



Lincoln University

BA 417 – Political and Legal Aspects of International Business

COURSE SYLLABUS Spring 2025

- Instructor:** Professor Leon Kil
Lecture Schedule: Wednesday, 12:30 PM – 3:15 PM
Credits: 4 units: 3 units / 45 lecture hours + 1-unit individual research project
Level: Mastery 2 / Research (M2R)
Office Hours: Wednesday, 3:30 p.m. – 4:30 p.m.
Faculty Room
- e-mail:** lkil@lincolnuca.edu
- Textbook:** Course Reader compiled by the instructor
- Prerequisite:** *None*
Last Revision: January 8, 2025

CATALOG DESCRIPTION:

The course includes: analysis of political, military, economic and ideological factors affecting the behavior of states and the conduct of transnational business, with particular attention to multinational enterprises, formulation of foreign policy processes, including economic and trade policies. It also includes: analysis of international legal systems, with particular emphasis on business disputes arising from anti-trust laws; contracts and agreements; tariff liabilities; nationalization problems; procedures for arbitration and settlement. A one-unit written research project and its oral presentation are required for the course. (4 units)

LEARNING OBJECTIVES

- Understanding the origins of the central institutions of capitalism: private property, the nation-state, competition, and international law.
- Analyzing the role of the state in fostering and strengthening industrial enterprise and R&D.
- Considering the sources and the implications of concentration and globalization of commodity production and capital flows.
- Examining the roots and consequences of international political and economic inequality for international legal regimes, their fairness and efficacy across the globe.

- Understanding the importance of political factors in shaping national reactions to international legal arrangements in corporate governance, asset protection, multilateral trade and monetary commitments, climate accords, human migration, and non-proliferation of weapons of mass destruction.
- Accounting for how and when business interests rally in support for free trade and economic openness versus for protectionism and economic nationalism.

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment activities
1	Understand the origins of the central institutions of capitalism: private property, the nation-state, competition, and international law.	PLO 1	ILO 1c, ILO 2c, ILO 7c	Assess the factors which contribute to sustained capacity to gain and retain international competitiveness across different historical contexts.
2	Analyze the role of the state in fostering and strengthening industrial enterprise and R&D.	PLO 2	ILO 1c, ILO 2c, ILO 4c	Assess how domestic and external factors influence the shape of state-business relations (i.e., capital accumulation and capital allocation) and how they influence the degree and the mode of state regulation of the domestic economy and its linkages with the world market.
3	Consider the sources and the implications of concentration and globalization of commodity production and capital flows.	PLO 3	ILO 1c, ILO 2c, ILO 7c	Assess how and why capitalist enterprises seek to expand to foreign markets and what impact this expansion tends to have on the more underdeveloped economies at different historical junctures.
4	Examine the roots and consequences of international political and economic inequality for	PLO 2	ILO 1c, ILO 2c, ILO 4c	Assess asymmetries in power and influence which result from international economic disparity and how they are reflected in

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Learning Outcomes Assessment](#) section of LU website.

	international legal regimes, their fairness and efficacy across the globe			central areas of contestation and conflict such as legal regimes governing trade, currency valuation, property rights enforcement, migration flows, etc.
5	Understand the importance of political factors in shaping national reactions to international legal arrangements in corporate governance, asset protection, multilateral trade and monetary commitments, climate accords, human migration, and non-proliferation of weapons of mass destruction.	PLO 6	ILO 3c	Assess how and when transnational business networks get established and solidified and why they get disrupted and subjected to the resurgence of state-promoted economic nationalism.
6	Account for how and when business interests rally in support for free trade and economic openness versus for protectionism and economic nationalism	PLO 2	ILO 1c, ILO 2c, ILO 4c	Assess the efficacy of international legal agreements such as arbitration agreements, forum selection clauses, international anti-bribery laws, theories and practice of expropriation and nationalization, and foreign sovereign immunity.

INSTRUCTIONAL METHODS

Students are expected to read the assigned reading materials before each class. Case studies demonstrating specific issues of interest will comprise a part of each class session. Students will consider the case studies individually and in groups.

Each session will strike a balance between thematic lecture and teacher-student interaction in the class.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [LU Library](http://lincolnuca.libguides.com) website (lincolnuca.libguides.com).

INDIVIDUAL PROJECT PRESENTATION

Each student is expected to choose a topic related to the subject matter – it could be contemporary or historical or comparative – and present a short reflection on it to the rest of the class. This should be done through consultations with the instructor. At the end of the course each student should submit a 6-8 page written document detailing one's findings and thinking. In your project/presentation, please explain how your topic/issue is related to the interaction between political power and business interests, what interesting and important lessons we can derive from analyzing this issue, and what kind of further research you would like to pursue with regard to it. Feel free to make use of the materials from class as well as any other reputable source. The order of presentations will be determined on a volunteer basis and then by an instructor.

TESTING

There will be one mid-term examination and one final examination. Both will be in-class essay examinations based on the assigned readings. There will be a review for both exams ahead of time.

GRADING

Grading will be based on the following criteria:

Mid-term	: 25 per cent
Final Examination	: 40 per cent
Class Attendance and Participation	: 10 per cent
Individual Project	: 25 per cent
Total	: 100 per cent

Grading Standard:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Points	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-72	67-69	60-66	0-59

Classroom Protocol

Courtesy is expected. This includes no cell phone usage. Excessive talking will be punished by immediate beheading.

COURSE CALENDAR AND ASSIGNMENTS

The assigned material for each date should be read **before** the class with the exception of the first class. Class participation in discussing the material is expected.

Week 1 (Jan. 29): Global Economic Interdependence, State Sovereignty and International Law

- Morris R. Cohen, “Property and Sovereignty,” *Cornell Law Review*, vol. 13, issue 1 (December 1927).
- Richard Rosecrance. The Rise of the Virtual State: Wealth and Power in the Coming Century (Basic Books, 1999), chapters 1, 6-7.

Week 2 (Feb. 5): War and the Consolidation of the Modern State

- Hendrik Spuyt. The Sovereign State and Its Competitors: an Analysis of Systems Change (Princeton UP, 1996), chapters 1-3.

Week 3 (Feb. 12): Three Templates of Statecraft: Mercantilism, Liberalism, Nationalism

- David Boucher. Political Theories of International Relations: from Thucydides to the Present (Oxford: Oxford UP, 1998), chapter 7.
- Robert L. Heilbroner. The Worldly Philosophers: the Lives, Times, and Ideas of the Great Economic Thinkers (Simon&Shuster, 1995), chapter 3.
- David Levi-Faur, “Friedrich List and the Political Economy of the Nation-State,” *Review of International Political Economy*, vol. 4, issue 1, 1997, pp. 154-178

Week 4 (Feb. 19): Capital Accumulation and Capital Allocation in European Industrial Growth

- Alexander Gerschenkron, “Economic Backwardness in Historical Perspective” in Mark Granovetter and Richard Swedberg, eds., The Sociology of Economic Life (Boulder: Westview, 1992), pp. 111-130.
- Linda Weiss and John M. Hobson, “Strong and Weak States in European Industrialization” in their States and Economic Development: a Comparative Historical Analysis (London: Polity, 1996), pp. 93-129

Week 5 (Feb. 26): International Economic Crises and National Reactions

- Ronald Rogowski, “Why Changing Exposure to Trade Should Affect Political Cleavages” in his Commerce and Coalitions: How Trade Affects Domestic Political Alignments (Princeton: Princeton UP, 1989), pp. 3-20
- Kiren A. Chaudhry, “Economic Liberalization and the Lineages of the Rentier State,” *Comparative Politics*, vol.27. no.1, pp. 1-25.

Week 6 (March 5): The Rise of International Finance

- Rudolf Hilferding. Finance Capital: a Study of the Latest Phase of Capitalist Development (Routledge, 1981), part I.

Week 7 (March 12): Uneven Development of Capitalism and the Theories and Practice of Imperialism

- Vladimir Lenin, Imperialism, the Highest Stage of Capitalism, entire, accessible at: <http://www.marxists.org/archive/lenin/works/1916/imp-hsc/>

Midterm Exam Questions distributed to the students.

Week 8 (March 26): International Trade and International Law between the First and the Second World War (1914-1945)

- Karl Polanyi, The Great Transformation: the Political and Economic Origins of Our Time (Boston: Beacon Press, 2001), chapters 11-18.

Midterm Exam Essays are Due in Class.

Week 9 (April 2): America’s Benevolent Hegemony, ‘Organized Capitalism’ and the Political Economy of the Cold War

- John Gerard Ruggie, “International regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order” in Stephen Krasner, ed., International Regimes (Ithaca: Cornell UP, 1981), pp. 195-232.
- Stephan Haggard, “Explaining Development Strategies” in his Pathways from the Periphery: the Politics of Growth in the Newly Industrializing Countries (Ithaca: Cornell UP, 1990), pp. 23-48
- Hagen Koo, “The Interplay of State, Social Class, and World System in East Asian Development: the Cases of South Korea and Taiwan” in Frederic C. Deyo, ed., The Political Economy of the New Asian Industrialism (Ithaca: Cornell UP, 1987), pp. 165-181

Week 10 (April 9): The Origins of Neo-Liberal Globalization in the Industrialized and the Developing World

- William K. Carroll and J.P.Sapinski, “Neoliberalism and the Transnational Capitalist Class” in Simon Springer et al., eds., The Handbook of Neoliberalism (Routledge, 2016), pp. 39-49.
- Dieter Plehwe, “Neoliberal Hegemony” in Simon Springer et al., eds., The Handbook of Neoliberalism (Routledge, 2016), pp. 61-72
- Kiren Chaudhry, “The Myths of the Market and the Common History of Late Developers” in Naazneen H. Barma and Steven K. Vogel, eds., The Political Economy Reader: Markets as Institutions (London: Routledge, 2008), pp. 447-473.

Week 11 (April 16): The Empire of Capital: Transnational Business and Its Legal Regimes

- Ronen Palan. The Offshore World: Sovereign Markets, Virtual Places, and Nomad Millionaires (Ithaca: Cornell UP, 2003), chapters 1-2
- Garry Gereffi, “Global Value Chains in a post-Washington Consensus World,” *Review of International Political Economy*, vol. 21, issue 1, 2014, pp. 9-37

Week 12 (April 23): American Hegemony Challenged and the Rise of Alternative Centers of Capital Accumulation

- Stephen S. Cohen and J. Bradford DeLong. The End of Influence: What Happens when Other Countries Have the Money (Basic Books, 2010), chapters 4 and 5
- Henry Farrell and Abraham L. Newman, “Weaponized Interdependence: How Global Economic Networks Shape State Coercion,” *International Security*, vol. 44, no. 1 (Summer 2019), pp. 42–79

Week 13 (April 30): A New Globalization Project or a New World War?

- Maximilian Hess. Economic War: Ukraine and the Global Conflict between Russia and the West (Hurst, 2023), Part II.
- Kevin Rudd. The Avoidable War: the Dangers of a Catastrophic Conflict between the US and Xi Jinping’s China (Public Affairs, 2022), chapters 14-17.

Week 14 (May 7): Team Project Presentations

Week 15 (May 14): In-Class Final Examination

INDIVIDUAL RESEARCH PROJECT (1 unit)

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor or student may select other topic of interest.

The project requires 45 hours of self-study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student’s work will be done using the following rubric:

WRITTEN REPORT				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality	A few high-quality sources	Sources used are of a questionable	Sources are not identified or of

	sources are used; all factual claims are supported with citations. The report follows the APA style guidelines.	are used; majority of factual claims are supported with citations The report mostly follows the APA style guidelines.	quality: factual claims are not supported. Use of APA style is inconsistent.	a poor quality: factual claims are unsubstantiated. The report is poorly formatted
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PRESENTATION			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident, and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise, and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.