**International Political Economy and LA 4111-201**

**Liberal Arts**

**Fall 2013**

**Meeting Time: 9:25-10:40 AM Mon/Wed**

**MNDL 233**



***Section A***

**I. General Information**

**Instructor**: Dr. Tanya Casas

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**Office hours**: M/W: 1:30-3:00; T/Th: 10-11:30; or by appointment

**II. Course Description:**

This advanced undergraduate course is designed for students to become familiar with both the historical evolution of and ongoing developments in the international economy. Students will gain an understanding of the foundational concepts and theories of international political economy which focus on political-economic relations among international actors such as states, global corporations, and international organizations. We will center our discussions on state power and world markets analyzing the political causes and consequences of international economic policies and outcomes on societies.

**III. Required Materials:**

1. **TEXTBOOK:** Stillwell, Frank**.** (2012) Political Economy: The Contest of Economic Ideas. Third Edition. London: Oxford University Press. *Available at the Bookstore.*

2. Patel, Raj. (2009). *The Value of Nothing: How to Reshape Market Society and Redefine Democracy*. New York: Picador.

3. **All other readings will be posted on Blackboard**.

**IV. Institutional and Course Outcomes**

A. The DVC Institutional Outcomes are: (1) Work Ethics, (2) Foundational Skills, (3) Interpersonal Skills, (4) Organizational/Leadership Skills, (5) Critical Thinking/Problem Solving, (6) Information/Computer Literacy, (7) Physical/Workplace Attributes, (8) Science/Environmental Awareness; (9) Cultural/Social Literacy

B. The following Institutional Outcomes are embedded and emphasized in this course: Work Ethics; the Foundational Skills of Sociology, Interpersonal Skills; Critical Thinking/Problem Solving, Science/Environmental Awareness, and Cultural/Social Literacy.

**V. Program Educational Outcomes: Liberal Arts**

A. The Liberal Arts Department is committed to:

* Developing DVC students’ ability to communicate effectively in a variety of professional and academic settings
* Developing DVC students’ ability to engage in critical analysis of the past in order to formulate a meaningful understanding of the present
* Developing DVC students’ appreciation for individual and group differences that lead to a better understanding of their role in an increasingly diverse society
* Developing DVC students’ life-long interest and respect for the arts, based on a critical understanding of the visual arts and music and an appreciation of their role within society

B. Course Embedded Program Educational Outcome: International Political Economy LA 4111-201

* Developing DVC students’ ability to engage in critical analysis of the past in order to formulate a meaningful understanding of the present
* Developing DVC students’ appreciation for individual and group differences that lead to a better understanding of their role in an increasingly diverse society

**VI. Learning Outcomes**

This course will emphasize the following outcomes and objectives:

1. Students will learn *Work Ethics*, *Foundational skills, interpersonal skills, critical thinking/problem solving, scientific/environmental awareness and cultural/social literacy.*

1. *Work Ethics,* as we will discuss corporations and financial institutions and what their role is and/or should be in the global economy. Can and/or should large corporations and financial institutions adhere to a certain set of ethical standards?
2. *Foundational Skills* will be emphasized when we discuss the foundational theories of international political economy;
3. *Critical thinking/problem solving* skills that are necessary both in an academic and workplace setting. These skills involve: 1) knowledge; 2) comprehension; 3) application; 4) analysis; 5) synthesis and 6) evaluation (for more information on high levels of thinking please refer to Benjamin S. Bloom’s *Taxonomy of Educational Objectives*, 1984);
4. *Information literacy* by researching current events in the international economy using search engines on the web to obtain scholarly journal articles;
5. *Science/Environmental Awareness* will be emphasized when we discuss global food and agricultural systems; and
6. *Cultural/Social Literacy* because students will become more sensitized to the world around them and gain a greater understanding of how the international economy and political decisions affect developments and outcomes in different societies.

**Specific Learning Objectives for International Political Economy:**

By the end of the semester, each student who has successfully completed the course will be able to:

* analyze the relationship between the political and economic spheres of international relations using the foundational theories of international political economy
* explain the foundational and contemporary approaches to international political economy
* critique the founding assumptions of international political economy
* recognize that economic values assigned to all manner of goods, services and general resources are politically determined
* recognize the complexity of the relationships and processes of international political economic relations
* explain how societies change, how they resist change, and how political, economic and environmental interactions affect these processes.

**The specific objectives articulated above should make clear that the primary learning objectives of this course are not merely memorization of specific facts. Rather, the focus will be on how to interpret the facts; in other words, the stress is on theory and on the process of inquiry.**

**VII. Required Assignments and Class Expectations:**

1. I have assigned a tentative schedule of readings from the required books and articles on Blackboard for each class (see calendar). You are expected to come to class with readings completed and ready to discuss and comment on the readings, and ask questions about the topics covered.
2. You will complete an ‘Economic Transaction” journal. I want you to keep track of all of your economic transactions each day. I want you to consider “economic transactions” as more than just monetized transactions (i.e. “buying and selling” of goods on a market). There are other forms of economic transactions that have to do with the creation/production of goods and services that we engage in on a daily basis, for example, care-taking, gift giving and other forms of reciprocal relations.
3. You will complete reflective questions for assigned Blackboard articles. You will be expected to reflect on the articles on a Blackboard discussion board and comment on at least two reflections of your classmates.
4. You will lead discussion on one of the assigned Blackboard articles. I expect more than just a summary of the author’s main points. You should relate the article to your textbook or other issues we have brought up in class. You should prepare questions for the class and/or pose questions that you had about the text. What was the author’s main argument? How did she make it? What was her evidence? Was it convincing? Was the article confusing? Did you need clarification on anything?(these are just some questions you should consider). Keep in mind, I don’t necessarily expect you to fully understand each and every article. Some are more complex than others. I do, however, expect to see evidence that you have done a close reading of the article. You may lead discussion as a seminar or you may do a presentation of the article. In each case, however, I do expect you to engage your classmates.
5. Two times during the semester, you will bring to class a current article from *The Economist, Foreign Policy* or other periodicals that you can access through the library database (or, sometimes, directly online though you would have limited access).
6. There will be two exams in the class. Your first exam will be an in-class exam. The final exam will be a take home exam.
7. **Paper 1**: *Reflection on David Harvey’s The Enigma of Capital, the film* ***Inside Job***  *and economic crises*

In a 5-7 page, font 12 double-spaced paper, I want to you to reflect upon the Harvey reading and the Film *Inside Job*  with regard to a readings on a critique of capitalism; particularly on Chapter 17 – *Economic Crises.* Consider such questions as why there was a financial crisis according to Harvey and *Inside Job*  and how this relates to other economic crises. Do Harvey and/or *Inside Job* highlight any contradictions embedded in the system of production for profit or of financial services? Do Harvey and/or *Inside Job* think that this crisis will lead to the breakdown of capitalism as we know it? (Keep in mind that by really engaging the reading with our textbook, you will also be preparing yourself for your Exam).

You must cite all of your sources using ASA or MLA format. Please review the section on academic integrity. Copying from sources without proper citations or extracting information without proper citations is plagiarism.

1. **Paper 2:** *Reflection on Ideology and Development: The Institutionalization of International Systems of Governance*

In a 5-7 page, font 12 double spaced paper, I want you to reflect upon the film “Life and Debt.” You are expected to draw upon the concepts we have learned in class thus far considering economic ideologies and the socioeconomic development of states.. What approach(es) to understanding the political economy of Jamaica would you say the authors are using? Explain. What role do international institutions such as the IMF and the World Trade organization play in shaping economic and social policies for a country such as Jamaica. What affect does this have on the Jamaican government; especially on the sovereignty of the Jamaican government? How easy is it for national governments to govern in a globalized economy? Explain using examples the film and our readings.

You must cite all of your sources using ASA or MLA format. Please review the section on academic integrity. Copying from sources without proper citations or extracting information without proper citations is plagiarism.

**General Grading Rubric for essays and paper:**

A/A- : Almost perfect mechanics (little or no grammatical errors, little or no spelling and punctuation errors; proper font); well organized and structured paper; completed necessary length; information clearly related to chapter and course and includes several supporting details and/or examples; addressed all questions and used good supporting evidence (i.e. scholarly peer reviewed articles and documents) properly cited. Incorporated many concepts/ideas/theories learned in class. This paper is not a book report. It is a clear, analytical paper and a pleasure to read. It is “meaty” with good and relevant details.

B+/B- : Good mechanics (just a few errors); generally well organized and structured; information relates to chapter and course; completed necessary length; you provide some supporting details and or examples; addressed most questions and included good supporting evidence properly cited. This paper is not a book report. The analysis is relatively clear and the paper is, generally a pleasure to read with some relevant details.

C/C-: Problems in mechanics (poor sentence structure, spelling and grammatical errors); somewhat weak organization and structure; did not complete necessary length; information loosely relates to chapter and course and you provide very little supporting details or examples; addressed just a couple of questions; your supporting evidence was weak and improperly cited. This paper is closer to a book report with weak analysis.

D/D-: Poor mechanics (poor sentence structure, spelling and grammatical errors); poor organization and structure; did not complete necessary length; does not relate to chapter or course and you provide no supporting details or examples; didn’t address questions; Failed to include evidence. This paper is not even a good book report. There is no attempt at analysis.

F: As a result of poor mechanics, this paper is not legible; shows obvious lack of effort or comprehension of assignment.

**VIII. Course Policies and Procedures:**

**1. Attendance:** You are expected to attend all classes. Excused absences will be permitted by me with a valid excuse only. In case of an absence, it is your responsibility to seek out missed notes, hand-outs, and assignments from other students or instructor. *Students with more than four unexcused absences will not pass the course*.

**2.** You are expected to arrive to class in a timely manner. Please let me know if you must leave class early for any reason.

**3.** I expect students to submit all papers and projects on the specified due date. You are expected to be ready to present on the days of your scheduled presentations. You will not get another chance to present your work (unless there is an extreme circumstance but you must let me know ahead of the presentation and I will then make a decision if the presentation can be made up).

**Grading System:** Grades for the course will be determined by a letter grade.

Economic Transactions Journal 5%

Participation 10%

Discussion Board 10%

Lead Discussion 10%

Current Event 5%

Paper 1 15%

Paper 2 15%

Exam 1 15%

Final Exam 15 %

Total: 100%

**IX. Course Calendar and Assignments:**

**I. *THE FOUNDATIONS OF INTERNATIONAL POLITICAL ECONOMY***

*What is International Political Economy?*

***Class 1*** *(Aug 26)*

Discussion of Course Syllabus

**Daily Economic Activities Journal:** A society’s economy is the way it produces, distributes and uses goods and services.Over the next week, I want you to keep track of all of your economic transactions each day. Journal Due September 4th.

***Class 2*** *(Aug 28) What is Political Economy*

1. TEXTBOOK: Chp 1 and 2

***Class 3*** *(Sep 4) Structural and Political Economic Challenges*

1. TEXTBOOK: Chp 3 and 4
2. “Global Energy Inequalities” by Bruce Podobnik; (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**
3. Journal Due Today

***Class 4*** *(Sep 9)) Economic Systems and Economic Theories*

1. TEXTBOOK: Chp 5, 6, 7

***Class 5*** *(Sep 11) Classical Political Economy*

1. TEXTBOOK: Chp. 8 and 9
2. Smith, Adam. “An Inquiry into the Nature and the Causes of the Wealth of Nations: Of the Division of Labour, Of the Principle Which Gives Occasion to the Division of Labour, and That the Division of Labour Is Limited by the Extent of the Market.” (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**
3. Schonhardt-Bailey, Cheryl, “Free Trade: The Repeal of the Corn Laws” (Blackboard). “
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**

***Class 6*** *(Sep 16) Classical Political Economy*

1. TEXTBOOK: Chp 10 and 11
2. Ricardo, David, “The Principles of Political Economy and Taxation” (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**

***Class 7*** *(Sep 18) Critique of Capitalism*

1. TEXTBOOK: Chp. 12-14
2. Optional: Volume 1 *Das Kapital: C:\Users\tanya.casas\Documents\IPED Fall 2007\IPED Fall 2011\Marx-Engels Collected Works, Table of Contents.mht* (I will post this to Blackboard)

***Class 8*** *(Sep 23) Critique of Capitalism (continued)*

1. TEXTBOOK: Chp. 15-17

***Class 9*** *(Sep 25) Economic Crisis*

1. Harvey, David, “Introduction” in *the Enigma of Capital*
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**
2. Start working on your **Paper 1** linking Harvey’s work to our chapters on the critique of capitalism. Due September 30th

***Class 10*** *(Sep 30) Film*

1. *Inside Job*
2. Work on Paper on Harvey and the Critique of Capitalism Due next class

***Class 11*** *(Oct 2) Film*

1. *Inside Job*
2. Paper 1 Due today

***Class 12*** *(Oct 7) EXAM 1*

***Class 13*** *(Oct 9) The Ideology of the Market*

1. TEXTBOOK: Chp. 18-20
2. Coughlin, Cletus, “The Controversy over Free Trade: The Gap between Economists and the General Public” (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**

***Class 14*** *(Oct 14) The Ideology of the Market*

1. TEXTBOOK: Chp 21-23

***Class 15*** *(Oct 16) Evolution and Reform*

1. TEXTBOOK: Chp 24 and 25
2. Schumpeter, Jospeh. “The Creative Response in Economic History” (p. 147-157) (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**

***Class 16*** *(Oct 21) Evolution and Reform*

1. TEXTBOOK: Chp. 26, 27, 28

***Class 17*** *(Oct 23) Stabilizing the Economy*

1. TEXTBOOK: Chp. 29 and 30
2. Keynes, John M. “The General Theory of Employment, Interest, and Money: The General Theory, The Postulates of Classical Economics, and Concluding Notes on the Social Philosophy towards which the General Theory Might Lead (p. 35-45) (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**

***Class 18*** *(Oct 28) Stabilizing the Economy*

1. TEXTBOOK: Chp 31-33
2. Scheve, Kenneth F. and Matthew J. Slaughter, “A New Deal for Globalization” (p.536-545) (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**

***Class 19*** *(Oct 30)**Development*

1. Dos Santos, Theotonio, “The Structure of Dependence” (p. 231-236) (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**
2. Acemoglu, Daron, “Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development,” (p.468-473) (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**

***Class 20*** *(Nov 4)* Development (Continued)

1. Gilbert Rist (1997) “The Metamorphosis of a Western Myth” in *The History of Development.* (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**

***Class 21*** (Nov 6) Global Institutions

1. Thomas Oakley: “The World Trade Organization and The World Trade System” (p. 22-45) (Blackboard)
2. Begin Working on Paper 2
3. Film: Life and Debt

***Class 22*** *(Nov 13) Life and Debt*

1. Come to class prepared to discuss film and any important issues that you need clarity on for your paper – **YOU MUST COME WITH SOME QUESTIONS TO RECIEVE CREDIT FOR TODAY’S CLASS!**

***Class 23*** *(Nov 18) World Systems*

1. Hall, Thomas D. and Christopher Chase-Dunn, “Global Social Change in the Long Run” (p. 33-58) (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**
2. **Paper 2 Due Today!**

***Class 24****(Nov 18) Globalizations*

1. Sklair, Leslie, “Competing Conceptions of Globalization” (p. 59-75) (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**

***Class 25*** *(Nov 20) Global Inequalities*

1. Turner, Jonathan H. and Salvatore J. Babones, “ Global Inequality: An Introduction” (p. 109-134) (Blackboard)
   1. **Discussant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Reflection questions Due on Blackboard**

***Class 26*** *(Nov 25) Rethinking Market Society*

1. Patel, Raj, *The Value of Nothing,* Chapters 1-3
2. Be Prepared for class discussion; each person must come in with three questions or comments to discuss with the class.

***Class 27*** *(Dec 2) Rethinking Market Society*

1. Patel, Raj, *The Value of Nothing,* Chapters 4-7
2. Be Prepared for class discussion; each person must come in with three questions or comments to discuss with the class.

***Class 28*** *(Dec 4) Rethinking Market Society*

1. Patel, Raj, *The Value of Nothing,* Chapters 4-7
2. Be Prepared for class discussion; each person must come in with three questions or comments to discuss with the class.

**FINAL EXAM:** The exam will be a Take-Home exam due the day of our final exam

**VIII. Academic Integrity:** Delaware Valley College has a strict policy on academic integrity which I will take seriously. Plagiarism or academic dishonesty of any form will not be tolerated.

**First Offence:** The student will automatically fail (receive a zero) on the assignment or test. The Vice President for Academic Affair’s Office will be notified.

**Second Offence:** The Student will automatically fail the course and will be subject to suspension upon my recommendation or the VPAA.

**Third Offence:** Automatic suspension for one or more years as determined by the VPAA