YORK UNIVERSITY
Faculty of Liberal Arts & Professional Studies
Department of Political Science

Course: AP/POLS 3275 3.00   Global Political Economy II: Issues and Problems Since 1945

Term: Winter 2014-15
Prerequisite / Co-requisite: N/A

Course Instructor  Dr. Sergey Smolnikov
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Course consultation hours:
W 10:30-11:30

Time and Location
Seminars  W 11:30-14:30  R S103

Expanded Course Description

Organization of the Course

Classes are organized as seminars comprised of an introductory lecture, class presentations and class discussions. Each student will be assigned with a task to prepare a short presentation (see below) that will address a relevant course topic. Students are encouraged to participate in class discussions; as a separate assignment, participation is assessed on the basis of clarity and persuasiveness of discourse arguments and demonstrated knowledge of the discipline.

Composition of the Course

The course familiarizes students with a set of the most salient, challenging and controversial problems and issues relating to the post-1945 global political economy. The course seeks to pursue an ambitious goal of presenting a comprehensive picture of the trends, processes and challenges in the realm of relationships between political and economic forces that have been shaping the international system since after the end of the Second World War and up to the middle of the second decade of the second millennium. In terms of structure, the course is comprised of three major blocks, closely integrated with each other. First we will revitalize your knowledge of explications of global political
economy through the lens of major schools of thought. Second, we will explore the primary drivers and changes in the nature and structure of the global trade regime and analyze the precepts and assess the practical utility of the relevant commercial agreements as well as those of the global financial and monetary systems. Eventually, we will examine the phenomenon of globalization, and first and foremost by addressing its root causes, drivers and implications. Among questions that we will attempt to collectively respond to while trying to grasp the political-economic nature and essence of globalization, we will pay particular attention to the issue of how globalization specifically affects the role and place of states in economic, social, industrial, environmental and institutional domains.

Course Learning Objectives

(1) Brief statement of the purpose:
The purpose of this course is to familiarise students with problems and issues relating to the post-1945 global political economy, and assist them in elaborating skills that are necessary to competently address these issues. These skills will enable the course participants to identify political, social, economic and environmental challenges to national governments arising with the contemporary stage of economic globalization, proficiently define their possible implications, and conceive specific policies and comprehensive strategies aimed at pertinent institutional adjustments at national and international levels.

(2) Brief list of specific learning objectives of the course:
The specific objectives of the course are that students will be able to:
- understand major conceptual approaches to explaining the phenomenon of the unfolding economic globalization;
- explain causes and drivers of the contemporary phase of economic globalization;
- comprehend the nature of opportunities and costs stemming from neo-liberal globalization;
- make critical judgments on the efficiency of the multilateral trade and monetary arrangements;
- develop their abilities to discuss, analyse and write about implications of the contemporary phase of economic globalization for different groups of countries in terms of their developmental goals and political-economic realities.

Course Text/Readings

The following books are the primary readings for the course, and are available for purchase at York University’s bookstore:

Required:

Recommended:


Additional readings may be assigned or recommended during the course.

Grading

Course grade is a sum of grades assessing student performance with respect to the following four assignments: participation in class discussions, presentation, research essay or oral report, and term test. These assignments are assessed independently of each other. Please also note that student average grade for other courses is irrelevant for grading assignments in this class. There is no reappraisal of grades for these assignments and the final grade, and emails requesting a grade change as well as those received after the test date will not be responded. The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

Definitions of Grading Descriptions:

A+ Exceptional. Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the requirements of an assignment or course.

A Excellent. Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

B+ Very Good. Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts/techniques in satisfying the requirements of an assignment or course.

B Good. Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C+ Competent. Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
C Fairly Competent. Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

D+ Passing. Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

D Barely Passing. Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

E Marginally Failing.

F Failing.

(For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

Assignments:
Assignment #1: Participation in class discussions – 20%
Assignment #2: Presentation -20%
Assignment #3: Essay - 40%
Assignment #4: Term test – 20%

Assignment schedule:
Assignment #1: Participation in class discussions – during the term.
Assignment #2: Presentations should be made in class between 14 Jan. and 25 March.
Assignment #3: Essay should be submitted in class on 4 March.
Assignment #4: Term test will be held in class time on 1 April.

Participation: Note that regular class participation - don’t mix it up with a mere attendance of classes - is a separate assignment entailing discussion of presentations and debate questions. It will be assessed on the grounds of analytical quality of comments. Participants in class discourse should demonstrate subject knowledge, logic, argumentation, and interest in the discussed matters.

Presentation: is a 5-minute oral report in class on a relevant topic. A typewritten report summary (2-3 pages), accounting for 50 percent of presentation grade, should be submitted on the date of presentation at the beginning of the class. The format of the summary is the same as for the essay except the length, and the number of sources, which in the case of the summary does not have a mandatory minimum. Failure to submit the summary in class on the date of presentation will reduce the grade for the assignment by 50 percent. The first part of the summary should contain report structure and key thesis, and explain why the topic is relevant for the course. The second part should list bibliography used for your presentation. Each presentation should end with a thoughtful question to the class to debate upon.
**Essay:** is an academic paper specifically examining a relevant topic. You are free to write on any relevant issue of post WWII global political economy. The minimum number of references is eight including three books and five articles from academic journals. Feel free to additionally refer to other sources of relevant information including mass media, policy papers, etc. It is very important to delineate your thesis and hypothesis in the introduction, and use supportive arguments – logical and factual to support your thoughts and to prove your key thesis. Generalizations should be specific. Statistical data should be up-to-date, and borrowed – with imperative indication of sources – from official statistical documents. Your paper should contain 10-12 typewritten double-spaced pages of text. Use font 12 of Times New Roman, and 0.98” maximum superior/inferior margins and 1.18” left/right margins. All sources should be properly referred to, and the paper should contain footnotes. An essay should contain a cover page (not counted in the total number of pages), contents page, one-page introduction, 2-3 titled sections, one-page conclusion, and a list of used literature. All elements of the paper should be strongly related between each other, and connected to an essay’s topic. **Only a hard copy of an essay, printed on a good printer, with pages numbered and stapled, is accepted. It should be duplicated by an electronic copy sent at my email by the essay submission deadline.** Essays are assessed on the basis of a holistic approach. Assessment criteria:

- Paper’s title is clear, specific, and course-related
- Definitive relation of the paper’s text to the title’s topic
- Paper’s content is clearly related to the course
- Introduction presents a strong major thesis
- Introduction clearly outlines paper’s purpose
- Originality
- Style
- Sound logical structure
- Major points are well-developed
- Supportive arguments contain concrete and specific evidence
- Effective transitions between ideas
- Use of various and accurately referred to academic sources
- Up-to-date supportive information, including statistical data
- Use of original sources of information (official statistics, and other relevant documents) Conclusion follows from the paper’s argumentation
- Conclusion contains clear and specific generalizations
- Cohesion – clear relationship of all paper elements to the major components of the paper’s discourse

**Test:** There will be one in-class test that will address topics studied before the test date.

**Class conduct:** It is strongly advisable not to miss classes, as they are a unique way to obtain and communicate pertinent knowledge through lectures, discussions and important announcements. Lectures will be based on analysis of a variety of information sources to supplement the required literature and to accentuate certain points. Please be advised that under no circumstances I will provide a student with my lecture notes, and slides will not be placed online. Students are supposed to attend lectures and take lecture notes. Students should come to class in advance and stay till the end. Should you miss a class, you are
advised to expeditiously contact your classmates to obtain appropriate information. No audio recording and picture-making is permitted in the class. Mobile phones and online messaging should be off. Refrain from distracting other students’ attention during the class (e.g., talking, eating, late coming, etc.). Class breaks are both for students and instructors; reserve your questions for class time - there will be time allocated for questions to the instructor during the class. If you need clarification of lecture material, request an appointment during the office hours. Test will check students’ knowledge of both lecture material and the required readings. Proper academic performance depends on students doing their work not only well, but also on time. Accordingly, course assignments must be submitted on due dates.

E-mail communication: please familiarize yourself with proper ways of writing an email to a professor. http://science.kennesaw.edu/~hmattord/email.htm. Use the following salutation: “Hello, Professor (Name).” Please note that emails without a subject matter are sent to junk mail. Indicate the course number and name; sign your message with your full name. Be brief, polite, and up to the point. Remember that attending the class is your responsibility; do not email requests to duplicate information that was communicated to the class during your absence or is contained in the syllabus. Avoid emailing questions that can be discussed in class or during consultations; please do not bother to explain your absence from class. Please note that email inquiries will be responded only on business days.

Recommendation letter policy: students seeking a strong reference letter (e.g., for a graduate school) should meet the following criteria: attendance - at least for two terms - of three 3-credit courses, or one 3-credit course and one 6-credit course taught by the professor; outstanding student performance; professor’s familiarity with the student personality. Please note that these are not official faculty requirements.

Assignment Submission, Lateness Penalties and Missed Tests

Lateness Penalty: Essays submitted later than the due date count as failed assignments. The only exception to this rule can be made by the course director for valid reasons such as illness, provided submission of certified supporting documentation (e.g., a doctor’s letter) no later than one week after the essay deadline. If course director’s permission is granted, written assignments should be submitted via the Department. Don’t put your written assignments under my office door.

Missed Tests: As a rule, there will be no make-up tests. Students are obliged to write the test as scheduled in the syllabus. Should force majeure (e.g. serious illness) prevent you from attending the class on the test day, you should inform me by email the day before the test date. Students with a documented reason for missing a course test, such as illness, which is confirmed by certified supporting documentation (e.g., doctor’s letter), may request accommodation from the course director. As an exception, a make–up test can be held, but no later than one week after the original test date. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Important dates: The last date to drop courses without receiving a grade is 6 March.
IMPORTANT COURSE INFORMATION FOR STUDENTS
All students are expected to familiarise themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York’s Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

COURSE SCHEDULE

Week 1 – Jan.7

INTRODUCTION

Delineation of the course objectives, structure, readings and assignments.


Required readings:

Ravenhill, Ch.1.

Recommended:

Cohen, Ch. 1- 5.

Gilpin (2001), Ch. 1-5.

Gilpin (1987), Ch. 2-3.


Required readings:

Ravenhill, Ch.1.

Recommended:

Gilpin (2001), Ch.1.
Gilpin (1987), Ch.10.

Spero and Hart, Ch. 8-10.

**Week 4 – Jan. 28.** Causes and Drivers of International Economic Cooperation

*Required readings:*

Ravenhill, Ch.4.

*Recommended:*

Gilpin (2001), Ch. 8.

Gilpin (1987), Ch.2.

Spero and Hart, Ch.5.

**Week 5 - Feb. 4.** Foundations of the International Trading System

*Required readings:*

Ravenhill, Ch.5

*Recommended:*

Gilpin (2001), Ch.8.

Gilpin (1987), Ch.5.

Spero and Hart, Ch.3.

**Week 6 – Feb. 11.** Political Economy of Regionalism

*Required readings:*

Ravenhill, Ch.6.

*Recommended:*

Gilpin (2001), Ch. 13.

Spero and Hart, Ch.10.

**Reading week: Feb. 14-20**
**Week 7 - Feb. 25.** Political Economy of European Integration

*Required readings:*

Ravenhill, Ch.6.

*Recommended:*

Gilpin (2001), Ch. 13.

Spero and Hart, Ch.10.

**Essay due by March 4**

**Week 8 – March 4.** International Monetary System and the Politics of International Finance

*Required readings:*

Ravenhill, Ch.7.

*Recommended:*

Gilpin (2001), Ch.9.

Gilpin (1987), Ch.4.

Spero and Hart, Ch.2.

**Week 9 – March 11.** Explications of Economic Globalization

*Required readings:*

Ravenhill, Ch.9

*Recommended:*


Spero and Hart, Ch.1-10 (parts on globalization).

**Week 10 – March 18.** State and Globalization

*Required readings:*

Ravenhill, Ch.10

*Recommended:*

Week 11 – March 25. Political Economy of Environment

Required readings:

Ravenhill, Ch.13

Term test – April 1

Week 12 – April 1. Political Economy of Development and the Role of Multinational Corporations in the Developing World

Required readings:

Ravenhill, Ch. 14

Recommended:

Gilpin (2001), Ch. 12.

Gilpin (1987), Ch.7.

Spero and Hart, Ch. 6 and 8.