

<b>CAPILANO UNIVERSITY COURSE OUTLINES</b>			
<b>TERM:</b> <b>Fall 2015</b>	<b>COURSE NO:</b> <b>POL 330</b>		
<b>INSTRUCTOR:</b>		<b>COURSE NAME:</b> <b>POLITICAL ECONOMY OF GLOBALIZATION</b>	
<b>OFFICE:</b> <b>PHONE:</b> <b>LOCAL:</b> <b>E-MAIL:</b>	<b>SECTION:</b>	<b>CREDITS:</b> <b>3</b>	
<b>OFFICE HOURS:</b>			
<b>CLASS SCHEDULE:</b>		<b>CLASSROOM:</b>	

**COURSE FORMAT:**

- The class will meet twice a week on Tuesdays and Thursdays for a 15 week semester, which includes two weeks for final exams.
- In general, it will consist of lectures, seminars/group discussions and group presentations.
- There will be an additional hour of activity called “Fourth Hour” during the term. Additional information about this activity is provided on page 9.

**COURSE PREREQUISITES:**

45 credits of 100-level or higher coursework including POL 100 and 3 additional credits of 100- or 200-level POL.

**COURSE DESCRIPTION:**

This course will examine the nature, composition and dynamics of global political economy. It will analyze the utility of main theoretical perspectives in the field, explore the key issues, and critically assess the role of main actors involved in managing the global political economy. It is divided into three main components. The first part will introduce the subject matter and explain how it evolved as a sub-field within the discipline of political science. It also will examine the nature and dynamics of various theoretical perspectives used in analyzing the sub-field. The second part will evaluate the issues that have brought the global community together in the twenty first century such as monetary, financial, trade, and development related issues. The final part will explore the role of various global actors such as the MNCs, IMF, the World Bank, and World Trade Organization in the management of global political economy.

**COURSE OBJECTIVES:**

After successful completion of this course students will be able to

- Develop an understanding of the theoretical perspectives used in explaining and analyzing the global political economy
- Comprehend the monetary, trade and developmental aspects of global political economy
- Understand the role of main actors in the global political economy
- Identify and critically analyse a number of themes that dominate the field of global political economy
- Articulate their ideas through oral and written formats
- Analyse and synthesise course material to produce original work

**REQUIRED TEXT:**

Cohn, Theodore H. **Global Political Economy**, Sixth Edition: 2012. Longman: New York

## REQUIRED READINGS

All the articles identified in the course outline are available on line. Students can access them either through our University Library web page or through Moodle.

## COURSE WEBSITE

There is a Moodle site for this course. You will be given the login key in class to access the site. Students are expected to access this site on a regular basis as it will contain valuable information about the course.

## COURSE CONTENT :

<u>Week</u>	<u>Dates</u>	<u>Content/Readings</u>
1		Introduction Readings: Ted Cohn (TC), Chapter 1 and 2
2.		Theoretical Perspectives I Readings: TC , Chapter 3 and 4 Keating, Thomas. "Political Economy of Somali Piracy," <i>SAIS Review</i> , Volume 33, Number 1, Winter-Spring 2013, pp. 185-191 Brill, Alex. "A Modest Approach to Effective Multilateral Institutionalism," <i>SAIS Review</i> , Volume 32, Number 2, Summer-Fall 2012, pp. 17-25
3.		Theoretical Perspectives II Readings: TC, Chapter 5
4.		Globalization Readings: "When did Globalization Start?" <i>Economist</i> , September 23, 2013 Abimbola, Olumide. "Delivering Development: Lessons from Globalization's Shoreline," <i>SAIS Review</i> , Winter-Spring 2012, Volume 32, Number 1, pp. 185-188 Asghar, Rob. "Can America Lose in the Globalization Game?" <i>SAIS Review</i> , Summer-Fall 2012, Volume 32, Number 2, pp. 3-15
5.		International Monetary Relations Readings: TC, Chapter 6 Guisinger, Alexandra; Singer, David Andrew. "Exchange Rate Proclamations and Inflation Fighting Credibility," <i>International Organization</i> , Spring 2010, Vol. 64 Issue 2, pp. 313-337. Stone, Randall W. "Scope of IMF Conditionality," <i>International Organization</i> , Fall 2008, Vol. 62 Issue 4, pp. 589-620.
6.		<b>MIDTERM EXAM</b>
7.		Global Trade Relations Readings: TC, Chapter 7 "Trade Myths" <i>Economist</i> , May 3, 2012 Allee, Todd L.; Scalera, Jamie E. "The Divergent Effects of Joining International Organizations: Trade Gains and the Rigors of WTO Accession," <i>International Organization</i> , April 2012, Vol. 66 Issue 2, pp. 243-276.

**Course content** – continued

8. Regionalism and Global Trade  
Readings: TC, Chapter 8  
Edward D. Mansfield and Eric Reinhardt “Multilateral Determinants of Regionalism: The Effects of GATT/WTO on the Formation of Preferential Trading Arrangements.” *International Organization*, Fall 2003, Vol. 57, Issue 4, pp. 929-862.
9. MNCs  
Readings: TC, Chapter 9  
Mahmood Monshipouri, Claude Emerson Welch, and Evan T. Kennedy. “Multinational Corporations and Ethics of Global Responsibility: Problems and Possibilities,” *Human Rights Quarterly*, November 2003, Volume 25, Number 4, pp. 965-989
10. Development  
Readings: TC, Chapter 10  
Dreher, Axel; Gassebner, Martin. “Do IMF and World Bank Programs Induce Government Crises? An Empirical Analysis,” *International Organization*. April 2012, Vol. 66 Issue 2, pp. 329-358
11. Foreign Debt and Financial Crisis  
Readings: TC, Chapter 11  
Alemayehu Geda Fole, “The Historical Origin of African Debt Crisis,” *Eastern Africa Social Science Research Review*, January 2003, Volume 19, Number 1, pp. 59-89  
Taleb, Nassim Nicholas and George A. Martin. “How to Prevent Other Financial Crises.” *SAIS Review*, Winter-Spring 2012, Volume 32, Number 1, pp. 49-60
- RESEARCH ESSAY DUE – Date TBA**
12. Foreign Aid  
Readings: Savun, Burcu; Tirone, Daniel C. “Exogenous Shocks, Foreign Aid and Civil War,” *International Organization*, June 2012, Vol. 66 Issue 3, pp. 363-393  
de Mesquita, Bruce Bueno; Smith, Alastair. “Political Economy of Aid,” *International Organization*, Spring 2009, Vol. 63 Issue 2, pp. 309-340.
13. Trends in the Global Political Economy  
Readings: Chapter 12  
Parrot, Bruce. “Peering into the Global Future,” *SAIS Review*, Winter-Spring 2013, Volume 33, Number 1, pp. 171-178
- 14 & 15 Final Exam Period

**EVALUATION PROFILE:**

Participation	10%
Online Discussion	5%
Group Discussion and Report	15%
Midterm exam	10%
Argumentative Research Essay	30%
Final Exam	<u>30%</u>
	100%

**GRADING PROFILE:**

A+ = 90 - 100%	B+ = 77 - 79%	C+ = 67 - 69%	D = 50 - 59%
A = 85 - 89	B = 73 - 76	C = 63 - 66	F = 0 - 49
A- = 80 - 84	B- = 70 - 72	C- = 60 - 62	

**COURSE REQUIREMENTS:****Participation**

- Attendance and participation are integral parts of this course. Each student will attend lectures and participate in class discussions every week.
- Students will complete all the assigned readings before coming to class and actively participate in class discussions. It is the responsibility of students to read all the materials assigned for this course.
- To encourage participation in class, the instructor will raise pertinent issues and ask specific question/s every week. For discussion purposes, students will be frequently paired with each other to discuss the pertinent issue/s for a few minutes and share their opinion or observation with the class.
- Participation grade will be based on regular attendance and positive contribution to class/group discussion.
- Participation grades will be deducted for unexcused absences, tardiness, and lack of respect for classroom environment.

**Online Discussion**

- Students will be encouraged to share their observations and ideas in a discussion forum created in Moodle.
- The instructor will post two separate questions, one in early January and the next in mid-February, on contemporary issues related to the course.
- Students will submit their response of about 500 words to the question within the given deadline.
- Their responses will be graded mainly on the basis of their logical coherence, quality of their argument, and integration of materials learned in the course.

**Group Discussion and Report**

- Students will be divided into several groups at the beginning of the term. A typical group may include 2-4 members depending upon the total number of students in the course.
- The group will read at least one or two article/s from the course package, consult other relevant materials and lead class discussion in a preselected week.
- The discussion will be organized in the following format:
  - First, the group assigned to lead the discussion will present a summary of the article/s and point out their strengths and weaknesses

**Course requirements** – continued

- Second, the remaining groups will offer their comments on the issue/s raised in the article/s.
- Third, the group leading the discussion will raise some questions on the issue/s covered in the article/s and invite response/s from other group members.
- Fourth, once all the groups have shared their ideas with the class, a general discussion will follow on the issues raised during the class on the specific topic for the week.
- Group discussion and report will commence on the fourth week of the term.
- Students will be evaluated on the basis of their quality of work, including their style and effectiveness of presentation, and skillful handling of questions.

**Midterm Exam**

- Students will write a midterm exam. The exam will include the materials covered in the course prior to the Midterm.
- Additional instructions about the format of the exam will be provided.

**Final Exam**

- Students will write a final exam during the exam period. The exam will be cumulative and may contain short and long essay questions.
- The short essay questions will require a direct response to the question/s asked, whereas the long essay question/s will require the ability to include the following five components in their response: introduction with background/significance of the issue, answer to the question, theoretical relevance and counter argument, use of example/s and conclusion.
- Students who write a coherent response with all five components and include a detailed and precise answer to the question will earn a higher grade. Although all components are considered significant, more weight will be assigned to the second component (i.e. answer to the question) of their response.

**Argumentative Research Essay**

- Students will choose one of the essay topics from a list provided below.
- The list includes broad themes and students will narrow down their focus of research within these topic areas. Whichever topic they choose, students will identify the problem, present a clear argument and support it with compelling evidence.

**List of Possible Essay Topic**

- Globalization and its Impact
- Evaluation of Structural Adjustment Program (SAPs) implemented by IMF
- Regional Trade vs. Global Trade
- MNCs as Global Actors
- Poverty Reduction Strategy
- Problem of Foreign Debt
- Dependency on Foreign Aid

**Some Guidelines for Essay Writing*****General Guideline on What to Do***

- Students will choose a topic from the list above during the second week of the term and make an argument about it. If some students have a different topic in mind, they will discuss this with

## Course requirements – continued

- and obtain an approval from the instructor during the same week. Whichever topic they choose, they will include a clear argument and explaining variables or factors in the introductory paragraph.
- The paper will mainly contain a clear argument or thesis, strong analysis supported by evidence, and forceful conclusion. An argument requires two elements: dependent and independent variables. The dependent variable is the position the student takes on the subject matter and the independent variables are explaining factors or supporting evidence he/she will use in his/her paper to substantiate his/her claim. For example, if they choose topic # 1 above, they will state something like this: ‘Globalization has adversely impacted the poor countries of the world (dependent variable) because of a, b and c (or independent variables i.e. the reasons or supporting evidence that will be used to explain the argument.)’
- In subsequent paragraphs, students will explain the independent variables or supporting evidence or factors/reasons outlined in their central argument and demonstrate how these factors/reasons are related to their main argument or the dependent variable.
- If students are working on an idea or a topic and feel that it has both strengths and weaknesses, they will take a position and explain its strengths (or weaknesses) only. While they are explaining their position on an idea, they will acknowledge the other side of the argument briefly in one or two paragraphs before the concluding part.
- In the concluding part of the paper, students will briefly summarize their explanations and reinforce their position. At this point, they may include some relevant suggestions or recommendations to make their argument more appealing, but it is not mandatory.

### *Length of Paper*

- The paper will be about **2500 words (double spaced) long**, no more, excluding the cover page and list of references (or Works Cited). It will be concise and to the point. Students will include what is relevant to their main argument and leave out the unnecessary detail or background.
  - **Note:** The essence of writing a good paper is knowing not just what to include but what to leave out.
- Include a word count at the end of your concluding paragraph without counting the information supplied on the title page and the list of references (or works cited).

### *When and Where Due*

- The term paper is due in class, date TBA. Students will hand in their paper to the instructor in person either on or before the due date.

### *Penalty for Late Submission*

- Late submissions will be assessed a penalty of 5% per day. Requests for extensions shall be accompanied by a medical certificate. I am on campus every day except Wednesday. Late papers shall be handed in to me in person. If the students need to submit their papers on other days, they need to talk to me about it. Students will not slide their paper under my office door or attempt to leave it with staff in the Social Science Division office.
- Extensions for essay submission can be granted only for exceptional circumstances such as medical emergencies and requires proper documentation. If a student needs an extension, he/she will discuss this with me before the due date. If the student gets an extension, he/she will submit the notes and drafts of the paper before the due date.
- Late papers will not receive any comments. Penalty for late papers will be capped at 25%.

## Course requirements – continued

### *Format and Style*

- Students will follow the proper writing guidelines of the University. They will use either an APA (American Psychological Association) or MLA (Modern Language Association) style of reference in writing their papers.
- Students will submit their typed papers. (No handwritten papers are acceptable.) They will use standard size 12 font and keep 1” margins on all sides, include the page numbers, an APA style cover page (even when they choose MLA style of writing), in-text or parenthetical citations, a list of references or works cited, and staple the pages in the upper left-hand corner.
  - **Note:** No fancy cover or binder is required. An ordinary cover page, however, is required even if students prefer MLA style of reference. All identifying information (such as the title of the paper, name of the student and instructor, course name, and due date) are included in the cover page, NOT on the first page of the paper.
- Students will write their paper with proper sentence structure so that the ideas expressed are clearly understood. They will not personalize their paper (e.g. I believe, I think, etc.) and use any value laden or normative expressions such as “we all know” (feel, hope, believe, think, etc.), or conclude the paper with a judgmental overtone, such as “we are certain” or “absolutely wrong/right” or “we will overcome.”
- No paper requiring extensive corrections of grammar will be accepted. Any student anticipating problems should consult the Writing Centre.

### *References*

- **The paper will include at least 12 major sources, including a combination of at least 6 scholarly books and 6 journal articles.** Internet sources and textbook can be used but cannot be counted as major sources. While plenty of information is available on the internet, most of it is not reliable and cannot be accepted. Check with the instructor if there is any doubt about the source.

### *Citing Sources*

- **Students will include at least 25 in-text citations in their paper.**
- Whenever students use and/or copy the ideas or opinions written/expressed by others, they will include proper references.
- They will document their assertions with specific references by using in-text (or parenthetical) citations. They will use APA (Name/Date/Page method) or MLA style (Name/Page method) of citation and be consistent.
- If they use any website for reference, they will provide a brief citation within the text and include the URL and the date of visit to the website in the reference section. ***No Wikipedia citations please!***
- They will avoid using too many direct quotations.
- Failure to follow these steps will result in a failing grade for the essay. In addition, it could be considered a case of plagiarism. Consult the reference desk at the library and the Writing Centre at the University for proper guidelines and valuable assistance that will be useful in writing a good term paper.
- It is highly recommended that students refer to a recent edition of The Capilano University Guide to Writing Assignments, which can be found in the University bookstore or the library.

## Course requirements – continued

### Grading

- Grading will be based on overall quality of students' paper, including its organization, content, analysis, linkage between the main argument and evidence, originality of thought and clarity and understanding of the concepts and issues being discussed.
- Plagiarism
  - Students must submit their original work. Works submitted for other course/s cannot be considered original. Academic dishonesty will not be tolerated. Refer to the University's policies on cheating and plagiarism. Punishment will include a grade of zero for the assignment and possible expulsion from the course and the suspension from the university.
  - Students need to be familiar with Capilano University's policy on plagiarism. The following information is very useful in this respect.

### Documenting Sources

- These are the kinds of material that need to be documented:
  - All direct quotations, however short.
  - All borrowed ideas, whether or not you quote them directly.
  - Specific facts, such as the results of a published study.
- These are the kinds of material that do not need to be documented:
  - Your own original observations, ideas, comments, arguments, interpretations, and conclusions.
  - Specific facts that can be regarded as "common knowledge" in a field. For example, it is common knowledge that World War II ended in 1945. As a rule of thumb, if you find the same fact in three or more of your sources, you can assume it is common knowledge. If in doubt, however, document.
- When you take notes for your essay, these two practices will help you avoid involuntary plagiarism and document accurately:
  - Make clear distinctions between notes which copy a source word for word, notes which paraphrase or summarize a source in your own words, and notes recording your own ideas. Some researchers colour-code their notes; others simply use prominent quotation marks around direct quotations and square brackets around their own ideas. Other notes are assumed to be paraphrase or summary. If you quote key words within a paraphrase, be sure to use quotation marks.
  - Record the page from which paraphrasing or quoted material was taken. If the passage continues on a new page, indicate the page break. On a separate card, record all the information you will need for your Works Cited list. Last-minute trips to the library are tiresome and frustrating.

### OPERATIONAL DETAILS:

*Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.*

- PCs or Other Electronic Devices: Students will bring their PCs or other electronic devices to class only under the following conditions:



**Operational details** – continued

- Pledge to use them for taking class notes only.
- Pledge not to use them for non-academic purposes such as sending or receiving emails, personal chats, web browsing, paying bills, or playing games etc.
- If any misuse is detected, students will receive a lower participation grade.

**Fourth Hour Activity**

- Students will actively participate in an electronic discussion forum created and monitored by the instructor in Moodle on a regular basis. The instructor will provide necessary feedback to them. It will be a forum for students to communicate and share their ideas with each other. Active, regular and constructive participation in this forum allows students to enhance their participation grade. This Moodle participation will be considered the ‘fourth hour activity’ for the course.

**Attendance**

- Students are expected to attend all classes, and are responsible for any material covered during classes they have missed.

**Missed Exams**

- Make-up tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crisis. Students should be prepared to provide proof of inability to write the test on the scheduled date (e.g. letter from doctor).

**Incomplete Grades**

- Given at the discretion of the instructor(s). Generally given only in medical emergencies or severe personal crises.

**English Usage**

- University level writing skills are required in all assignments. Spelling, punctuation and grammatical errors will result in a reduced grade and, if they are excessive, may result in a refusal to grade the assignment. See the English Writing Centre for help.

**Emergency Procedures**

- Please read the emergency procedures posted on the wall of the classroom.