California State University San Marcos • COURSE CHANGE(S) • FORM C-2 PSCI 460

ORIGINATOR'S SECTION:		
1. College: ☒ CHABSS ☐ CoBA ☐ CoEHHS ☐ CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2017	
2. Current Course abbreviation and Number: PSCI 460		

TYPE OF CHANGE(S). Check √ all that apply.

Course Number Change KEEP PSCI 460, ADD GBST 302 FOR CROSSLIST	☒	Delete Prerequisite	☐	Other Prerequisite Change	☐
Course Title Change	☐	Add Corequisite	☐	Grading Method Change	☐
Unit Value Change	☐	Delete Corequisite	☐	Mode of Instruction Change (C/S Number)	☐
Description Change	☒	Add Consent for Enrollment	☐	Consider for G.E. If yes, also fill out appropriate GE form.	☐
Add Prerequisite	☐	Delete Consent for Enrollment	☐	Cross-list AS GBST 302	☒

Information in this section– both current and new – is required only for items checked (√) above.

CURRENT INFORMATION:	NEW INFORMATION:
	Course abbreviation and Number:
3. Title:	Title: *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
4. Abbreviated Title for Banner *(no more than 25 characters):*	Abbreviated Title for PeopleSoft: *(no more than 25 characters, including spaces)*
5. Number of Units:	Number of Units:
6. Catalog Description: Theories of dependence and integration, politics of international finance; protectionism in trade; role of multinational corporations and cartels in the world economy; North-South relations.	Catalog Description: *(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)* Introduction to the interaction between economics and politics in the international system, with emphasis on the global, national, and local impacts of international trade, economic development, and international finance. Explores ~~Exploration of~~ the important roles played by states and non-state actors such as corporations and international organizations in global political economy.

7. Mode of Instruction* *(See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)*

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture		
Activity		
Lab		

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Lecture		
Activity		
Lab		

8. Grading Method:*	Grading Method:*
☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*	☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*	☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☐ Credit/No Credit Only (C)	☐ Credit/No Credit Only (C)

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:	NEW INFORMATION:
☐ Credit/No Credit or Report-in-Progress Only (CP))	☐ Credit/No Credit or Report-in-Progress Only (CP))
9. If the NP or CP grading system was selected, please explain the need for this grade option.	
10. Course Requires Consent for Enrollment? ☐ Yes ☐ No ☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department/Director/Chair	**Course Requires Consent for Enrollment?** ☐ Yes ☐ No ☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? ☐ Yes ☐ No If yes, how many times (including first offering)	**Course Can be Taken for Credit More than Once?** ☐ Yes ☐ No If yes, how many times (including first offering)
12. Is Course Cross Listed: ☐ Yes ☐ No If yes, indicate which course	**Is Course Cross-listed?** ☒ Yes ☐ No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	**Prerequisite(s):**
14. Corequisite(s):	**Corequisite(s):**
15. Documentation attached: ☒ Syllabus ☐ Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments? ☒ **Yes** ☐ **No**
If yes, please specify:
PSCI, GBST

17. Does this course change impact other discipline(s)? ***(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*** Check "yes" if the course is cross-listed. ☒ **Yes** ☐ **No**
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

PSCI 460 Discipline — See attached (Signature) — _____ (Date) — ✓ Support _____ Oppose

GBST 302 Discipline — Elizabeth Matthews (Signature) — 8/11/16 (Date) — ✓ Support _____ Oppose

18. Reason(s) for changing this course:
The Global Studies major currently lacks an appropriate course for introducing Global Studies students to fundamental concepts, principles, and processes of the international political economic system. This course will serve as this introduction by teaching students the basics of international trade, international finance, and economic development from an international political economic perspective. The revised course will provide the foundational knowledge of international economics and politics necessary for Global Studies majors to recognize and understand the important relationship between economics and politics in the international system. The revision of the course content will also make learning key economic concepts and processes more accessible to Political Science students interested in political economy and help these students appreciate how economics and politics interact at the global, national, and local levels.

RECEIVED
SEP 09 2016
BY: _____

CURRENT INFORMATION:
SIGNATURES : (COLLEGE LEVEL) :

Scott Greenwood
1. Originator (Please Print) Date

Elizabeth J Matthes 8/11/16
2. Program Director/Chair Date

9/7/16
3. College Curriculum Committee Date

Martha Stoddard Helms 9/9/16
4. College Dean (or Designee) Date

NEW INFORMATION:
(UNIVERSITY LEVEL)

5. UCC Committee Chair Date

6. Vice President for Academic Affairs (or Designee) Date

7. President (or Designee) Date

PSCI 460 C-2

Criselda Yee

-[missing GBST 302 GForm]

From: Criselda Yee
Sent: Friday, September 16, 2016 5:08 PM
To: Elizabeth Matthews
Cc: Martha Stoddard Holmes; Jo Ellen Anderson; Scott Greenwood
Subject: PSCI 460 C-2 Form - C Form Needed for GBST 302
Attachments: PSCI_460_C-2_Form_091616.pdf

Rec'd in A.P on 10/12/16

Hi Elizabeth and Scott,

I reviewed the PSCI 460 C-2 Form with Regina, and I need one more document before I can send this packet to the UCC. It seems that we are missing the C-Form to add GBST 302. I looked in Lourdes' updated addendum documents and only found the C Form for GBST 301.

If you can send me the GBST 302 C-Form as soon as possible, that would be great.

A pdf of the C-2 is attached for your reference.

Thanks for your help!

Best regards,
Criselda

Criselda Yee
Curriculum Specialist - Academic Programs
California State University San Marcos
Craven Hall 5201-B
(760) 750-8887
cyee@csusm.edu
www.csusm.edu/academic_programs

Sent email to Elizabeth + Scott 9/16/16 -

Do not post to UCC or send to Jay until we hear back.

Elizabeth Matthews

From: Stephen Nichols
Sent: Thursday, August 11, 2016 9:15 AM
To: Elizabeth Matthews
Subject: Re: C-2 and P-2 form approval

Political Science approval for C-2 & P-2

Looks great, Liz. I approve. :)

Thanks,

Steve

From: Elizabeth Matthews <ematthew@csusm.edu>
Date: Wednesday, August 10, 2016 at 3:41 PM
To: Stephen Nichols <snichols@csusm.edu>
Subject: C-2 and P-2 form approval

Hi Steve,

Last semester Scott and I talked with you about using PSCI 460 (Global Money and Power) as a requirement for the Global Studies Major, and cross-listing it with Global Studies (as GBST 302). We have now prepared both the C-2 form to cross-list the class (and Scott adjusted the course description) and the P-2 form to add it to the GBST major. We are seeking PSCI approval for these changes. The forms are attached. If you approve, I will bring you a hard copy to sign next time I see you. If you have any questions or concerns, please let me know.

Thanks,
Liz

Elizabeth G. Matthews, Ph.D.
Associate Professor
Department of Political Science
Department of Global Studies
Chair, Global Studies Department
4122 SBSB
Phone: (1 760) 750-8578

Draft Syllabus
GBST 302/PSCI 460: Global Money and Power
Dr. Scott Greenwood
SBSB 4114
Phone: 750-8050
E-mail: sgreenwo@csusm.edu
Office Hours: TBD

University Catalog Course Description
Introduction to the interaction between economics and politics in the international system, with emphasis on the global, national, and local impacts of international trade, economic development, and international finance. ~~Exploration of~~ Explores the important roles played by states and non-state actors such as corporations and international organizations in global political economy.

Course Learning Objectives
Following completion of the course students will be able to:

1) Summarize the principal theories of international political economy.
2) Discuss the global, national, and local socio-political consequences of states' foreign economic policies.
3) Explain the impacts that non-state actors such as multinational corporations and intergovernmental organizations have on global economic relations and national economies.
4) Explain why economic, political, and social inequalities have existed and continue to exist within the international system and within countries.
5) Analyze economic and political interactions between states and non-state actors in the international system

The Global Studies Department has a set of learning outcomes for all of its graduates. Following completion of the required GBST curriculum students will be able to:

- Describe and explain how their own culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
- Analyze world geography, global issues, processes, trends and systems.
- Compare and contrast global cultures (beliefs, values, religions, arts, practices, and philosophies).
- Interpret and analyze global issues from a variety of disciplinary perspectives to think critically and solve problems.
- Communicate in and use second-language skills (at an intermediate high proficiency level) in order to gain knowledge of other cultures to extend access to information, experiences, and understanding.

The Political Science Department has a set of learning outcomes for all of its graduates. Following completion of the required PSCI curriculum students will be able to:

1. Summarize the foundational principles and key concepts in all four subfields of Political Science (American Politics, International Relations, Comparative Politics, and Political Theory).
2. Describe and analyze the roles played by race, ethnicity, gender, and class in historical and contemporary political environments and analyze and evaluate the impact of such factors across the four subfields of Political Science.
3. Analyze and evaluate the role of state and non-state actors, institutions and organizations, and policy in at least two of the four subfields of Political Science.
4. Apply theories, political thought, ideologies, and ideas to historical content and contemporary empirical realties in at least two of the four subfields of Political Science.
5. Apply critical thinking skills and knowledge of research methods to formulate and implement a research design to analyze political phenomena.
6. Utilize effective writing skills to analyze political issues, ideas, and policies; these skills include formulating a thesis, making arguments, and providing evidence.

Teaching Philosophy and Course Goals

"A mind is a terrible thing to waste."
Motto of the United Negro College Fund

The above quote offers a simple summation of my teaching philosophy. In my view a university's principal responsibility is to create an environment where students can develop intellectual talents and skills that might otherwise lie dormant. As a student in this course, you will be pushed to reach and expand your intellectual potential. Each assignment, each class meeting, and each reading is designed to help you develop the skills necessary to think critically about the world around you. However, the development of critical thinking skills is not an end in and of itself. Such skills will prove very necessary for whatever career path one chooses after college. Put simply, thinking critically is a vital skill for solving the problems that each of us confronts in our everyday lives whether we are a stay-at-home parent, military personnel, a mechanic, a teacher, or the CEO of a large company.

Required Text

Theodore H. Cohn. *Global Political Economy: Theory and Practice, 7th Edition*. New York: Routledge., 2016.

Tips for the Reading Assignments

1) When you encounter a word or term that you do not know, LOOK IT UP IN A DICTIONARY or try the glossary in the back of the Cohn book which defines many of the terms used in the text. In addition, the Cohn book relies extensively on acronyms and abbreviations. A list of these acronyms/abbreviations and their definitions can be found on pages xiii and xiv of the preface. If you have looked up a word or term in the glossary of the Cohn book and a dictionary, and you are still scratching your head, ASK ME FOR ASSISTANCE IN CLASS!!! *I'm here to help you (but only after you have tried to help yourself)!* ☺
2) Rely on an "active" reading strategy when studying for this class and ALL of your classes. An active reading strategy is one in which you write notes about the meaning of the material while you are reading.
3) Last but not least, I have included "study questions" within the syllabus for each reading assignment. These questions are designed to help you to better understand the course material as well as help prepare you for the midterm and final exams. I will expect each one of you to be able to briefly answer these study questions in class as part of your responsibilities for class participation.

Papers and Exams

Students will complete an in-class short essay exam, one short paper, a 6-8 page take-home midterm exam, write a 4-6 page paper on each of the *three* case studies we will examine this semester, and complete a take-home final. All papers should be typed (or word-processed), use margins no larger than 1.25 in. and a font no larger than 12 points. Case papers are *due in class the day that the case will be discussed in class*. **Late case papers will not be accepted.**

All the information needed to complete the midterms and papers is available in the assigned readings. There is no need to engage in research outside of class although students are welcome to do so as long as this information *complements* rather than replaces the information contained in the assigned readings. **No more than 25% of the information cited in the take-home exams can be from your lecture notes. The remaining 75% must come from the readings**.

Papers submitted after the "due time" will not be accepted unless prior arrangements are made with the professor.

Students have the option of revising **only ONE analytical brief** in order to receive a higher grade. However in order to qualify for the option of revision the first draft of a brief must be COMPLETE. That is, the first draft must meet the length requirement and demonstrate that a genuine effort was made to complete the assignment. Please note that a higher grade can only be the product of a revision of mechanics *and* content. In other words, you will have to re-write portions of the paper

as well as correct spelling and grammatical errors. Revised papers must be submitted *no more than one week* after the original paper is returned to the student by the professor. *Revisions will not be accepted unless they are submitted with the original draft of the paper. NO EXCEPTIONS.*

General Grading Guidelines for Written Assignments*

Written assignments will be graded according to content and mechanics. 75% of the grade will be based on content (Did you do ALL the things you were supposed to do? How well did you do these things? Adequately? Very well? Exceptionally well? etc...). The remaining 25% will be based on mechanics (spelling, grammar, organization, clarity, etc...).

"A" papers will accomplish all the required tasks of the assignment exceptionally well. "A" papers will be explicitly analytical, very well organized, use clear, direct language, and have almost no spelling errors. These papers will also rely extensively on information available in the readings. Finally, all information in "A" papers will be properly cited.[1]

"B" papers will accomplish all the required tasks of the assignment very well. "B" papers will contain analysis that is mostly explicit but may contain a limited amount of implicit analysis, be well organized, use language that is mostly clear and direct, and will contain a few spelling errors. These papers will rely on information from the readings but not all that they could. "B" papers may also have an incorrect citation.

"C" papers will accomplish all or most of the required tasks of the assignment but will not accomplish all these tasks well. "C" papers will be more implicitly analytical rather than explicitly analytical, be somewhat well organized, contain a mixture of clear and awkward language, and might contain several spelling and grammatical errors. These papers will rely on some information from the readings but less than an "A" or "B" paper. "C" papers are also likely to have some incorrect or missing citations.

"D" papers will not accomplish all the required tasks of the assignment and those tasks that are accomplished will be accomplished poorly. "D" papers will be descriptive instead of analytical, poorly organized, contain mostly awkward language, and possibly contain extensive spelling and grammatical errors. These papers will rely extremely little on information from the readings. "D" papers are also likely to have several incorrect or missing citations.

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[1] Don't know how to properly cite information? Please go to the following site for help: http://library.csusm.edu/plagiarism/index.html

"F" papers will accomplish very few of the required tasks of the assignment and will do so very poorly. "F" papers will have many of the following characteristics: descriptive rather than analytical language, a lack of organization, contain awkward, unclear language, and contain extensive spelling and grammatical errors. These papers will use little to no information from the readings and are likely to have many improper or missing citations.

*In addition, grade categories for each assignment will also be influenced by the quality of the best papers (i.e., the best papers help set the standards for all other papers).

What is Analysis?

Analysis is something we do every day. For example, when you are merging from an onramp on to the highway you are engaging in analysis. How? As you are merging you estimate the speed of oncoming traffic and based on this estimation you decide whether to speed up or slow down so that you can safely join the flow of traffic on the highway. This is one form of analysis.

Is doing analysis in writing any different? Not really. When asked to conduct an analysis in a paper you are being asked to perform several specific tasks. For example, let's say you are asked to analyze a particular event such as layoffs in a particular industry. The first thing you will need to propose a brief explanation for this decline. This brief explanation will serve as your thesis. For example, if I was analyzing defense industry layoffs during the 1990s I might offer the following: "Defense industry layoffs during the 1990s were due, in large part, to the end of the Cold War." Please note that this statement does NOT rely on *explicit reasoning*. Instead it is simply a description of a possible reason for these layoffs, in other words, *implicit reasoning*. In order to engage in explicit reasoning, you must use whatever evidence you can find to illustrate, in detail, *how* the end of the Cold contributed to these layoffs. **The task of *explicitly* explaining the logical relationship(s) between a series of events is analysis.**

Therefore, you cannot simply say, or assert, that "A" causes "B," you must illustrate, using evidence and logic, exactly *how* "A" causes "B." If you simply say that "A" causes "B" you are engaging in "implicit analysis." What does this mean? It means that you are forcing your reader to figure out exactly how "A" causes "B" instead of completing this task *for* the reader. In contrast, "explicit analysis" is when you illustrate exactly how "A" causes "B" so that your reader can easily see the logical relationship between "A" and "B."

Returning to our example of defense industry layoffs during the 1990s, one can easily demonstrate the difference between "implicit" and "explicit" analysis.

Implicit

"Defense industry layoffs during the 1990s were due, in large part, to the end of the Cold War. Because this war was over, many jobs were lost."

Explicit
"Defense industry layoffs during the 1990s were due, in large part, to the end of the Cold War. During the Cold War companies such as General Dynamics and Lockheed Martin manufactured the sophisticated weaponry necessary to fight the Soviet Union. Following the implosion of the Soviet Union in the early 1990s, it became clear that the USSR no longer posed a credible military threat to the United States. As a consequence, the federal government's demand for sophisticated weapons dropped precipitously. In response weapons manufacturers greatly reduced production and laid off thousands of workers."

When the "implicit" passage above is compared with the "explicit" passage two significant differences become apparent. First, the explicit passage contains more information than the implicit passage. Moreover, this information is used to give the reader details that will make the logical relationship between the end of the Cold War and defense industry layoffs very clear. Second, the explicit passage offers two specific causes for these layoffs: 1) a drop in the federal government's demand for sophisticated weapons, and 2) a large drop in weapons production. In contrast, the implicit passage simply says that the end of the Cold War led to job losses but does not explain exactly how these two things are related. Use this lesson as a guide to help avoid implicit reasoning and implicit analysis in your papers.

Class Participation and Attendance Policy

What will you need to do to earn participation points? In short, you will need to do the assigned reading *before* class, come to class ready to discuss the day's reading and the study questions, and be able to actively contribute to discussion of the day's reading and study questions during class.

All students are expected to participate *effectively* in small group discussion on "Case Study Days" (Mar. 20, Apr. 22, and May 1). On "Case Study Days" the class will be broken into small groups in which students will discuss and answer the case study questions collectively. Failure to attend class *and* participate effectively on a "Case Study Day" will result in an automatic deduction of 2 participation points (out of a total of 20). "Effective" participation on case study days is defined as coming to class having already read the material, participating in the small group discussion, and making a substantive contribution to this discussion.

Students can also earn general participation points by playing a part in spontaneous classroom discussions and by answering questions posed by the professor during class. The principal goals of the class participation policy are to: encourage students to complete reading assignments, provide a feedback mechanism for the professor to regularly assess the performance of all students within the course, help students gain greater confidence speaking in public speaking, and stimulate vibrant discussion of the course material. Students are allowed three unexcused absences.

After the third unexcused absence, students will lose two (2) participation points for each partial or full day that is missed.

Class Participation Grading Formula

20-18 points	Students who always "participate"
17-15 points	Students who almost always "participate"
14-6 points	Students who sometimes "participate"
5-1 points	Students who almost never "participate"
0 points	Students who never "participate"

Academic Honesty and Conduct

I expect every student to behave according to the highest ethical standards in class. Please respect the views and opinions of each student. If you disagree with what another student has to say about a particular issue please disagree *respectfully.* Disruptive students will be asked to leave the class.

Plagiarism and cheating are serious academic offenses and can be grounds for expulsion from the university. Plagiarism in papers will lead to a zero for that assignment, and no opportunity for revision of the paper involved. **Plagiarism** is defined as *intentionally or knowingly using the words or ideas of another person or source without properly citing that person or source.* ANY TIME that you use words or an idea(s) from a book, article, film, documentary, speech, etc… in a paper that you are writing you MUST cite the source. **This includes the books and sources we are using in class. All instances of plagiarism will be reported to the Dean of Students as required by the CSUSM policy on academic honesty.** This policy is available at:

http://www.csusm.edu/student_affairs/Policies/academic_honesty.htm

Grading

Students will receive grades according to the following percentages:

A+	100-98%
A	97-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%

D+	69-67%
D	66-63%
D-	62-60%
F	59% or below

No extra credit assignments will be offered. If you have a heavy load this semester, have extensive extra-curricular demands on your time, or are working full-time in addition to attending school be sure to organize your study time accordingly.

Breakdown of Final Grade by Percentage	
In-class Midterm	10 points
One Page Paper	10 points
Take-Home Midterm	20 points
Three Analytical Briefs	45 points (@ 15 points each)
Take-Home Final	30 points
Class Participation	20 points
Total Possible Points	**135 points**

Reading and Assignment Schedule

A "**CC**" denotes electronic readings available via Cougar Courses

Jan. 22 Introduction to the Course
Active Reading Skills Assignment

Jan. 24 What is International Political Economy?
Cohn, Ch. 1 "Introduction"
Study Questions: What is international political economy (IPE)? How does IPE differ from international security studies? What is "globalization?" Why is globalization an important topic of study for international political economists? What is the global "North?" What is the global "South?" Why are international political economists concerned with "North-North Relations" and "North-South Relations?" What are the three principal theoretical perspectives in IPE?
Active Reading Skills Mini-Workshop

Jan. 29 International Political and Economic Institutions
Cohn, Ch. 2 "Managing the Global Economy Since World War II: The Institutional Framework"
Study Questions: How can global economic relations before World War II be characterized? How did the nature of global economic relations before WWII help lead to the formation of the Bretton Woods system? Know the meaning and significance (i.e., why they are important in IPE) of the following terms: devaluation, balance of payments, fixed exhange rates, bilateral aid, floating exchange rates. What are the functions of the IMF, World Bank, and General Agreement on Tariffs and Trade/WTO? Which states have the most influence over the policies pursued by the IMF and World

Bank? Why is this the case? What is "purchasing power parity (PPP)?" What is the PPP used for? What is the "human development index (HDI)?" What is the HDI used for? In general, what characteristics distinguish the global South from the global North? What are the major differences within the global South? What is the G-77? Why was the G-77 formed? How is the G-77 different from similar groups in the North (G-5,7,8,10, etc...)?

Jan. 31 The Cold War Economic System

CC - Robert Gilpin, "The Cold War International Economy"

Study Questions: What are the characteristics of "stagflation?" What factors contributed to the rise of stagflation? What were the economic and political factors that led to the success of the early post-WWII world economy? What were the fundamental principles of the Bretton Woods system (BWS)? How did the United States serve as the guarantor of the BWS? What role did the US dollar play in the international monetary system? What were the economic and political aims of the fixed exchange rate system? What is "seignorage?" What privileges did seignorage confer upon the United States? Why did international confidence in the US dollar erode in the 1960s and early 1970s? Which countries were the most important economic partners to the US after the creation of the BWS? How did these countries help the US? What was GATT? What were the fundamentals of GATT? What was the purpose of GATT? Why did the WTO replace GATT? What were the developments that eventually weakened the BWS? Why was there a change from fixed exchange rates to flexible exchange rates in the early 1970s? Why did the European countries move toward creating their own regional system? What is the "new protectionism?" Why did it arise? At which country was most of the protectionism directed? Why? What is "monetarism?" What were the implications of its adoption by the central bankers in Europe and the United States?

Feb. 5 **In class-exam: The Bretton Woods System**

Video: Daniel Yergin and William Cran. *Commanding Heights – The Battle for the World Economy, Episode One: The Battle of Ideas*. Heights Production, 2003.

Feb. 7 **Video:** Daniel Yergin and William Cran. *Commanding Heights – The Battle for the World Economy, Episode One: The Battle of Ideas*. Heights Production, 2003, cont'd. **One Page Paper Assigned**

Theories of International Political Economy

Feb. 12 Realism
Cohn, Ch. 3 "The Realist Perspective," pp. 51-57
Study Questions: What are the "basic tenets" of Realism? What is mercantilism? Who are the principal philosophers associated with Realism? What contributions has each philosopher made to Realism? What factors led to the "revival of Realist IPE?"
One Page Paper Due

Feb. 14 Realism
Cohn, Ch. 3 "The Realist Perspective," pp. 57-65
Study Questions: What is "hegemony?" How is hegemonic stability theory related to Realism? In other words, why do we associate hegemonic stability theory with Realism? What is the Realist perspective on North-South relations? What are the principal critiques of Realism?

Feb. 19 Liberalism
CC - "Capitalism," in Alan Ebenstein et al. *Today's Isms: Socialism, Capitalism, Communism, and Libertarianism*. Upper Saddle River, NJ: Prentice Hall, 2000.
Cohn, Ch. 4 "The Liberal Perspective," pp. 71-77
Study Questions: What are the "basic tenets" of Liberalism? Who are the principal philosophers associated with Liberalism? What contributions has each philosopher made to Liberalism? What do Orthodox Liberals and Interventionist Liberals have in common? How do they differ? What is "neoliberalism?"

Feb. 21 Liberalism
Cohn, Ch. 4 "The Liberal Perspective," pp. 77-78 (Skip "Liberal Approach to Cooperation" section) and pp. 80-88
Study Questions: What is "interdependence?" Why do we associate interdependence with Liberalism? What is a "regime?" On what themes to regime studies focus? What is "global governance?" Why is it an important concept in IPE? What is "social constructivism?" What contributions does "social constructivism" make to IPE? According to Liberals, what role do domestic factors play in IPE? What is the Liberal perspective on North-South relations? What are the principal critiques of Liberalism?

Feb. 26 Historical Structuralism
Cohn, Ch. 5 "The Historical Structuralist Perspective," pp. 95-100
Study Questions: What are the "basic tenets" of Historical Structuralism? Who are the principal philosophers associated with Historical Structuralism? What contributions has each philosopher made to Historical Stucturalism?

Feb. 28 Historical Structuralism
Cohn, Ch. 5 "The Historical Structuralist Perspective," pp. 100-111
Study Questions: What is "dependency" theory? Why is dependency theory part of the Historical Structuralist perspective? What are the principal critiques of dependency theory? How is "Gramscian analysis" related to Historical Structuralism?
Video: *The Matrix*. Warner Bros., 1999. (25 min.)

Mar. 4 The Bretton Woods System
Cohn, Ch. 6 "International Monetary Relations," pp. 121-130
Study Questions: What is the current account? Capital account? What is the function of a "central bank?" What are "adjustment measures?" What is "monetary policy?" Fiscal policy? What role do both play in "adjustment?" How can "financing" be used to achieve "adjustment?" How did the "international gold standard regime" of the 1870s to 1914 work? How did the "gold exchange regime" of the interwar period work? What were the three elements of the "interventionist liberal compromise" regarding creation of the Bretton Woods system?
Take-Home Midterm Exam Assigned

Mar. 6 Cohn Ch. 6, pp. 131-140; Cohn Ch. 11, pp. 329-335
Ch. 6 Study Questions: What is the structure of the IMF? How is the IMF governed? What is IMF "conditionality?" Why was the US dollar central to the functioning of the Bretton Woods system? What is the "Triffin dilemma" and why did it apply to the US in the 1970s? What is the Eurocurrency market? What are "special drawing rights?" Why did the Bretton Woods regime collapse during the 1970s?
Ch. 11 Study Questions: What is the World Bank Group? How is the World Bank governed? What are the missions of each institution in the World Bank Group? Which country has the most influence on the World Bank's policies? Why is this the case?

Mar. 11 **Video:** Daniel Yergin and William Cran. *Commanding Heights – The Battle for the World Economy, Episode Two: The Agony of Reform.* Heights Production, 2003.
Take-Home Midterm Exam Due in Class

International Trade

Mar. 13 Cohn, Ch. 8 "Global Trade Relations," pp. 195-213
Study Questions: How do the various trade theories similar? How are they different? How can global trade relations of the pre-World War II period be characterized? How was the postwar global trade regime different? What are the principles of the global trade regime? What is "dumping?" Why was the WTO formed?
Video: Daniel Yergin and William Cran. *Commanding Heights – The Battle for the World Economy, Episode Three: The New Rules of the Game.* Heights Production, 2003.

Mar. 18 Cohn, Ch. 8. pp. 213-228
Study Questions: How has developing countries' participation in the postwar trade regime changed over time (i.e., the five periods listed from the 1940s to the Present)? How well have Eastern Europe and Russia integrated into the GATT/WTO?
Why did China join GATT/WTO? What impact has the economic rise of China had on global trade relations? Why do many civil society groups see the WTO in a negative light?
Video: Daniel Yergin and William Cran. *Commanding Heights – The Battle for the World Economy, Episode Three: The New Rules of the Game.* Heights Production, 2003.

Mar. 20 **Case #1** - Evaluating US Trade Policy: The Impact on the US and Mexico
CC - Polaski, "Jobs, Wages, and Household Income"
CC - Elizabeth Becker, "US Corn Subsidies Said to Damage Mexico," *New York Times,* August 27, 2003
(Write your case #1 paper on the 3 topics below)

1) Explain the impact(s) of free trade policy, particularly the NAFTA agreement, on jobs in the US and Mexico. In other words, describe the impact(s) of free trade policy on jobs in both countries and illustrate the reasons for this impact(s).
2) Trade theory predicted that NAFTA would increase wages in the US and Mexico, however this is not what happened. Explain why NAFTA failed to increase wages in Mexico and the United States in the way that trade theory predicted.
3) Explain the impact(s) of free trade policy, particularly the NAFTA agreement, on inequality/poverty in the US and Mexico. In other words, describe the impact(s) of free trade policy on inequality/poverty and illustrate the reasons for this impact(s).

Case #1 Due and Prepare for Classroom Discussion of Case #1

International Finance: The "Southern" Experience

Mar. 25 The Foreign Debt Crisis and the Global South
Cohn, Ch. 7 "Foreign Debt and Financial Crises," p. 155-178; 180-187
Study Questions: What is a debt crisis? What were the causes of the 1980s debt crisis? What is the foreign debt regime and how does it work? What are the "Paris" and "London" Clubs? What strategies have been used to deal with the 1980s debt crisis? What are the main objectives of the strategies used to deal with the debt crisis? How well have the various strategies achieved these objectives? Which objectives would a Realist, Liberal, and Historical Structuralist deem the most important? Why? How did the debt crisis change the roles of the IMF and World Bank? What challenges did the 1990s Asian financial crisis pose to the IMF and World Bank?

Mar. 27 **Video:** *The Empty ATM.* PBS Films, 2002.

Spring Break March 31 – April 5

Apr. 8 Cohn, Ch. 11 "International Development," pp. 324-346
Study Questions: What kinds of differences do we see in the economic development levels of countries in the global South? What are the three perspectives' views on North-South relations? What is foreign aid? What are the determinants of foreign aid giving? What impact do political-security and commercial factors have on foreign aid giving? What is the World Bank Group? How is the World Bank governed? What are the missions of each institution in the World Bank Group? Which country has the most influence on the World Bank's policies? Why is this the case? What is "import

substitution industrialization?" How is the "export-led growth" model of development different? What are the three perspectives' views on the success of East Asian export-led growth?

Apr. 10 Cohn, Ch. 11. pp. 346-357
Study Questions: Why has orthodox liberalism undergone a "revival" in the field of development? In what types of LDCs do SAPs seem to be the most effective? Why is this the case? What is the perspective of liberal-economic supporters regarding SAPs in Africa? What is the perspective held by critics of SAPs in Africa? What are some of the implications of SAPs for women in LDCs? How did the World Bank respond to criticisms of its structural adjustment policies?

Apr. 15 Economic Adjustment: Theory and Practice
CC - John Rapley, "The Neoclassical Answer to Failure" in Rapley, *Understanding Development: Theory and Practice in the Third World, 2nd Edition.* Boulder, CO: Lynne Rienner Publishers, 2002.
Study Questions: What factors led neoclassical economics to go "from theory to practice?" What are the four principal components of the "neoclassical recipe for development?"
Video: Daniel Yergin and William Cran. *Commanding Heights – The Battle for the World Economy, Episode Three: The New Rules of the Game.* Heights Production, 2003.

Apr. 17 **CC** - John Rapley, "Neoclassical Reform in Practice"
Study Questions: When the four components of the "neoclassical recipe for development" were applied to countries as structural adjustment programs, what were the results? What are some of the reasons for the failure of structural adjustment programs to achieve their planned results? What is the "moral critique" of structural adjustment?
Video: Life: the story so far. Oley, PA : Bullfrog Films, c2000 (24 min.)

Apr. 22 **Case #2 -** Structural Adjustment Programs in the Global South: Help or Hindrance?
CC - Sandberg, "The IMF Structural Adjustment Program for Zambia's Agricultural Sector"
(Write your case #2 paper on the 3 topics below)

1) Briefly define each of the policy components of the IMF's "high conditionality SAP" and explain the goal of each component as it relates to the IMF Structural Adjustment Program. (Tip: writing out the definition and goal of **each** component can be easily accomplished in 2-3 sentences. DO NOT simply quote the descriptions of each component in the Sandberg reading.)
2) Explain the impacts that the SAP had on the availability of agricultural credit and on inputs for the agricultural sector in Zambia.

3) If you were the director of the IMF, what lessons would the Zambian case teach you about how to design and implement an SAP in an African country? Use evidence from the case to support your argument here.

Case #2 Due and Prepare for Classroom Discussion of Case #2

International Production, Commerce, and Globalization

Apr. 24 Cohn, Ch. 10 "Multinational Corporations and Global Production," pp. 280-304
Study Questions: What is an MNC? Why do firms become MNCs? What factors stimulate MNC activity and growth? How has foreign direct investment changed over time? What kinds of policies do host countries in the global South pursue towards MNCs? What kinds of policies do host countries in the global North pursue towards MNCs? What kinds of policies have home countries pursued towards MNCs over time? What effects do MNCs have on labor groups in home countries?

Apr. 29 The Changing Face of MNCs
Video: Frontline. *Is Wal-Mart Good for America?* PBS Video, 2004.

May 1 **Case #3:** Wal-Mart: Global, National, and Local Impacts
"Wal-Mart the Global Giant"
http://www.pbs.org/newshour/bb/business/july-dec04/wal-mart_8-20.html
"Global Giant"
http://www.pbs.org/newshour/bb/business/july-dec04/walmart_8-23.html
You may also want to check out the following web page for more information about the controversy over Wal-Mart's business practices:
http://www.pbs.org/newshour/bb/business/wal-mart/index.html

CC - "An Empire Built on Bargains Remakes the Working World," *Los Angeles Times*, November 23, 2003;
CC - "Scouring the Globe to Give Shoppers an $8.63 Polo Shirt, *Los Angeles Times*, November 24, 2003;
CC - "Grocery Unions Battle to Stop Invasion of the Giant Stores," *Los Angeles Times*, November 25, 2003; and
CC - "James O. Goldsborough, "Wal-Mart vs. America's Middle Class," *San Diego Union Tribune*, January 26, 2004.
CC - Sebastian Mallaby, "Progressive Wal-Mart. Really." *Washington Post*, November 28, 2005
(Write your case #3 paper on the 3 topics below)

1) What impacts have Wal-Mart's business practices and success had on its American competitors and their employees? Why is this the case? What impacts do Wal-Mart's business practices have on its international suppliers and the employees of these suppliers? Why is this the case?

2) In the United States, what are the "positive" effects of Wal-Mart's business practices? Explain the causes of these positive effects. In the United States, what are the "negative" effects of Wal-Mart's business practices? Explain the causes of these negative effects.
3) Explain the personal, local, national, and international implications of being a "Wal-Mart shopper." In other words, when a person shops at Wal-Mart, what are the personal, local, national, and international consequences? (please note that these consequences are simply "results" and can be both "positive" and "negative")

Case #3 Due and Prepare for Classroom Discussion of Case #3
Take-Home Final Assigned

May 6 Outsourcing and the American Economy
CC - Thomas Grennes, "Creative Destruction and Globalization," *Cato Journal* Vol. 22, No. 3 (Winter 2003)
Video: *Outsourcing: white collar exodus.* N.J. : Films for the Humanities & Sciences, 2005.

May 8 Outsourcing and the American Economy
CC - Alan S. Blinder, "Offshoring: The Next Industrial Revolution?" *Foreign Affairs* (March/ April 2006)
Video: *Outsourcing: white collar exodus.* N.J. : Films for the Humanities & Sciences, 2005.

May 13 **Take-Home Final Due**

PSCI 460 Take-Home Midterm

Please complete a typed (or word processed), seven to nine page double-spaced paper using 12 point font that accomplishes ALL of the tasks below. My main criterion for grading your exam will be whether you accomplished the tasks required by the topic. 75% of the paper grade will be determined by the "content" of your paper (i.e., did you do everything you were supposed to do? How well did you accomplish the tasks? Did you use material from the readings effectively?). **YOU MAY ONLY CITE EVIDENCE FROM THE READINGS AND NOT FROM YOUR LECTURE NOTES. PAPERS RELYING PRIMARILY ON LECTURE NOTES WILL RECEIVE A FAILING GRADE.** The remaining 25% of the paper grade will be determined by the "mechanics" of your paper (i.e., grammar, citation, organization, spelling, punctuation, etc...). You will need to use the MLA style for your in-text citations as well as your paper's bibliography. A guide for MLA in-text citations can be found at:
http://library.csusm.edu/finding/more/style_guides/mla-inline.pdf

A guide for putting together a MLA style bibliography is available at:
http://library.csusm.edu/finding/more/style_guides/mla.pdf

Please read the "Grading Guidelines for Written Assignments" and "What is Analysis?" sections in the syllabus to help you with the writing of your paper. The "Grading Guidelines for Written Assignments" section will help you understand what you need to do to write an "A" quality paper, "B" quality paper, "C" quality paper, etc... The "What is Analysis?" section will help you understand how to use explicit reasoning and avoid implicit reasoning. For more information on avoiding plagiarism please go to:
http://library.csusm.edu/plagiarism/index.html
Papers are due on Tuesday, Mar. 11th in class.

Paper Tasks:
1) Summarize the philosophy, or beliefs, of the following schools of thought in IPE: Realism, Liberalism, and Historical Structuralism (approx. 4 pages)
2) Describe the purpose, rules, and functions of the Bretton Woods institutions (i.e., IMF, World Bank, and GATT) [approx. 2 pages]
3) Using what you have learned about the three perspectives and the Bretton Woods institutions, explain the United States' decision to create the Bretton Woods institutions after WWII from each of the three perspectives. In other words, from a Realist perspective, ***why*** *did the US create the Bretton Woods institutions? From a Liberal perspective? From an Historical Structuralist perspective? (2-3 pages)*
THIS LAST SECTION IS THE MOST IMPORTANT SECTION!!!

Final Paper Assignment

"Living in a Neoliberal World: Everybody Benefits, But Why Do Some Benefit More than Others?"

Write a total of eight (8) pages, double-spaced, with margins no larger than 1.25 inches and a font no smaller than 12 points on the **TWO** topics below:

Topic #1: Choose a day to list all the products (e.g. alarm clock, gasoline, telephone, food, stove, car, etc…) and services (e.g., car wash, utilities, telecommunications, etc…) that you consume and use from the time that you wake up, to the time you go to bed. After you have compiled this list try to determine which products and services have a "global connection" (please attach your list at the end of your paper). For example, where was your alarm clock made? Where were the clothes that you wore that day made? If you used any energy derived from oil, what countries were the most likely exporters of that energy? Where was the food that you consumed that day grown? Who harvested this food? Try to account for as many of the goods and services that you consume/use that day as possible and then briefly assess how much you depend on the global flow of capital, goods, labor, and services in your everyday life. (approx. 2 pages)

Topic #2: Based on what you learned from the three case studies (i.e., NAFTA, Structural Adjustment in Zambia, and Wal-Mart) *and* the two readings and video on "outsourcing," explain which types of individuals, social groups, firms, and countries are benefiting the *most* from neoliberal economic policies and globalization. **In your explanation you must use evidence and examples from each case and each reading/video on "outsourcing."** In addition, please use these same sources of information to also explain which types of individuals, social groups, firms, and countries are benefiting the *least* from neoliberal economic policies and globalization **In your explanation you must use examples from each case and each reading/video on "outsourcing."** Also make sure that you properly cite the articles and videos using the MLA style of citation and include a MLA-style bibliography of these cited sources. You will find all the necessary bibliographic information (except for the Polaski reading) in the syllabus. (approx. 6-8 pages)

A guide for MLA in-text citations can be found at:
http://library.csusm.edu/finding/more/style_guides/mla-inline.pdf

A guide for putting together a MLA style bibliography is available at:
http://library.csusm.edu/finding/more/style_guides/mla.pdf

FINAL PAPERS ARE DUE IN CLASS ON THE DAY OF THE FINAL EXAM, Monday, May 13th, 9:15-11:15am. From 9:15-11:15am we will discuss your findings from the final paper.