

Winthrop University
INTERNATIONAL POLITICAL ECONOMY
PLSC 506, Section 001, 3 credits

Dr. Jennifer Leigh Disney
Fall 2015
Monday/Wednesday 5:00pm-6:15pm
Owens 209
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Political Science Department: (803) 323-2209

PLSC Office Hours: Mondays/Tuesdays/Wednesdays/Thursdays 9:00-10:30 and by appointment

PLSC Office: (803) 323-4668, Bancroft Hall, Room #328

WMST Office Hours: Fridays 9:00-10:30 and by appointment

Women's Studies Office: (803) 323-3095, Bancroft Annex, G-03

Required Texts

David Balaam and Bradford Dillman, *Introduction to International Political Economy*. Sixth Edition. New Jersey: Prentice Hall, 2014

Richard Peet, *Unholy Trinity: The IMF, World Bank, and WTO*. London: Zed Books, Second Edition, 2009.

Bill Tabb, *The Amoral Elephant*. New York: Monthly Review Press, 2001.

Writers for the 99%, *Occupying Wall Street: The Inside Story of an Action that Changed America*. Chicago, Illinois: Haymarket Books, 2011.

Sarah Van Gelder and the Staff of YES! Magazine, *This Changes Everything: Occupy Wall Street and the 99% Movement*. San Francisco, California: Berrett-Koehler Publishers, 2011.

The texts listed above have been ordered at the Bookworm. You are expected to read each required reading **before** the class period the reading is assigned.

Course Description

This course is designed to familiarize you with the fundamental concepts, theories and practices of International Political Economy (IPE). International Political Economy is a unique field of study because, by definition, it explores the intersection of politics and economics within an international context. In this course, we will explore three fundamental approaches to IPE (realism/mercantilism, liberalism, and structuralism/Marxism) according to four levels of analysis (the individual, the state, and the international system), discussing such concepts as power, development, wealth, inequality, security, production, finance, trade, conflict and cooperation. We will also explore the relationships between the micro and macro levels of analysis, and the identities, realities and interlocking oppressions of gender, race, class, culture,

ethnicity, nation and post-coloniality. This course participates in the Global Learning Initiative (GLI) by its very nature.

Course Goals

Students enrolled in this course will gain an understanding of the fundamental approaches to the study of International Political Economy (IPE). In addition, students will learn to apply these approaches to several issues of concern in IPE, including but not limited to poverty, debt, underdevelopment, exploitation, migration, hunger, oil, energy, and the environment.

This course contributes to student mastery of the following University Level Competencies (ULCs): **Competency 1: Winthrop graduates think critically and solve problems.** Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments. **Competency 4: Winthrop graduates communicate effectively.** Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Student Learning Outcomes

At the completion of this course, students should be able to answer the following questions: How do political systems and economic systems shape one another? How do states and markets impact one another? What is the relationship between democracy and capitalism? Is capitalism a moral, immoral, or amoral system? What is the relationship between production, reproduction, distribution and consumption from the family economy to the global economy? What is globalization? How do the origins and continuing impacts of the IMF, the World Bank, and the WTO shape the IPE? What role has the Occupy Movement had on the IPE?

Course Requirements for Undergraduate Students

This is a 500 level seminar. It will begin with an attempt to lay the foundation of knowledge of IPE through a comprehensive introductory text in the field of IPE. Then, we will explore more in depth analyses of international financial institutions and key issues in IPE and globalization by reading four additional books in their entirety. Discussion is a very important aspect of this course, both for critically comparing and contrasting ideas as well as for interesting, inclusive, and enjoyable dialogue. As such, I am asking that you each come prepared to class having read and thought about the material, with discussion questions and several reading comments to share.

In order to assist you in this endeavor, and to help you internalize the arguments of the books we will be reading together this semester, I want you to write a **5 page book review** of a selected book(s) we will be discussing together during the second half of the semester as stated in the schedule of readings and assignments **due the first day we discuss that book**. You will also act as a discussion leader in the class periods we will be covering your text(s). You will also be required to write a **15 page research paper** on a topic of relevance to International Political Economy, **in which I expect you to integrate 3/5 of the books from the class as well as**

include original outside research on a topic of your choice. It may be an in-depth analysis of a topic we will cover in class or another topic of your choosing to be discussed with and approved by me. **ALL PAPERS ARE DUE the LAST CLASS, December 2.** The course will consist of **two, written, in-class exams**, a mid-term and a final, consisting of shorter and longer essay questions. The questions will ask you to show that you understand and can apply key concepts we have discussed in class.

Course Requirements for Graduate Students

All of the expectations above remain true for you with two exceptions: Your book reviews must be **8 pages in length** and your final research papers must be **20 pages in length**.

Your Grade Composition will be as follows:

Attendance/Participation	10%
Book Review	15%
Research Paper	25%
Mid-Term Exam	25%
Final Exam	25%

The **Grade Distribution** in this class will be as follows:

A- 90-92	A 93-96	A+ 97-99
B- 80-82	B 83-86	B+ 87-89
C 70-76	C+ 77-79	F > 70

Both attendance and class participation are important aspects of your grade, not to mention of learning the material. **YOU MUST KEEP YOURSELF UP TO DATE WITH THE SYLLABUS.** This course is designed to be a discussion course. Therefore, you are required to read and think about all assigned materials before class. Remember, learning is not a spectator sport! I am also very approachable. Please feel free to come to me with any questions, comments, or concerns you may have as the class progresses.

Schedule of Class Topics and Reading Assignments (*The need may arise to make changes to this schedule depending upon the development of the class. Any and all changes will be communicated to the class. It is the responsibility of each student to be aware of such changes.*)

August 21 Discussion of Course Description and Requirements

I. THE BASICS OF GLOBALIZATION AND IPE

August 26 **Three Approaches to IPE: Mercantilism, Liberalism, Marxism**

What is IPE? Chapter 1, Introduction, Balaam and Dillman, pp. 2-24
Chapter 2, **Laissez faire: Economic Liberalism**, Balaam and Dillman, pp. 25-52

August 28 ***The Corporation*: TAKE NOTES!!!**

- September 2** Chapter 3, **Wealth and Power: Mercantilism**, Balaam and Dillman, pp. 53-77
- September 4** Chapter 4, **Economic Determinism and Exploitation: Structuralism/Marxism**, Balaam and Dillman, pp. 78-100
- September 9** Chapter 5, **Alternative Perspectives on IPE**, Balaam and Dillman, pp. 101-122
- September 11** **QUIZ #1: Approaches to IPE**
- Chapter 11: **The Development Conundrum: Choice Amidst Constraints**, Balaam and Dillman, pp. 266-291
- Chapter 20: **The Environment: Steering Away from Climate Change and Global Disaster**, pp. 511-537
- September 16** Chapter 6, **International Production and Trade**, Balaam and Dillman, pp. 125-150
- Chapter 17: **Transnational Corporations: The Governance of Foreign Investment**, Balaam and Dillman
- September 18** Chapter 8, **International Debt and Financial Crisis**, Balaam and Dillman, pp. 178-206
- September 23** Chapter 9, **The Global Security Structure**, Balaam and Dillman, pp. 207-236
- Chapter 10, **Knowledge and Technology Structure**, Balaam and Dillman, pp. 237-263
- September 25** **II. INTERNATIONAL FINANCIAL INSTITUTIONS: THE IMF, WORLD BANK, AND WTO**
- Chapter 7, **International Monetary and Finance Structure**, Balaam and Dillman, pp. 151-177
- Richard Peet, et. al. *The Unholy Trinity: The IMF, World Bank, and WTO*
Chapter 1
- September 30** Richard Peet, et. al. *The Unholy Trinity: The IMF, World Bank, and WTO*
Chapter 2
- October 2** Richard Peet, et. al. *The Unholy Trinity: The IMF, World Bank, and WTO*
Chapters 3-4

- October 7** Richard Peet, et. al. *The Unholy Trinity: The IMF, World Bank, and WTO*
Chapters 5-6
- October 9** **Mid-Term Exam: Balaam and Dillman, Chapters 1-11, 17, 20, Peet**
- October 14** **FALL BREAK - NO CLASS**
- October 16** **III. ISSUES IN IPE**
- Toward a More Perfect (European) Union: Regionalism and NAFTA**
PREPARE FOR AN IN-CLASS DEBATE
Chapter 12, Balaam and Dillman + Outside Materials, pp. 292-318
- October 21** **The Rising Powers**, Chapter 13, pp. 319-347
- The Illicit Global Economy: The Dark Side of Globalization**,
Chapter 15, Balaam and Dillman, pp. 378-404
- October 23** **Migration and Tourism: People on the Move**,
Chapter 16, Balaam and Dillman, pp. 405-431
- Food and Hunger**, Chapter 18, Balaam and Dillman, pp. 458-482
- October 28** **The Middle East: The Quest for Development and Democracy**,
Chapter 14, Balaam and Dillman, pp.348-377
- Oil and Energy**, Chapter 19, Balaam and Dillman, pp. 484-510
- October 30** *The Amoral Elephant*, Chapters 1-2
- November 4** *The Amoral Elephant*, Chapters 3-4
- November 6** *The Amoral Elephant*, Chapters 5-6
- November 11** *The Amoral Elephant*, Chapters 7-8
- November 13** *Occupying Wall Street: The Inside Story of an Action That Changed America*, pp. 1-96
- November 18** *Occupying Wall Street: The Inside Story of an Action That Changed America*, pp. 99-218
- November 20** *This Changes Everything: Occupy Wall Street and the 99% Movement.*
- November 25** *This Changes Everything: Occupy Wall Street and the 99% Movement.*

November 27 **THANKSGIVING - NO CLASS**

December 2 **PAPERS DUE/PRESENTATIONS OF RESEARCH PAPERS**

FINAL EXAM : Saturday, December 7th, 3:00pm
Balaam and Dillman Chapters 12-16, 18, 19, Tabb, Occupy Books

Book Review/Discussion Leader Sign-Up

Richard Peet, Unholy Trinity: The IMF, World Bank, and WTO. **Due September 25**

Bill Tabb, The Amoral Elephant. **Due October 30**

Writers for the 99%, *Occupying Wall Street: The Inside Story of an Action that Changed America* and Sarah Van Gelder AND the Staff of YES! Magazine, *This Changes Everything: Occupy Wall Street and the 99% Movement*. **Due November 13**

Student Obligations and Opportunities

Attendance, Class Participation, and Taking Notes

Regular class attendance is required. Excessive absences will lower your grade in two ways:

(1) loss of note-taking from class lecture and discussion; (2) loss of class participation opportunities. Class participation, which requires your presence, will raise or lower your grade. If prolonged illness or other problems cause you to be absent for an extended period of time, please call me and let me know. In addition, every student is expected to arrive on time. Arriving late or leaving early disrupts the class and is not acceptable. I will make frequent use of the class listserv provided by the Division of Computing and Information Technology, and you are required to subscribe to it. For additional information, go to:

http://www.winthrop.edu/technology/default.aspx?id=7081&ekmense1=bfef63b6_489_491_7081_1

Exam Policy

You must take exams on the days they are assigned. If an emergency arises, you must call me and leave a message on my voicemail by the day of the exam and be prepared to document the emergency in writing. I will then assess the possibility of a make-up exam. If this policy is not followed, you will receive a 0 for the exam.

Winthrop's Office of Disability Services (ODS) Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, ODS Program Director, at 323-2233, as soon as possible. Once you have your professor notification letter, please notify me so that I am aware of your accommodations early in the semester.

Winthrop's Office of Nationally Competitive Awards (ONCA) identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222A. Please fill out an online information form at the bottom of the ONCA webpage www.winthrop.edu/onca and email onca@winthrop.edu for more information.

Winthrop's Academic Success Center (ASC) is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu or www.winthrop.edu/success.

Winthrop's Office of Victims Assistance (OVA) provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized, in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803)323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hotline, (803)329-2800. For more information please visit: <http://www.winthrop.edu/victimsassistance/>

Plagiarism

Using the words or ideas of others as one's own is plagiarism. Quoting or paraphrasing material from books or articles without properly citing the source is also plagiarism. All sources used must be properly cited in your papers. Consult your Writing 101 Writing Manual for proper citation techniques. Please consult the Political Science Department Policy on Plagiarism and Academic Misconduct for further clarifications: <http://faculty.winthrop.edu/kedrowskik/academicmisconduct.htm>.

You will earn the grade you receive in this class. It is your responsibility to make an appointment with me if you earn a grade below satisfactory.

Political Science Department Statement on Plagiarism and Academic Misconduct

The Winthrop University Political Science department abhors all forms of academic misconduct, and faculty members aggressively investigate all incidents of suspected cheating. This includes, but is not limited to, using turnitin.com.

Plagiarism, whether intentional or unintentional, is by far the most common form of academic misconduct observed in the Political Science department. Plagiarism includes, but is not limited to:

- Using the words or ideas of others as one's own;
- Reproducing, in whole or in part, principal ideas from a fellow student's work;
- Granting a fellow student permission to copy one's paper, or to reproduce some or all of its principal ideas;
- Quoting or paraphrasing material from sources without any citation;
- Quoting or paraphrasing material without sufficient and/or proper citation;
- Omitting some or all sources used in a paper; and
- Submitting a paper written for one course -- whether in Political Science or another discipline -- to meet a course requirement in a second course, *without the express permission of all instructors involved*. This is the case even though many paper topics may be relevant to several different courses.

All incidents of suspected academic misconduct are investigated with equal vigor.

When a faculty member suspects that a student engaged in academic misconduct, the faculty member will follow the appropriate procedures outlined in the *Student Handbook*. The faculty member will apply whatever sanctions s/he deems appropriate. Possible sanctions include, but are not limited to:

- Failing the assignment;
- Requiring a student to repeat an assignment for reduced credit;
- Requiring a student to repeat an assignment for no credit; or
- Failing the course.

Academic misconduct applies equally to required assignments and extra credit assignments.

All incidents of academic misconduct will be reported to the Department Chair, the Dean of Students, the Dean of Arts and Sciences and the student's academic advisor. The University may impose its own sanctions in addition to sanctions imposed by the faculty member or the department. The University may impose sanctions even after a student has graduated, and may include revoking a student's diploma.

In addition, students who engage in more than one incident of academic misconduct may be declared ineligible for departmental awards, ineligible for employment in the department or its affiliated programs, and ineligible to volunteer as a peer advisor.

Adopted August 14, 2007.