

CDPS 3100U Political Economy of Global Development

(CLASS: Thursdays 11:10 am - 2:00 pm, DTB204)

INSTRUCTOR	CONTACT INFORMATION	OFFICE HOURS
Alyson E. King, Ph.D.	OFFICE: DTB 307 Blackboard email (or Alyson.King@uoit.ca) 721-8668 x 3421 (messages)	Thursdays 2:30-3:30 <i>(or by appointment)</i>

Course Description

Students taking this course will learn to analyze the social, economic, political and facets that underlie the dynamics and policies of international development. Furthermore, students will gain an in depth knowledge of the history of international monetary and trade relations that encompass contemporary efforts to advance developing countries and cities. Special attention in the course content will be paid to changes in both political and corporate ideology, as well as financial regulations and monetary relations over the last forty years.

Learning Outcomes

- to gain a general knowledge of the major theoretical perspectives in international political economy and global development;
- to appreciate the merits and demerits of these perspectives as they are applied to account for the changing political dynamics of international economic relations and development practices;
- to develop a basic understanding of key concepts and issues in the contemporary global political economy;
- to develop a basic understanding of key concepts, approaches and issues in global development
- to develop a keen awareness of the operation of power and the role of major state and societal actors in the international economic system;

By the end of the course, students are expected to:

- be able to compare and critically evaluate the core theoretical approaches of international political economy and global development;
- understand substantive issues in the political economy of international trade, finance, production and development;
- demonstrate a particular knowledge of the political and economic factors that have led to the transformation of the international economic system and global development policies and practices;
- be able to effectively combine empirical knowledge with theoretical insight in the analysis of events and processes in the global political economy;

- appreciate the crucial relationship between theoretical arguments, empirical analyses and policy practices in the literature on international political economy and global development.

Required Text

REQUIRED: John Ravenhill (ed), *Global Political Economy*, 3rd edition, OUP, 2011. ISBN: 9780199570812
 [Online student resources: http://global.oup.com/uk/orc/politics/pol_econ/ravenhill3e/]

**You will also be required to purchase one other book that you will read in full, you will discuss in class on a weekly basis, and about which you will write an Analytical Book Review Essay. Students will sign up for books in the first two weeks of class.

NOTE: Additional required readings are on reserve or available online at the UOIT library. Additional materials, electronic resources and links will be posted on the course Blackboard site throughout the term.

Course Requirements

1. **Participation & Professionalism (15%)**
2. **Major Assignment (3 components – totaling 60% in total)**
 - a. **Book chapter summaries (in two parts: 20% in total): DUE February 6 and 27, 9 am.**
 - i. **First half of the book, chapter summaries (10%): due Feb. 6, 9am**
 - ii. **Second half of the book, chapter summaries (10%): due Feb. 27, 9am**
 - b. **Presentation of Book Review Essay draft (15%): DUE as scheduled in class, 10-15 minutes**
 - i. **Submit ppt slides in Bb assignment dropbox prior to your presentation**
 - ii. **Post (in the discussion area) your chapter summaries at least 48 hours prior to your presentation**
 - c. **Book Review essay (25%): DUE April 3, 9 am. 2000-2500 words**
3. **Final Take-home Exam (25%): Distributed on April 10 in class; DUE April 17, 9 am (online)**

Requirements Details

Submitting Assignments: Unless otherwise directed, all assignments will be submitted electronically in Blackboard. It is your responsibility to ensure that electronic files are not corrupt when submitted and that you submit the correct file the first time. **Always check your university email and Blackboard messages regularly to ensure you receive all important messages in a timely fashion. All essay assignments** must be submitted to Turnitin.com, unless the professor is notified one week prior to the due date and all notes and rough drafts are submitted with the final copy.

TURNITIN.COM information: Class ID: 7412921 , Enrollment password: CDPS3100

1. **Participation & Professionalism (15%):** Grade is calculated based **active participation** in class, in addition to any assigned online activities. Active participation in class requires doing the readings prior to class and taking part in all in-class activities. NOTE: Missing 4 or more classes will result in a zero for this component since you are not participating in class. There will be in-class activities in every class.

2. **Major Assignment (3 components – totaling 60% in total):** Each student will sign up to read one of three books listed below. More than one student will read each book. During class time, all students will meet with others reading the same book to discuss the argument and main points being made by the author. This is the time to bounce ideas off each other and to explore multiple interpretations of the book. In addition, students will individually submit for assessment chapter summaries (in two stages), present a draft of their book review essay, and submit a final book review essay.

a. **Book chapter summaries (in two parts: 20% in total): DUE February 6 and 27, 9 am:**

Students will individually write summaries of each chapter of the book. Each chapter should be summarized in about 50 words using no direct quotes. No additional sources are required for this component.

i. **First half of the book, chapter summaries (10%): due Feb. 6, 9am**

ii. **Second half of the book, chapter summaries (10%): due Feb. 27, 9am**

b. **Presentation of Book Review Essay draft (15%): DUE as assigned in class, 10 minutes +**

discussion: Each student will individually write a book review essay. A book review essay is more than a summary of the book. It is similar to a research essay in that you are required to do additional research about the topic addressed by the book and integrate it into your analysis. After doing additional research, you must critically analyse the book you read using both your research and the course materials. You are required to use a minimum of 6 additional scholarly sources (i.e., not book reviews, not newspaper articles, not blogs or websites). You must provide in-text citations and a list of references in APA formatting. Please ensure that you follow APA carefully.

For the presentation, you must have a few slides or visuals to illustrate your argument and supporting evidence. Do not use video clips in your presentation. Prior to the presentation date, you will have an opportunity to discuss ideas with the other students reading the same book and to plan your presentations so that there is minimal overlap. In other words, you will each present your own analysis, but you will try to collaborate in order to reduce repetition. Each group will also determine the order each person will present. **Submit ppt slides and notes in Bb assignment dropbox prior to your presentation AND post your chapter summaries in the discussion area 24 hours before your presentation.**

c. **Book Review essay (25%): DUE April 3, 9 am.** 2000-2500 words: your final paper is based on your carefully revised and edited book review essay draft. You will have time to integrate anything new into your essay that becomes apparent after the presentation. You must have a clear argument and analysis supported by evidence. Careful attention to grammar, sentence structure and wording is required in order for your argument to be clear.

d. **Book choices:**

- o Rodrik, Dani. (2007). *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton: Princeton University Press.

- Teichman, Judith A. (2012). *Social Forces and States: Poverty and Distributional Outcomes in South Korea, Chile, and Mexico*. Stanford: Stanford University Press.
 - Keen, David. (2008). *Complex Emergencies*. Cambridge: Polity Press.
3. **Final Take-home Exam (25%)**: Distributed on April 10 in class; **DUE April 17, 9 am (online)**: the final take-home exam will cover all material from the full term and will require you to synthesize ideas and information. You are not required to do additional research; you must use course materials (books, articles, videos, lectures, class discussions, etc.) in your answers.

Using Your Laptop

The laptop should be brought to every class meeting, but is only to be used for note-taking, class-directed activities and completing assignments *for THIS COURSE ONLY*. Students using a laptop for anything other than this course during class time may be asked to leave class and this penalty counts as an absence. If you are experiencing problems with your laptop, please contact the IT Service Desk at either the North or Downtown campuses.

Email and Electronic Communication

Emails to the professor should be written in a professional manner, including salutation, proper use of English, punctuation, spelling, capitalization, etc. Emails without proper grammar or tone will not receive a response. Please see the Course Resources section in WebCT to review appropriate form for emails and discussions.

Emails sent before 5 pm will usually be answered within 24 hours. Most emails will be answered within 48 hours. Remember that others in the class may have similar questions and they may also have the answer to your questions. Use the Class discussion forum on WebCT to ask non-personal questions.

Note: Emails sent to the Instructor after 5 pm regarding an assignment due the following day will not be answered. Please plan accordingly.

Disclaimer

This outline documents the instructor's intentions for this course. Over the period of the academic year it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the students and the prior approval of the dean.

Course Schedule

Below please find an outline of course topics and readings for the term. Please note that there may be some adjustments as the term progresses. Unless otherwise indicated, all required articles are available through the UOIT Library.

Week 1. January 9, 2014: Introduction to the course

Read:

- A. Syllabus, assignment information

Seminar question

1. If the world had \$50 billion to do good in the world, what should it do?

Foundations & Theories

2. January 16: IPE and Global Development: Key Issues and Mainstream Theoretical Approaches

Read:

- A. Ch. 1, Ravenhill, "The Study of Global Political Economy," in Ravenhill, ed. *Global Political Economy*. (Oxford: Oxford University Press, 2011), pp. 1-28.
- B. Ch. 2, Matthew Watson, "Theoretical Traditions in Global Political Economy," in Ravenhill, ed., *Global Political Economy*. (Oxford: Oxford University Press, 2011), pp. 29-66.

Seminar questions:

1. What are the defining characteristics of post-war global economic governance?
2. What are major differences between the IMF and the World Bank in terms of their roles in the process of international economic governance?
3. Has the World Bank fulfilled the functions it was originally designed for?
4. Why should IPE and Development interest us?
5. Is the study of IPE and Development political, if so, how and why?
6. How 'realist' is the realist understanding of the global political economy?
7. Which elements of liberalism best contribute to our understanding of the contemporary international political economy?
8. Critically evaluate liberal explanations of the development of the international economic system.

In-class activity: Final selection of book for book review essay assignment.

3. Jan. 23: Critical Perspectives: Marxist and Post-Colonial Theories

Read:

- A. Morton, A.D. (2006). "The Grimly Comic Riddle of Hegemony in IPE: Where is Class Struggle?" *Politics* Volume 26 Issue 1, pp. 62-72.
- B. Mohanty, Talpade. (2003). "Under Western Eyes Revisited: Feminist Solidarity through Anti-capitalist Struggles," *Signs: Journal of Culture and Society*, 28:2.
- C. Introduction & Chapter 1 of your book.

Seminar questions:

1. Is dependency theory still useful for thinking about international political economy and development, if so why and how?
2. Does Neo-Gramscian IPE offer a better alternative other theories of IPE and global development?
3. Post-colonial theory is an alternative to universalising western theory which is more appropriate to the needs of the global south?

In-class activity: small group discussions of books for review essay + large group discussion of perspective taken by the authors.

4. Jan. 30: Collaboration & Cooperation in a Global Economy

Read:

- A. Ch. 3, Aggarwal & Dupont, "Collaboration and Co-ordination in the Global Political Economy," in John Ravenhill, ed., *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 67-95.
- B. Ch. 4, Hiscox, "The Domestic sources of Foreign Economic Policies," in John Ravenhill, ed., *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 96-134.
- C. Ch. 2 & 3 of your assigned book.

Seminar questions:

1. Why does globalization increase the pressure for international collaboration?
2. What theories can help us to understand problems related to collaboration?
3. If the economic case for trade liberalization is so strong, why do governments continue to impose barriers to trade and are engaged so frequently in trade disputes?
4. What are the economic effects of foreign investment?
5. How do the economic effects of immigration shape countries?

In-class activity: small group discussions & mini-presentation of chapter summaries

Chapter summaries for first half of your assigned book (10%): due Feb. 6, 9am

Trade & Finance

5. Feb. 6: The Post-War International Trading System: Free Trade versus Protectionism

Read:

- A. Ch. 5, Gilbert R. Winham, 'The Evolution of the Global Trading Regime', in John Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 137-172.
- B. Ch. 6, Ravenhill, "Regional Trade Agreements," in John Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 173-212.
- C. Ch. 4 & 5 of your assigned book

Seminar questions:

1. Why is the debate over free trade politically significant?
2. Critically assess liberal arguments about the virtues of free trade.
3. Why did the rise of new protectionism fail to hamper the continued growth of world trade in the 1970s and 1980s?
4. Critically evaluate the roles of the GATT and the WTO in the development of the international trading system

In-class activity: small group discussions of books for review essay

6. Feb. 13: Global Finance

Read:

- A. Ch. 7, Eric Helleiner, "The Evolution of the International Monetary and Financial System," in John Ravenhill, ed., *Global Political Economy* (Oxford University Press, 2011), pp. 213-243.
- B. Geoffrey R.D. Underhill and Xiaoke Zhang, 'Setting the Rules: Private Power, Political Underpinnings, and Legitimacy in Global Monetary and Financial Governance', *International Affairs*, 84/3, 2008, pp. 535-554. doi: 10.1111/j.1468-2346.2008.00723.x
- C. Hart-Landsberg, Martin (2006) 'Neoliberalism: Myths and Reality', *Monthly Review*, Vol.57/11; <http://www.monthlyreview.org/0406hart-landsberg.htm>

D. Ch. 6 & 7 of your assigned book

Seminar questions:

1. The shift to free trade in international intellectual and policy debates in the 1990s represents the dominance of neo-liberalism?
2. Neo-liberalism reinforces under-development in the Global South?
3. What does the experience of NAFTA teach us about free-trade agreements?
4. Does fair trade offer an alternative to free trade?

In-class activity: small group discussions and mini-presentations of chapter summaries

Mid-term Break: 17-21 February 2014 – No classes

Chapter summaries for second half of your assigned book (10%): due Feb. 27, 9am

7. Feb. 27: Between States and Markets: The Politics of Global Financial Liberalisation and Integration

Read:

- A. Ch. 8, Louis W. Pauly, "The political economy of global financial crises," in John Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 244-272.
- B. Zhang, Xiaoke. (2003). "Political Structures and Financial Liberalisation in Pre-crisis East Asia," *Studies in Comparative International Development*, vol. 38, no. 1, pp. 64-92. DOI 10.1007/BF02686323
- C. Remaining chapters in your assigned book.

Seminar questions:

1. 'Global capital carries no national flag'. Discuss.
2. How do we understand the political sources of global financial liberalisation?
3. How has financial globalisation affected state policy-making autonomy?
4. Is financial globalisation irreversible?

In-class activity: small group discussions of books for review essay

Presentation of Book Review Essay draft (15%): DUE as assigned in class, 10 minutes.

Attendance is required.

NOTE: Submit **ppt slides and notes in Bb assignment dropbox** prior to your presentation. 24 hours prior to your presentation, post your **chapter summaries** (in one file) in the discussion area so that class members can prepare for your presentation.

Impacts of Globalization

8. March 6: Economic globalization

Read:

- A. Ch. 9, McGrew, "The Logics of Economic Globalization," in John Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 273-311.
- B. Chapter summaries for Rodrik book, *One Economics, Many Recipes* (posted in Bb)

Seminar Questions:

1. The growth of the importance of finance capital in the contemporary period represents a new more unstable period of capitalist development?
2. Regulating the opening of financial markets will prevent economic crises?
3. Good governance represents a new more intrusive stage of neo-liberalism?
4. Alternative currencies offer a way of re-making and re-thinking the economy so that it works for the poor?

In-class activity: Presentations of Rodrik, Dani. (2007). *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton: Princeton University Press.

9. March 13: States & Globalization

Read:

- A. Ch. 10, Hay, "Globalization's Impact on States," in John Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 312-344.
- B. Ch. 11, Thun, "The Globalization of Production," in John Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 345-371.
- C. Chapter summaries for Teichman book (posted in Bb).

Seminar questions:

1. What does development mean?
2. Discuss the strengths and weaknesses of Marxist explanations of underdevelopment.
3. How can we account for the success story of East Asia?
4. Currently incomes in the global North are five times as high, per person, as in the global South. If you could magically redistribute the world's income so that everyone had equal income, would you? What effects would such a change make in the North and South?
5. If the OECD countries all met the target of providing 0.7 percent of their GNP in foreign assistance, what effects might it have on the recipient countries and on economic development overall?

In-class activity: Presentations of Teichman, Judith A. (2012). *Social Forces and States: Poverty and Distributional Outcomes in South Korea, Chile, and Mexico*. Stanford: Stanford University Press.

10. March 20: The Political Economy of Development and Under-development

Read:

- A. Ch. 12, Robert Hunter Wade, "Globalization, Growth, Poverty, Inequality, Resentment, and Imperialism," in John Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 372-415.
- B. Ch. 13, Phillips, "Globalization and Development," in John Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 416-449.
- C. Chapter summaries for Keen book (posted in Bb)

Seminar Questions:

1. Can the developmental state perspective explain the politics of neo-liberalism?
2. What advantages does a political economy perspective that includes social class bring to our understanding of the politics of development?

In-class activity: Presentations of Keen, David. (2008). *Complex Emergencies*. Cambridge: Polity Press.

11. March 27: Development Issues

Read:

- A. De Sousa Santos, B (2004) The World Social Forum: Toward a Counter-Hegemonic Globalisation (Part I) in Challenging Empires,
http://www.boaventuradesousasantos.pt/media/wsf_JaiSenPart1.pdf
- B. De Sousa Santos, B (2004) The World Social Forum: Toward a Counter-Hegemonic Globalisation (Part II) in Challenging Empires,
http://www.boaventuradesousasantos.pt/media/wsf_Jai%20senPart2.pdf
- C. Barchiesi, F (2003) 'Communities between Commons and Commodities. Subjectivity and Needs in the Definition of New Social Movements' The Commoner 6
http://www.commoner.org.uk/previous_issues.htm

Seminar Questions:

1. Is the paradigm of the politics of development colonial?
2. What are the alternatives to neoliberal globalisation?

Analytical Book Review Essay (25%): DUE April 3, 9 am. 2000-2500 words

12. April 3: Environmental Issues of Globalization

Read:

- A. Ch. 14, Dauvergne, "Globalization and the Environment," in John Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press, 2011), pp. 450-480.

Seminar questions:

1. What is the relationship between globalization and environmentalism?
2. What proposed solutions to the problems of environmentalism make the most sense in the current context?

13. April 10: Conclusions: Where do we go from here?

Seminar Questions:

1. Is there a global ethics?
2. How do we become global citizens?

Final Take-home Exam (25%): Distributed on April 10 in class; DUE April 17, 9 am (online)

Technology

Throughout this course, we will be relying heavily on Blackboard as a central location for communicating ideas, resources, readings, and announcements, as well as for facilitating class discussions. You will also be using electronic journals regularly for your readings and links to supplementary readings available online that will be discussed in class. Blackboard will also help create community within our class. This is where we will be making announcements, posting grades, and so on. You are also encouraged to use this space to communicate, ideas, questions and concerns to your colleagues, as well as to myself and

the other instructors. To ensure that you have access to the same information as your colleagues, please bring your laptop to every class and check the Blackboard site regularly.

Individual Needs and Diversity

If you have any concerns about the course as a result of any special needs, please talk to the instructor as soon as possible. I have designed this course in an effort to meet the various ways that individuals learn. I will be using a lecture/workshop format with large and small group discussions. Lecture outlines will be posted prior to each lecture to aid in your note-taking. Because this is a university-level course, you are required to do a substantial amount of reading each week and complete several assignments. **Plan your time accordingly.** Make-up tests or assignments will only be given to those with medical notes (or other similar documentation).

Important Matters Regarding Assignments

1. Essays and assignments must be double-spaced and typed. Please use 12 pt font (Times New Roman is preferred). Pages must be numbered. Proper scholarly form must be used. Please use APA style.
2. **PLAGIARISM** is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the UOIT's "Academic Conduct Policy" which is printed in section 5.15 of the UOIT Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy. Please also see the Academic Integrity website: <http://uoit.ca/main/current-students/academics-and-programs/programs-and-resources/academic-integrity/index.php>.
3. For your protection: because assignments sometimes get lost, and because questions of authorship sometimes arise, it is essential that you be able to document your creative process in producing assignments. You **must keep your research notes and rough drafts** for essays and assignments, even after the finished work has been graded and returned. When composing on a computer, preserve copies of work in progress at regular intervals so that you have a track record of how the assignment evolved. Print hard copies of the work at different stages, or use the 'save as' function on the computer to record successive drafts. The sequence of drafts should be carefully noted. An inability to provide these materials, if requested, will constitute grounds for failure on the assignment and will result in a report kept on file in the Faculty of Social Science & Humanities.
4. All assignments must be original, produced by you, and prepared for this course alone. An essay prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, you must notify me beforehand.

Late assignments will be accepted for a reasonable period of time after the deadline, but are subject to a late penalty. Assignments are to be submitted electronically. If you submit an assignment in any other way, you assume all risk that it does not go astray.

Policy for Late Assignments

Non-negotiated Late Assignment

An assignment that has been handed in late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a **non-negotiated late assignment** and will receive a grade deduction of **5% per day** (including weekends). Such late assignments will only be accepted for a reasonable period of time after the deadline.

Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a **negotiated late assignment** and will be marked in accordance with the mutually agreed terms.

Extenuating Circumstances

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

Disclaimer

This outline documents the instructor's intentions for this course. Over the period of the term, it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the students and the prior approval of the dean.

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*UOIT is committed to the fundamental values of preserving academic integrity as defined in UOIT policies and contained in the UOIT Calendar. UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The faculty member may require students to submit their assignments electronically to Turnitin.com or the faculty member may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website. **If a student does object to the use of Turnitin.com, that student must sign and submit the Assignment Cover Sheet attached to this policy as Appendix A with each assignment submitted for assessment.** You must inform me and submit this form **ONE (1) week before the due date and submit all notes and rough drafts with your final assignment.***

ASSIGNMENT COVER SHEET

I declare that this assignment is original and has not been submitted for assessment elsewhere.

I DO NOT agree that the assessor(s) of the assignments may, for the purpose of assessing the assignments: communicate a copy of the assignments to the electronic plagiarism detection service known as Turnitin.com.

I accept the option of using an alternate method acceptable to UOIT for verifying the originality and integrity of the assignments (e.g., the submission of all rough work, electronic files and an annotated bibliography of all sources consulted).

Date

Name of Student (Please print)

Student ID Number

Signature of Student