



INTL 310: Global Politics & Economics
Spring 2006
Humboldt State University



MWF 9:00-9:50am; Founders Hall 118

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and by appointment

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Course Description:

This is a required core course for the International Studies major. The course is intended to provide a broad overview of the intersection of politics and economics at the global level. To that end, the course examines the core concepts, processes and issues of international political economy in order to provide the general knowledge and analytical tools necessary to understand, evaluate and respond to a complex array of problems in the field.

The course is divided into four sections. In the first section, we explore the major contending theoretical approaches to the study of international political economy, namely mercantilism, (neo)liberalism, (neo)Marxism, constructivism, and feminism. At the same time, we will examine the historical evolution of the global political economy in order to situate the theoretical approaches in their appropriate historical context. Our theoretical exploration sets the foundation for the second half of the course, where we (1) analyze the central debates in IPE over trade, finance and globalization; (2) compare institutions and regions in the global political economy, including NAFTA, the EU, post-communist countries, and the Third World; and (3) examine contemporary issues in IPE including technology and intellectual property, food and the environment, and the future of IPE.

Course Objectives:

By the end of the course, students should be able to:

- Appreciate the value of critical thinking, the role of individual and cultural values and perceptions, and the importance of empirical evidence in analyzing international problems.
- Analyze the major dimensions of contemporary international politics, including the role of power, the structure of the international system, the meaning of security, and the importance of economic relations.
- Understand and critically analyze the major contending perspectives in international political economy and explain the source(s) of their conflicting perceptions of state behavior in the international system.
- Demonstrate an understanding of the key historical events that shaped the international system in the twentieth century; the basic structure of the contemporary international system, and the key actors and institutions and their functions.
- Be able to identify, explain and critically analyze the contending perspectives on some important issues and challenges facing the international system (e.g. development, inequality, environment, globalization).

Required Book and Readings:

The following book is required and available at the HSU Bookstore:
David Balaam and Michael Veseth. *Introduction to International Political Economy*, 3rd edition.
(Prentice Hall, 2005). (referenced as B&V below).

Additional readings will be available on electronic reserve through the course Moodle site.

In addition to the course readings, students are expected to keep abreast of current events in the global political economy by reading the New York Times daily. Pay particular attention to the international section. The New York Times is available free online (www.nytimes.com). Discussion of the events covered in the Times will be incorporated into the class and will be covered on the course exams and quizzes.

Other useful news sources available online include:

- The New York Times (<http://www.nytimes.com>)
- Christian Science Monitor (<http://www.csmonitor.com>)
- The Economist (<http://www.economist.com>)
- Financial Times of London (<http://news.ft.com>)
- CNN (<http://www.cnn.com>)
- BBC World Service (<http://www.bbc.co.uk/worldservice>)

Course Requirements:

Map Quiz (15%). The world is comprised of approximately 190 separate states. Although these states are the principal actors in international relations, many of us are unfamiliar with even the most important of them. A study sheet consisting of a list of countries and a blank world map on which you should be able to locate those countries will be distributed via Moodle. On the quiz, you will be asked to identify the location of a set of these countries. This assignment is designed to introduce students to the basic geography of the world system. The map quiz will take place on Monday, February 13.

Periodic Quizzes (25%). There will be regular unannounced quizzes throughout the semester. They will cover readings, lecture materials, and current events from the New York Times. Your lowest quiz grade will be dropped, and the remainder will be averaged to determine your quiz mark. Make-up quizzes will not be administered, but extra-credit assignments may be used to replace low quiz scores.

Final Exam (30%). The final exam will take place on Wednesday, May 10 from 8:00-9:50am. The exam will cover all material from the course (lectures, discussions and readings). A review sheet will be made available before the final exam.

UN Security Council Simulation (10%). In week 11 we will run a simulation of the debates around restructuring of the United Nations Security Council. Your participation in the simulation will be evaluated based on a brief (500 word) position paper you prepare (5%) and a brief (500 word) response/analysis of the simulation (5%). The position paper is due by Wednesday, March 22. The analysis is due by Friday, April 7. More information on the assignments and simulation will be distributed through Moodle.

Commodity Chain Exercise (10%) highlights the way in which every one of us is integrated into the global political economy. You may choose to assess (a) global clothing chains; or (b)

global food chains. A handout will be distributed via Moodle outlining the requirements of this assignment. The final assignment write up is due in class on Monday, May 1.

Participation (10%). Regular attendance and participation in class is expected. I expect that you have completed the required readings for a given week *before* the first class that week.

Moodle Site: Lecture slides and other course information will regularly be posed to the course Moodle Site. Moodle is the freeware alternative to Blackboard. By using Moodle, the university saves considerable monies that can be used for other programs. I will provide a brief overview on accessing and using Moodle on the first day of the course. You can access the course site at:

Moodle: <http://learn.humboldt.edu>.

Your initial login will be your axe id for your username (e.g., nrz3)

Your initial password will be your student identification number

Late Assignments will be penalized at a rate of one-half letter grade per day. All assignments are due in class on the due date listed in the syllabus. Make up exams will not be scheduled without a valid medical excuse. If you have scheduling problems with any due dates, please contact me well before the assignment or exam is due.

Appeals: I am happy to speak with you about marks earned on a particular assignment. Before coming to discuss a grade, however, I request that you: (1) take 24 hours to read my comments before approaching me to discuss the mark; (2) write a detailed explanation of your question, including the specific reason(s) why you think your mark should be changed; and (3) submit your written response to me, and make an appointment with me (either during my office hours or at some other time) to discuss the grade.

Academic Honesty & Plagiarism: Plagiarism is the representation of someone else's work as your own. Plagiarism is a serious academic offense, and will result in an automatic zero for the assignment, failure of the course, and potentially more serious sanctions from the University according to the Academic Honesty policy. Please contact me *before turning in your assignment* if you are unsure of what constitutes plagiarism.

In consideration of your fellow students, please turn off mobile phones before entering the classroom. If you absolutely must arrive late or leave early, please enter or leave quietly and sit near the door to minimize the disruption to your colleagues.

Support: HSU offers excellent resources to help you succeed in your academic endeavors. These include the Library, Computer Labs, Computer Help Desk, Academic Support Center, Learning Center, and Writing Center. I strongly encourage you to take advantage of them!

Disability Resources: If you have a documented disability and would like to discuss academic accommodations, please contact me as soon as possible. Our campus Student Disability Resource Center (SDRC) can assist you with the accommodation process and can be reached at (707) 826-4678 or (707) 826-5392 (TTD). The SDRC is located in House 71 (Little Apartments) off Library Circle.

Part 1: Contending Approaches to International Political Economy

Week 1: January 18-20

Course Introduction

Learning Outcomes:

- Understand the basic concepts and themes in the study of international political economy, including state, nation, markets, sovereignty, power, globalization and civil society.
- Define the basic characteristics of statehood.
- Assess the relationship between states and markets.

Core Readings:

- B&V, “What is International Political Economy?” Ch. 1 (pp. 1-25).
- Marysia Zalewski. “All These Theories Yet the Bodies Keep Piling Up: Theories, Theorists, Theorizing.” Ch. 18 (pp. 340-53) in Steve Smith, et al., eds. 1996. *International Theory: Positivism and Beyond*. (NY: Cambridge UP).

Week 2: January 23-27

Mercantilism

Learning Outcomes:

- Define mercantilism and understand its central tenants.
- Outline the relationship between national security and the global political economy, including any threats posed to national security by globalization.

Core Readings:

- B&V, “Wealth and Power,” Ch. 2 (pp. 26-45).
- Samuel Huntington. 1993. “The Clash of Civilizations?” *Foreign Affairs*. 72(3) (Summer 1993).

Week 3: January 30-February 3

Liberalism

Learning Outcomes:

- Outline the central tenants of liberalism and explain how they relate to the historical context of the interwar era.
- Explain the concept of the “democratic peace” and understand the link between democracy and peace central to liberal thought.

Core Readings:

- B&V, “Laissez-Faire, Laissez-Passer,” Ch. 3 (pp. 46-69).
- Benjamin Barber, “Jihad vs. McWorld,” *Atlantic Monthly*, Vol. 269 (March, 1992), pp. 53-65.

Week 4: February 6-10

Marxism and Structuralism

Learning Outcomes:

- Outline the central tenants of Marxism and structuralism.
- Compare and contrast the major Marxist thinkers (Marx, Lenin, Gramsci).

Core Readings:

- B&V, “Marx, Lenin and the Structuralist Perspective,” Ch. 4 (pp. 46-92).
- William Tabb. “Globalization is An Issue; The Power of Capital is The Issue.” *Monthly Review*. (June, 1997).

Week 5: February 13-17

Critical Perspectives on IPE (Feminism)

Note: Monday, February 13: Map Quiz

Learning Outcomes:

- Compare and contrast the contending approaches to the study of IPE (mercantilism, liberalism, Marxism, critical perspectives) in terms of: level of analysis, view of human nature, attitude towards power, notion of the proper role of government, and view of the nature of the international system.
- Explain how the study of international relations is gendered.
- Understand the similarities and differences in contending feminist theories (liberal feminism, radical feminism, socialist feminism and post-modern feminism).

Core Readings:

- B&V, “Critical Perspectives on IPE,” Ch. 5 (pp. 93-113).
- Marilyn Waring. 1988. “A Woman’s Reckoning: An Introduction to the International Economic System.” Ch. 1 (pp. 12-36) in *Counting for Nothing: What Men Value and What Women are Worth*. (Wellington: Bridgett Williams Books).

Part 2: Debates in International Political Economy

Week 6: February 20-24

International Trade and TNCs

Learning Outcomes:

- Explain the nature and institutions of international trade.
- Compare and contrast the contending theoretical approaches with respect to debates over international trade. Consider in particular the tension between the politics and economics of trade.

Core Readings:

- B&V “International Trade,” Ch. 6 (pp. 113-42).
- B&V “Transnational Corporations,” Ch. 17 (pp. 376-402).

Week 7: February 27-March 3

Global Finance

Learning Outcomes:

- Explain the nature, function, and implications of currency exchange regimes.
- Assess the implications of moving from fixed to floating exchange rates under the Bretton Woods system.
- Outline Strange’s analysis of casino capitalism and mad money.

Core Readings:

- B&V “A Beginner’s Guide to International Finance,” Ch. 7 (pp. 143-65).
- B&V “The IPE of International Finance,” Ch. 8 (pp. 166-87).

- Susan Strange. 1998. "What Theory? The Theory in *Mad Money*." Centre for the Study of Globalization and Regionalization (CSGR) Working Paper No. 18/98.

Week 8: March 6-10

Globalization and the Death of the Nation-State?

Learning Outcomes:

- Define globalization and assess its impact on the study of international relations.
- Assess the implications of globalization for the nation-state, paying particular attention to the role of the state in the global political economy.
- Explain what is meant by the term "new constitutionalism" and assess its validity.

Core Readings:

- Leo Panitch. 1994. "Globalization and the State." *Socialist Register*.
- Ellen Meiksins Wood. 1999. "Unhappy Families: Global Capitalism in a World of Nation-States." *Monthly Review*. 51 (3).
- Stephen Gill. 1998. "New Constitutionalism, Democratisation, and Global Political Economy." *Pacifica Review*. 10 (1): 23-38.

Week 9: March 13-17

No Class: Spring Break

Part 3: Contemporary Political Economy

Week 10: March 20-24

Global Security & the United Nations

Note: Wednesday, March 22: Simulation background paper due.

Learning Outcomes:

- Assess the relationship between security and political economy.
- Assess the contending theoretical approaches to the security dilemma.
- Outline the basic structure of the global security regime and assess its influence.

Core Readings:

- B&V "The Global Security Structure," Ch. 9 (pp. 188-215).
- Ramesh Thakur. "United Nations Security Council Reform." Unpublished lecture delivered at the Institute for Security Studies, Pretoria, 18 Nov. 2004.

Week 11: March 27-31

United Nations Security Council Simulation

This week we will simulate the debates around restructuring of the United Nations Security Council. You will be assigned to teams and will be responsible for negotiating a policy package to reform the Security Council. Additional information on the simulation will be distributed in class.

Learning Outcomes:

- Assess the importance and influence of the United Nations Security Council.
- Outline prospects for reform of the Security Council.

Week 12: April 3-7

Trading Blocks: EU & NAFTA**Note: Friday, April 7: Simulation Analysis due.****Learning Outcomes:**

- Explain the tension between political and economic unification and division in the context of the European Union.
- Compare and contrast the European Union and NAFTA.
- Assess the implications for democracy in the context of international economic agreements like NAFTA.

Core Readings:

- B&V “The European Union and the IPE of Regionalism,” Ch. 11 (pp. 241-63).
- B&V “Democracy and Markets: The IPE of NAFTA,” Ch. 12 (pp. 264-81)
- Stephen Gill. 1998. “European Governance and New Constitutionalism: Economic and Monetary Union and Alternatives to Disciplinary Neoliberalism in Europe.” *New Political Economy*. 3(1): 5-26.

Week 13: April 10-14**The Third World & Development****Learning Outcomes:**

- Outline both orthodox and critical understandings of the concept and content of development.
- Assess the relationship between globalization and development.

Core Readings:

- B&V “The Two Faces of Development,” Ch. 15 (pp. 331-58).
- Deepak Lal. 1985. “The Misconceptions of ‘Development Economics’.” *Finance and Development*. 22(2): 10-13.
- Wolfgang Sachs. 1992. “Introduction” to *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed. Pp. 1-5.

Part 4: Contemporary Issues in IPE

Week 14: April 17-21**Intellectual Property and Technology****Learning Outcomes:**

- Define intellectual property rights and assess their importance in the global economy.
- Outline the disputes over IPRs in the World Trade Organization.

Core Readings:

- B&V “Knowledge and Technology: The Basis of Wealth and Power,” Ch. 10 (pp. 216-38).
- Stephen Brush. 1996. “Whose Knowledge, Whose Genes, Whose Rights?” Ch. 1 (pp. 1-21) in Stephen Brush and Doreen Stabinsky, eds. *Valuing Local Knowledge: Indigenous People and Intellectual Property Rights*. (Washington DC: Island Press).

Week 15: April 24-28**Food and the Environment****Learning Outcomes:**

- Understand the nature, extent and implications of environmental degradation for human well-being and security.
- Assess the different ways that the environment has come to be identified as a problem or issue for IR.
- Outline the main environmental “regimes” and be able to recount their roles and functions.

Core Readings:

- B&V “The International Political Economy of Food and Hunger,” Ch. 19 (pp. 425-50).
- B&V “The Environment: The Green Side of IPE,” Ch. 20 (pp. 451-78).

Week 16: May 1-5

The Future of IPE

Note: May 1: Global Commodity Chains Exercise Due.

Learning Outcomes:

- Assess the future of the field of IPE.
- Evaluate the implications of globalization.

Core Readings:

- B&V “Conclusion: Where Do We Go From Here?” Ch. 21 (pp. 479-94).

Week 15: May 8-12

Finals Week

Note: Wednesday, May 10, 8:00-9:50am: Final Exam