization Backlash and Populism**Sep 22 (Tue): Trade Shocks and Compensation**Required Reading:

- Walter, Stefanie. 2021. "The Backlash Against Globalization." *Annual Review of Political Science*, 24: 421-42.
- Margalit, Yotam. 2011. "Costly Jobs: Trade-Related Layoffs, Government Compensation, and Voting in U.S. Elections." *American Political Science Review*, 105(1): 166–88.

Supplementary Reading:

- Autor, David H., David Dorn and Gordon H. Hanson. 2016. "The China Shock: Learning from Labor-Market Adjustment to Large Changes in Trade." *Annual Review of Economics*, 8(1): 205-240.
- Autor, David H., David Dorn, Gordon H. Hanson, and Kaveh Majlesi. 2020. "Importing Political Polarization? The Electoral Consequences of Rising Trade Exposure." *American Economic Review*, 110(10): 3139-83.
- Pelc, Sung-Eun and Krzysztof Pelc. 2021. "Trade Competition and Worker Compensation: Why Do Some Receive More than Others?" *International Studies Quarterly*, 65(1): 109-121.

Sep 24 (Thu): Backlash and PopulismRequired Reading:

- Oatley, Chapter 16, p.360-366.
- Colatone, Italo and Piero Stanig. 2018. "The Trade Origins of Economic Nationalism: Import Competition and Voting Behavior in Western Europe." *American Journal of Political Science*, 62: 936-953.
- Broz, J. Lawrence, Jeffry Frieden and Stephen Weymouth. 2021. "Populism in Place: The Economic Geography of the Globalization Backlash." *International Organization*, 75(2): 464-

494.

Supplementary Reading:

- Baccini, Leonardo and Stephen Weymouth. 2021. "Gone for Good: Deindustrialization, White Voter Backlash and US Presidential Voting." *American Political Science Review*, 115(2): 550-567.
- Dean, Adam. 2018. "NAFTA's Army: Free Trade and US Military Enlistment." *International Studies Quarterly*, 62(4): 845–856.
- Goldstein, Judith and Robert Gulotty. 2021. "America and the Trade Regime: What Went Wrong?" *International Organization*, 75(2): 524-557.

Week 6 (Sep 29, Oct 1) MNCs and FDI; Mid-term Review

Sep 29 (Tue): Foreign Direct Investment and the Politics of Multinational Firms

Required Reading:

- Oatley, chapter 8-9
- Pandya, Sonal S. 2010. "Labor Markets and the Demand for Foreign Direct Investment." *International Organization*, 64(3): 389–409.

Supplementary Reading:

- Oatley, Chapter 6
- Elkins, Zachary, Andrew T. Guzman, and Beth A. Simmons. 2006. "Competing for Capital: The Diffusion of Bilateral Investment Treaties, 1960-2000." *International Organization*, 60(4): 811–46.
- Malesky, Edmund J. 2008. "Straight Ahead on Red: How Foreign Direct Investment Empowers Subnational Leaders." *Journal of Politics*, 70(1): 97-119.
- Pelc, Krzysztof J. 2017. "What Explains the Low Success Rate of Investor-State Disputes?" *International Organization*, 71(3): 559–83.

Oct 1 (Thu): Mid-term Exam Review Session**Week 7 (Oct 6, Oct 8) Mid-term Exam; Global Value Chains****Oct 6 (Tue): Closed-book In-class Mid-term Exam****Oct 8 (Thu): Global Value Chains**Required Reading:

- Gereffi, Gary, John Humphrey, and Timothy Sturgeon. 2005. "The Governance of Global Value Chains." *Review of International Political Economy*, 12(1): 78–104.
- Osgood, Iain. 2018. "Globalizing the Supply Chain: Firm and Industrial Support for US Trade Agreements." *International Organization*, 72(2): 455-484.

Supplementary Reading:

- Johns, Leslie, and Rachel L. Wellhausen. 2016. "Under One Roof: Supply Chains and the Protection of Foreign Investment." *American Political Science Review*, 110(1): 31–51.
- Kim, In Song., Milner, H. V., Bernauer, T., Osgood, I., Spilker, G., & Tingley, D. 2019. "Firms and global value chains: Identifying firms' multidimensional trade preferences." *International Studies Quarterly*, 63(1), 153-167.
- Malesky, Edmund and Layna Mosley. 2018. "Chains of Love? Global Production and the Firm-Level Diffusion of Labor Standards." *American Journal of Political Science*, 62: 712-728.

Week 8 (Oct 13, Oct 15) Economic Statecraft and Foreign Aid**Oct 13 (Tue): Weaponized Interdependence and Economic Statecraft**Required Reading:

- Oatley, chapter 16 pp.366-372

- Farrell, Henry and Abraham L. Newman. 2019. "Weaponized Interdependence: How Global Economic Networks Shape State Coercion." *International Security*, 44(1): 42-79.
- Kim, Sung Eun and Y. Margalit. 2021. "Tariffs as Electoral Weapons: The Political Geography of the US-China Trade War." *International Organization*, 75(1): 1-38.

Supplementary Reading:

- Alter, Karen. J. 2025. US export controls across time: Knowledge, technology, and China. *American Journal of International Law*, 119(1), 180-195.
- Miller Chris. 2022. *Chip War: The Fight for the World's Most Critical Technology*. Simon and Schuster.

Oct 15 (Thu): Politics of Foreign Aid

Required Reading:

- Bermeo, Sarah B. 2017. "Aid Allocation and Targeted Development in an Increasingly Connected World." *International Organization*, 71(4): 735–66.
- Tobin, Jennifer and Desha Girod. 2016. "Take the Money and Run: The Determinants of Compliance with Aid Agreements." *International Organization*, 70(1): 209-239.

Supplementary Reading:

- Briggs, Ryan. 2021. "Why Does Aid Not Target the Poorest?" *International Studies Quarterly*, 00: 1-14.
- Milner, Helen V., and Dustin Tingley. 2010. "The Political Economy of U.S. Foreign Aid: American Legislators and the Domestic Politics of Aid." *Economics & Politics*, 22(2): 200–232.
- Pin, Szu-Ning, Yi-Ting Wang and Wen-Yang Chang. 2020. "The Effects of China's Development Projects on Political Accountability." *British Journal of Political Science*, 1-20.

Week 9 (Oct 20, Oct 22) Immigration and Climate Politics

Oct 20 (Tue): ImmigrationRequired Reading:

- Hainmueller, Jens, and Daniel J. Hopkins. 2015. "The Hidden American Immigration Consensus: A Conjoint Analysis of Attitudes toward Immigrants." *American Journal of Political Science*, 59(3): 529–548.
- Peters, Margaret E. 2015. "Open Trade, Closed Borders: Immigration Policy in the Era of Globalization." *World Politics*, 67(1): 114–54.

Supplementary Reading:

- Goodman, Sara Wallace and Thomas Pepinsky. 2021. "The Exclusionary Foundations of Embedded Liberalism." *International Organization*, 75(2): 411-439.
- Scheve, Kenneth F., and Matthew J. Slaughter. 2001. "Labor Market Competition and Individual Preferences over Immigration Policy." *Review of Economics and Statistics*, 83(1): 133–145.
- Peters, Margaret E. 2014. "Trade, Foreign Direct Investment and Immigration Policy Making in the US." *International Organization*, 68 (4): 811-844.

Oct 22 (Thu): The Political Economy of ClimateRequired Reading:

- Cory, Jared, Michael Lerner and Iain Osgood. 2021. "Supply Chain Linkages and the Extended Carbon Coalition." *American Journal of Political Science*, 65: 69-87.
- Tingley, Dustin and Michael Tomz. 2021. "The Effects of Naming and Shaming on Public Support for Compliance with International Agreements: An Experimental Analysis of the Paris Agreement." *International Organization*, 1-24.

Supplementary Reading:

- Bechtel, Michael M., Federica Genovese, and Kenneth F. Scheve. 2019. "Interests, Norms and Support for the Provision of Global Public Goods: The Case of Climate Co-Operation." *British Journal of Political Science*, 49(4): 1333–55.

- Kennard, Amanda. 2020. "The Enemy of my Enemy: When Firms Support Climate Change Regulation." *International Organization*, 74(2): 187-221.
- Perlman, Rebecca L. 2019. "For Safety or Profit? How Science Serves the Strategic Interests of Private Actors." *American Journal of Political Science*, 64(2): 290-308.

Week 10 (Oct 27, Oct 29) Final Paper Idea Presentation Week I

Oct 27 (Tue): Presentation Day

Oct 29 (Thu): Presentation Day

Week 11 (Nov 3, Nov 5) Final Paper Idea Presentation Week II

Nov 3 (Tue): Presentation Day

Nov 5 (Thu): Presentation Day

Week 12 (Nov 10, Nov 12) International Monetary Politics

Nov 10 (Tue): Exchange rate and monetary institutions

Required Reading:

- Oatley Chapter 10, 12-13

Supplementary Reading:

- Bernhard, William, J. Lawrence Broz, and William Roberts Clark. 2002. "The Political Economy of Monetary Institutions." *International Organization*, 56(4): 693–723.

- Frieden, Jeffry A. 1991. "Invested Interests: The Politics of National Economic Policies in a World of Global Finance." *International Organization*, 45(4): 425–51.
- Walter, Stefanie. 2008. "A New Approach for Determining Exchange-Rate Level Preferences." *International Organization*, 62(3): 405–438.

Nov 12 (Thu): Financial liberalization and capital mobility

Required Reading:

- Oatley Chapter 15

Supplementary Reading:

- Haggard, Stephan and Sylvia Maxfield. 1996. "The Political Economy of Financial Internationalization in the Developing World." *International Organization*, 50(1): 35-68.
- Pond, Amy. 2017. "Financial Liberalization: Stable Autocracies and Constrained Democracies." *Comparative Political Studies*, 51(1): 105-135.
- Simmons, Beth A., and Zachary Elkins. 2004. "The Globalization of Liberalization: Policy Diffusion in the International Political Economy." *American Political Science Review*, 98(1): 171–189.

Week 13 (Nov 17, Nov 19) International Financial Institutions and Financial Crises

Nov 17 (Tue): International financing institution: The IMF and the World Bank

Required Reading:

- Oatley Chapter 14
- Dolan, Lindsay and Ricky Clark. 2021. "Pleasing the Principal: U.S. Influence in World Bank Policymaking." *American Journal of Political Science*, 65(1): 36-51.

Supplementary Reading:

- Oatley, Chapter 7

- Nelson, Stephen C. 2014. "Playing Favorites: How Shared Beliefs Shape the IMF's Lending Decisions." *International Organization*, 68(2): 297–328
- Stone, Randall. 2008. "The Scope of IMF Conditionality." *International Organization*, 62(4): 589-620.

Nov 19 (Thu): Financial crisis and adjustment

Required Reading:

- Oatley Chapter 11

Supplementary Reading:

- Ahlquist, John S., Mark Copelovitch, and Stefanie Walter. 2020. "The Political Economy of External Shocks: Evidence from Poland." *American Journal of Political Science*, 64(4): 904-920.
- Curtis, K. Amber, Joseph Jupille and David Leblang. 2014. "Iceland on the Rocks: The Mass Political Economy of Sovereign Debt Resettlement." *International Organization*, 68: 721-740.
- Danzman, Sarah Bauerle, W. Kindred Winecoff, and Thomas Oatley. 2017. "All Crises Are Global: Capital Cycles in an Imbalanced International Political Economy." *International Studies Quarterly*, 61(4): 907-23.

Week 14 (Nov 24, Nov 26): Final Exam Review; Thanksgiving

Nov 24 (Tue): Final Exam Review Session

Nov 26 (Thu): Thanksgiving Holiday

Week 15 (Dec 1, Dec 3): Final Exam

Dec 1 (Tue): No Class, Fall Redefined Day – Students Attend Friday Class

Dec 3 (Thu): Closed-book In-class Final Exam

Dec 6 (Sun): Final Paper Due by 11:59PM

Dec 11 (Fri): Grades Due for Degree Candidates

Dec 14 (Mon): Final Grades Due

Additional Course Information

How to Read the Assigned Readings: For required journal articles, students should focus primarily on the main argument, key concepts, and theoretical logic. If the empirical methods or research design become difficult to follow, students may stop before those sections. I will explain the methods in class and will usually discuss the main findings when they are important for understanding the article.

Supplementary readings are optional. They are not required and will not appear on exams unless they are explicitly covered in lecture slides, which will be very rare. They are included mainly as a starting point for students who may wish to explore that week's topic further for the final paper.

Email Communications: Please include "**POLS 412**" in the subject line of all course-related emails to help ensure a prompt response. Please do not expect immediate responses, especially outside of regular business hours. For urgent matters or time-sensitive questions related to assignments, please contact me well in advance of deadlines.

AI Statement

Generative AI is increasingly part of the world and can be a useful tool for learning, but all written work must be your own. You may use AI in the following limited ways:

Permitted Uses:

- Asking AI to explain difficult concepts **after** reading the course materials yourself
- Using AI as a brainstorming partner to explore research topics (final topic selection and argument development must be your own)
- Standard spelling and grammar checkers

Prohibited Uses:

- Asking AI to write, draft, outline, or generate any portion of assignments
- Copying or paraphrasing AI-generated text in submissions
- Using AI to summarize readings instead of reading them yourself

Verification: You must be able to explain and defend all arguments in your paper without AI assistance. If I suspect AI-generated content in any assignment, I reserve the right to meet with you in person at my office to discuss your work. You will be asked to explain your theoretical argument, defend your reasoning, and discuss the concepts used in your paper. This is a standard academic practice to ensure the integrity of student work. If you cannot adequately explain or defend your submitted work, you will be reported for academic misconduct.

Why This Matters: Over-reliance on AI puts you at a serious long-term disadvantage. The skills you develop in this course-analytical thinking, theoretical reasoning, and clear communication-are what employers and the degree programs value most. These skills cannot be developed if AI does the intellectual work for you. Struggling through difficult concepts and learning to defend complex ideas is essential training that will serve you throughout your career. Use AI sparingly and strategically, not as a substitute for your own thinking.

Technology Support

Technology Services (IT) - Main Campus

Hours: 24/7

Phone: (979) 845-8300

Email: helpdesk@tamu.edu

Call/Chat/Email/visit: <https://it.tamu.edu/help>

Canvas LMS Technical Support

Hours: 24/7/365

Phone: (877) 354-4821

Email: support@instructure.com

Support is available by clicking the Help button at the far left in the Canvas global navigation menu.

Canvas Resources are also linked on the home page of every Canvas course.

University Policies

This section outlines the university-level policies that must be included in each course syllabus. The TAMU Faculty Advisory Council established the wording of these policies.

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" (Section 20.1.2.3, [Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

University Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. ([See Student Rule 24](#).)

Notice of Nondiscrimination

Texas A&M University is committed to providing safe and non-discriminatory learning, living, and work environments for all members of the University community. The University provides equal opportunity to all employees, students, applicants for employment or admission, and the public, regardless of race, color, sex (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, or veteran status.

Texas A&M University will promptly, thoroughly, and fairly investigate and resolve all complaints of discrimination, harassment (including sexual harassment), complicity, and related retaliation based on a protected class in accordance with [System Regulation 08.01.01](#), [University Rule 08.01.01.M1](#), [Standard Administrative Procedure \(SAP\) 08.01.01.M1.01](#), and applicable federal and state laws. In accordance with Title IX and its implementing regulations, Texas A&M does not discriminate on the basis of sex in any educational program or activity, including admissions and employment.

The following person has been designated to handle inquiries and complaints regarding the non-discrimination policies: Jennifer M. Smith, TAMU Associate VP & Title IX Coordinator at YMCA Ste 108, College Station, TX 77843, 979-458-8407, or email civilrights@tamu.edu. For other reporting options, visit the [U.S. Department of Education Office for Civil Rights](#)

[Complaint Assessment System](#) to locate the address and phone number of the office that serves your area, or call 1-800-421-3481.

Civil Rights, Free Speech, and Title IX Policies

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit discrimination and harassment based on an individual's race, color, sex, (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, veteran status, or any other legally protected characteristic. This includes forms of sex-based violence, such as sexual assault, sexual harassment, sexual exploitation, dating/domestic violence, and stalking.

Students can report discrimination/harassment, access supportive resources, or learn more about their options for resolving complaints on the [University's Civil Rights & Title IX webpage](#).

Students should be aware that all university employees (except medical or mental health providers) are mandatory reporters, which means that if they observe, experience or become aware of an incident that they reasonably believe to be discrimination/harassment alleged to have been committed by or against a person who was a student or employee at the time of the incident, the employee must report the incident to the university.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible.

To request academic accommodations, contact the designated ADA office based on your location:

- Texas A&M University, College of Nursing, College of Dentistry, Irma Lerma Rangel College of Pharmacy College Station, College of Medicine, School of Public Health, Institute of Biosciences and Technology, EnMed Program, Bush School in Washington DC, Mays Business School – CityCentre, TAMU Engineering Academies, Texas A&M

University Higher Education Center at McAllen and Texas A&M University at Galveston should contact Disability Resources at (979) 845-1637 or disability@tamu.edu.

- Texas A&M University School of Law should contact the Office of Student Affairs at (817) 212-4111 or law-disability@law.tamu.edu to request accommodations.
- Irma Lerma Rangel College of Pharmacy in Kingsville should contact the Disability Resource Center at Texas A&M University-Kingsville at (361) 593-3024 or drc.center@tamuk.edu to request accommodations.
- Texas A&M University College of Veterinary Medicine & Biomedical Sciences in Canyon should contact the Office of Student Accessibility at West Texas A&M University – Canyon at (806) 651-2335 or osa@wtamu.edu.

If you are experiencing difficulties with your approved accommodations, contact the office responsible for approving your accommodations or the Texas A&M ADA Coordinator Julie Kuder at ADA.Coordinator@tamu.edu or (979) 458-8407.

Pregnancy Accommodations

Texas A&M provides reasonable accommodations to students due to pregnancy and/or related conditions, such as childbirth, recovery, and lactation. Students should contact the University's [Pregnancy Coordinator](#) as soon as they become aware of the need for accommodation. Depending on the circumstances, accommodations could include extended time to complete assignments or exams, changes in course sequence, or modifications to the physical classroom environment.

Texas A&M will also allow a voluntary leave of absence, ensure the availability of lactation space, and maintain grievance procedures to provide for the prompt and equitable resolution of complaints of sex discrimination. For information regarding pregnancy accommodations, email TIX.Pregnancy@tamu.edu.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#). The [TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or

chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or 988lifeline.org.

Texas A&M College Station

Students needing a listening ear can contact University Health Services at 979.458.4584. Call 911 or visit your nearest emergency room if you are currently experiencing a life-threatening situation or if your safety is at risk. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at 988lifeline.org.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

Currently enrolled students wishing to withhold any or all directory information items can do so within howdy.tamu.edu using the Directory Information Withholding Form. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR, or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees, honors and awards received, participation in officially recognized activities and sports, medical residence location, and medical residence specialization.

Free Speech and Civil Discourse

Texas A&M recognizes that the pursuit of truth through open and robust discourse is critical to academic inquiry. However, as a community of scholars, the university has an aspirational expectation that such discourse will be conducted in accordance with Aggie Core Values. In this "marketplace of ideas," we encourage civil dialogue creating an

environment that allows individuals to express their ideas and to have their ideas challenged in respectful and responsible ways. Students can learn more about Freedom of Expression and Free Speech on the [University's website](#) about the First Amendment.