

**Political Science 3535: 03**  
**Wealth, Power, Poverty and the Global South (Fall 2017)**  
**Mondays – 2.35-5:25 pm (MCCAIN ARTS&SS 2116)**

Instructor: Dr. Peter Arthur  
Office Hours: Mondays (1-2pm) & Thursdays, 10-11am; or by appointment  
Office: Mona Campbell 1201  
Telephone 902-494-6630  
Email: parthur@dal.ca

This course, ‘governed by the academic rules and regulations set forth in the University Calendar and the Senate,’ is designed to provide students with an overview of the global political economy in post-Bretton Woods and post-Cold war period. It attempts to address a wide range of theoretical approaches and issues pertaining to wealth, power and poverty within the field of International political economy and globalization. Besides providing a historical and theoretical overview of international political economy, the course is intended to provide students with a basic outline of key issues and their relevance to the field and discipline, including a discussion of contemporary issues related to the rise of the Asian Tigers, international development organizations, regional integration, and transnational civil society.

### **Structure and Assignments**

The course, which has a bright-space site set-up, is organized around a weekly three-hour seminar. It is expected that each student will have completed the assigned readings prior to the class meetings and will participate actively in the seminar discussions. In addition, each student will be responsible, at least once, during the term for leading seminar discussions. Where two students will lead seminar discussions, there should be some co-ordination prior to class to avoid redundancy. Each student will be assigned 15 minutes for presentation. The presentations should be based primarily on the assigned readings, but additional material should also be consulted. Keep in mind that leading a seminar presentation is NOT merely summarizing the assigned readings. A good presentation requires an awareness and knowledge of the author’s main argument and a brief assessment of the strengths and weaknesses of the author’s central argument or concepts. Comment here on whether the authors’ evidence really supports what they set out to do and their conclusions. Say why you agree or disagree with their argument and conclusions, drawing on questions and issues that have been raised in other readings, lectures, and/or discussions from the course. In addition, the presentation should involve identifying the key issues that deserve discussion, preferably in the form of questions that can generate debate and reflection. In sum, strong presentations will describe any key conceptual issues, describe the central arguments/debates in the literature on the question, as well as thorny methodological issues, and offer criticisms and/or suggest pathways for future research. There would also be an in-class mid-term test on **30<sup>th</sup> October 2017**, based on topics discussed by then. Finally, each student would write a major research paper, (after consulting the instructor) on an aspect or sub-theme of one of the broad topics discussed in class and should conform to standard academic **style and format**.

**The papers are due on 27<sup>th</sup> November 2017. Extensions will be granted only for illness (verified by medical certificate) or other extraordinary (and verifiable) personal event. Late papers will be penalised 2% per working day.**

**Evaluation:**

**Attendance and participation (15%):** Students are expected to read the assigned works closely and will be graded throughout the course on both their knowledge of the material and their contributions in the seminar discussions.

**Seminar Presentation (10%)**

**Mid-term Test (40%), 30<sup>th</sup> October 2017.**

**Research paper (35%), due 27<sup>th</sup> November 2017.**

**10 pages (Doubled spaced)**

The grading thresholds are as follows for undergraduates:

90-100 = A+	77-79 = B+	65-69 = C+	50-54 = D
85-89 = A	73-76 = B	60-64 = C	below 50 = F
80-84 = A-	70-72 = B-	55-59 = C-	

In order to receive a final grade for the course, each student must complete all four components of the course.

**Please note that the deadline by which a student may withdraw without a ‘W’ is 2<sup>nd</sup> October, and October 31<sup>st</sup> with a ‘W’ (early deadline: 18<sup>th</sup> September 2017).**

**Required Readings**

**Majority of the required readings can be accessed on the Dalhousie Library system (Novanet). The ones not available through the Novanet system can be found on Reserve in the library. Others would be posted on Brightspace or picked up from me for photocopying.**

**Topics and Class Schedule**

**Class One (September 11<sup>th</sup>): Introduction and Organizational Meeting**

**Class Two (September 18<sup>th</sup>): International Political Economy and Its Theoretical Perspectives**

**Required Readings:**

Gilpin, Robert, **The Political Economy of International Relations**, Princeton University Press, 1987, Chapter 2 (HF1411 G55) (On Reserve)

Tickner, Arlene (2003), “Seeing IR differently: Notes from the Third World,” **Millennium**, 32 (2), pp. 295-324.

Mukhopadhyay, Maitrayee (2014), "Mainstreaming Gender or reconstituting the mainstream? Gender Knowledge in Development," **Journal of International Development**, 26.3, pp. 356-367. (Available on line at Novanet)

#### Recommended

George Crane & Abba Amawi (1997), "Introduction: Theories of international political economy," in George Crane & Abba Amawi (eds), **The theoretical evolution of international political economy**, Oxford: Oxford University Press, pp. 3-34. (HF 1359 T44) (On reserve).

Underhill, Geoffrey (2006), "Conceptualizing the Changing Global Order," in Richard Stubbs and Geoffrey Underhill (eds), **The Political Economy of the Changing Global Order, 3<sup>rd</sup> edition**, Oxford: Oxford University Press, pp. 3-23.

Cohn, Theodore (2005), **Global Political Economy: Theory and Practice**, 3<sup>rd</sup> edition, Toronto: Pearson Longman, Chapters 3-5.

Joan Spero & Jeffrey Hart, **The Politics of International Economic Relations**, 5<sup>th</sup> edition (New York: St. Martin's Press, 1997), Chapter 1, pp. 1-7.

### **Class Three (September 25<sup>th</sup>): Multinational Corporations, Socio-economic Development & Poverty**

#### Required Readings

Pandya, Sonal (2016), "Political Economy of Foreign Direct Investment: Globalized Production in the Twenty-First Century," **Annual Review of Political Science**, Vol. 19, pp. 455-475 (Available on line at Novanet)

S. Soederberg, "Taming Corporations or Buttressing Market-Led Development? A Critical Assessment of the Global Compact," **Globalizations** 4:4 (2007), 500-513. <http://www.tandfonline.com/doi/abs/10.1080/14747730701695760> (Available on line at Novanet)

A. Sumner, "Foreign Direct Investment in Developing Countries: have we reached a policy 'tipping point'?", **Third World Quarterly**, 29: 2 (2008), 239-253. (Available on line at Novanet)

<http://www.informaworld.com/smpp/content~content=a789523460~db=all~order=page>

#### Recommended

R. Culpeper, "Private Foreign Investment? Part of the Problem or Part of the Solution?", in **Canadian Development Report 2004, Investing in Poor Countries: Who Benefits?** (2004), 1-26

Accessed from: <http://www.nsi-ins.ca/english/publications/cdr/2004/default.asp>

G. Fridell, "Fair Trade, Free Trade and the State," **New Political Economy**, 15:3 (2010), 457-470. (Available on line at Novanet)

<http://www.tandfonline.com/doi/abs/10.1080/13563460903288213>

Lieten, Kristoffel (2001), "Multinationals and Development: Revisiting the Debate," in F. Schuurman (ed), **Globalization and Development Studies: Challenges for 21<sup>st</sup> Century**, London: Sage, pp. 117-134.

#### **Class Four (October 2<sup>nd</sup>): Globalization: Theoretical Perspectives, Agents and Impact**

##### Required Readings

Chapman, Audrey (2009), "Globalization, human rights, and the social determinants of health," **Bioethics**, vol. 23, issue 2, pp. 97 -111. (Available on line at Novanet)

Leonid Grinin & Andrey Korotayev (2014), "Globalization Shuffles Cards of the World Pack: In Which Direction is the Global Economic-Political Balance Shifting?" **World Futures: The Journal of New Paradigm Research**, 70 (8), pp. 515-545. (Available on line at Novanet)

N Sivakumar & S Baskaran (2014), "Globalization and the nation state," **Journal for Innovation Education and Research**, 2, 8, 81-88. (Available on line at Novanet)

##### Recommended

Hay, Colin (2005), "Globalization's impact on states," in **Global Political Economy**, edited by John Ravenhill, New York: Oxford University Press, pp. 235-262.

J. Saul (2003), "Globalization, Imperialism, Development: False Binaries and Radical Resolutions", in L. Panitch and C. Leys (eds.), **The New Imperial Challenge**, Socialist Register, Merlin Press, pp. 220-244.

Lehmannova, Zuzana (2003), "Globalization and Culture," **Journal of International Relations and Development**, 6 (3), September, pp. 240-251.

Stiglitz, Joseph (2002), **Globalization and its Discontents**, New York: W.W. Norton & Company.

#### **Class Five (October 16<sup>th</sup>): The Developing World: Development Strategies, Coming Anarchies &/or Emerging Markets?**

##### Required Readings

Richard Stubbs, "Whatever Happened to the Developmental State? The Unfolding Debate," **The Pacific Review** 22 (No.1 March) 2009, 1-22. (Available on line at Novanet) <http://www.tandfonline.com.ezproxy.library.dal.ca/toc/rpre20/22/1>

Ayittey, George (2015), "Post-MDGs and Africa's Development Conundrum," **Journal of International Development**, 27.3, pp. 345-361. (Available on line at Novanet)

Asongu, Simplice A & Nwachukwu, Jacinta C (2016), "Foreign aid and governance in Africa," **International Review of Applied Economics**, 301, 1, 69-88 (Available on line at Novanet)

Samy, Yiagadeesen (2010), "China's Aid Policies in Africa: Opportunities and Challenges," **The Round Table**, Vol. 99, Issue 406, pp. 75-90 (Available online on Novanet).

Recommended:

Arora, Rashmi Umesh & Ratnasiri, Shyama (2015), "Recent growth experiences of Asian tigers: where does India stand?" **International Journal of Social Economics**, 42, 2, pp. 143-162. (Available on line at Novanet)

Das, Dilip K (2014) "Growth, integration and trends in equity markets in Asia," **Asia Pacific Business Review** 20, 2 , pp. 286-301 (Available on line at Novanet).

Elkins, Meg & Feeny, Simon (2014), "Policies in PRSPs: dominance or diversity," **Canadian Journal of Development Studies**, 35, 2, 228.248 (Available on line at Novanet).

Chhotray, Vasudha & Hulme, David (2009), "Contrasting visions for aid and governance in the twenty-first century: The White House MCA and DFID's Drivers of Change," **World Development**, 37, 1, pp. 36-49.

Cheru, Fantu (2006), "Building and supporting PRSPs in Africa. What has worked well so far? What needs changing?" **Third World Quarterly**, 27, 2, pp. 355-376.

**Class Six (October 23<sup>rd</sup>) Beyond the State: Civil Societies and Non-Governmental Organizations**

Required Readings

Hannah, Erin N (2014), 'The Quest for Accountable Governance: Embedded NGOs and Demand Driven Advocacy in the International Trade Regime,' **Journal of World Trade** 48, no. 3, pp. 457-480.

Barber, Martin & Bowie, Cameron (2008), "How international NGOs could do less harm and more good," **Development in Practice**, 18, 6, pp. 748-754 (Available online at Novanet)

Banks, Nicola, Hulme, David, & Edwards, Michael (2015), "NGOs, States, and Donors Revisited: Still Too Close for Comfort?" **World Development**, 66: 707-718 (Available online at Novanet)

### Recommended

Williams, Marc (2005), "Globalization and civil society," in **Global Political Economy**, edited by John Ravenhill, New York: Oxford University Press, pp. 344-367.

Tina Wallace (2004), "NGO Dilemmas: Trojan Horses for Global Neo-liberalism?" in Leo Panitch and Colin Leys, **The New Imperial Challenge**, London: Merlin, pp. 202-219

Kamat, Sanjeeta (2003), "NGOs and the new democracy: the false saviours of international development," **Harvard International Review**, spring, 25, 1, pp.65-69.

Brinkerhoff, Derick & Brinkerhoff Jennifer (2004), "Partnerships between international donors and non-governmental development organizations: opportunities and constraints," **International Review of Administrative Sciences**, Vol. 70, No. 2, pp. 253-270.

Manji, Fiore & O' Coill, Carl (2002), "The missionary position: NGOs and Development in Africa," **International Affairs**, 78 (3), 567-584.

### **MID-TERM TEST Class Seven (October 30<sup>th</sup>):**

#### **Class Eight (November 20<sup>th</sup>): International Trading System, Economic Performance & Poverty Alleviation**

##### Required Readings

Hoekman, Bernard (2015), "Multilateral Cooperation in a World of Preferential Trade Agreements," **Brown Journal of World Affairs**, 21, 2, pp. 132-145. (**Available on line at Novanet**).

Curran, Louise et al. (2008), "The Economic Partnership Agreements: Rationale, Misperceptions and Non-trade Aspects," **Development Policy Review**, vol. 26, issue 5, pp. 529 -553 (**Available on line at Novanet**).

Thorbecke, Eric (2013), "The Interrelationship Linking Growth, Inequality and Poverty in Sub-Saharan Africa," **Journal of African Economies**, Volume 22, Issue suppl\_1, 1 January 2013, Pages i15–i48 (**Available on line at Novanet**).

##### Recommended

Mackay, Andy (2013), "Growth and Poverty Reduction in Africa in the Last Two Decades: Evidence from an AERC Growth-Poverty Project and Beyond," **Journal of African Economies**, Volume 22, Issue suppl\_1, 1 January 2013, Pages i49–i76 (**Available on line at Novanet**).

Asche, Frank (2015), "Fair Enough? Food Security and the International Trade of Seafood," **World Development**, 67, 151-160 (**Available on line at Novanet**).

Winters, Alan (2006), "Trade and Poverty in Africa," **Journal of Development Perspectives**, pp. 63-85

Winham, Gilbert (2005), "The evolution of the global trade regime," in **Global Political Economy**, edited by John Ravenhill, New York: Oxford University Press, pp. 87-115.

Gross, Adam, (2006) "Can Sub-Saharan African Countries Defend Their Trade and Development Interests Effectively in the WTO? The Case of Cotton," **The European Journal of Development Research**, vol. 18, issue 3, pp. 368 -386 (**Available on line at Novanet**).

Arthur, Peter (2004), "The Multilateral trading system, economic development and poverty alleviation in Africa," **Canadian Journal of Development Studies**, vol. 25, No. 3, pp. 429-444.

Blowin, Chantal (2002) "Canada's Trade Policy Toward Developing Countries: A Post-Uruguay Round Assessment," **Canadian Journal of Development Studies** 23 (3): 515-542.

### **Class Nine (November 27<sup>th</sup>): The New Regionalism**

#### Required Readings

Ravenhill John (2005), "Regionalism" in **Global Political Economy**, edited by John Ravenhill, New York: Oxford University Press, pp116-147.

Bah, Adama (2013), "Civil Conflicts as a Constraint to Regional Economic Integration in Africa," **Defence and peace economics**, 24, 6, pp. 521 -534 (**Available on line at Novanet**).

Moses Kiggundu & DeGhetto, K. (2015), "Regional Integration: Review of the Management Literature and Implications for Theory, Policy, and Practice," **African Journal of Management**, 1, 4, 303-332 (**Available on line at Novanet**)

Grenade, Wendy C. (2016), "Paradoxes of Regionalism and Democracy: Brexit's Lessons for the Commonwealth," **The Round Table** 105, 5, pp. 509-518. (**Available on line at Novanet**)

#### Recommended

Tavares, Rodrigo and Tang, Vanessa (2011). "Regional economic integration in Africa: impediments to progress," **South African Journal of International Affairs**, 18 (2): 217-233.

Larner, Wendy & Walters, William (2002), "The Political rationality of 'New Regionalism:?' Towards a genealogy of the Region," **Theory and Society** 31, pp. 391-429.

Hurrell, Andrew, "Explaining the Resurgence of Regionalism in World Politics," **Review of International Studies**, 21, 4, 1995, pp. 331-358.

Andrew Wyatt-Walter, "Regionalism, Globalization and World Economic Order," in Louise Fawcett & A. Hurrell (eds), **Regionalism in World Politics**, London: Oxford University Press, 1995, pp. 74-121.

### **Class Ten (December 4<sup>th</sup>): Environment, Technology and Development**

#### Required Readings

Barkemeyer, R., Holt, D., Preuss, L. and Tsang, (2014). "What happened to the development in 'sustainable development'?" **Sustainable Development**, 22(1): 15-32 (**Available on line at Novanet**).

Andreas Georg Scherer, Guido Palazzo and David Seidl (2013), "Managing Legitimacy in Complex and Heterogeneous Environments: Sustainable Development in a Globalized World," **Journal of Management Studies**, 50, 2, pp. 259-284 (**Available on line at Novanet**)

Dauvergne, Peter (2005), "Globalization and the environment," in **Global Political Economy**, edited by John Ravenhill, New York: Oxford University Press, pp. 370-395.

#### Recommended

La Vina Antonio (2003), "The outcomes of Johannesburg: assessing the world summit on sustainable development," **SAIS Review** 23 (1), winter-spring, pp. 53-70.

David Law, "Global Environmental issues and the World Bank," Stephen. Gill (ed), **Globalization, Democratization, and Multilateralism**, New York: St. Martins Press, 1997), pp. 171-193.

Graf, William, "International Political Economy and the Global environment," **International Political Science Review**, 14 (1), 1993.

### **Other Important Information**

#### **• Academic Integrity**

[http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Students are reminded that **plagiarism** (handing in another person's work as one's own or exact copying of the words of another author without attribution), submitting the same essay to more than 1 course, and close **paraphrasing** (reliance on a source with only minor alterations in wording) are unacceptable. Any paper submitted by a student may be



checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dal web at:

(read more:

[https://www.dal.ca/content/dam/dalhousie/pdf/university\\_secretariat/Syllabus\\_Statement](https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Syllabus_Statement)  
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#### • **Accessibility**

The Advising and Access Services Centre is Dalhousie's Centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of the term. Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain the Request for Accommodation – Form A.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class (read more:

[http://www.dal.ca/campus\\_life/student\\_services/academic-support/accessibility.html](http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html))

#### • **Student Code of Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more:

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html))

#### **Diversity and Inclusion – Culture of Respect**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

(read more: <http://www.dal.ca/cultureofrespect.html>)

## **University Policies and Programs**

Important Dates in the Academic Year (including add/drop dates)

[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)

University Grading Practices: Statement of Principles and Procedures

[http://www.dal.ca/dept/university\\_secretariat/policies/academic/grading\\_practices.html](http://www.dal.ca/dept/university_secretariat/policies/academic/grading_practices.html)

Scent- Free Program

[http://www.dal.ca/dept/safety/programs\\_services/occupational\\_safety/scent\\_free.html](http://www.dal.ca/dept/safety/programs_services/occupational_safety/scent_free.html)

## **Learning and Support Resources**

General Academic Support – Advising

[http://www.dal.ca/campus\\_life/student\\_services/academic\\_support/advising.html](http://www.dal.ca/campus_life/student_services/academic_support/advising.html)

Fair Dealing Guidelines

[http://www.dal.ca/dept/copyrightoffice/fair\\_dealing/fair\\_dealing\\_guidelines.html](http://www.dal.ca/dept/copyrightoffice/fair_dealing/fair_dealing_guidelines.html)

Library

<http://libraries.dal.ca>

Black Students

[http://www.dal.ca/campus\\_life/student\\_services/black\\_student\\_advising.html](http://www.dal.ca/campus_life/student_services/black_student_advising.html));

International Students

[http://www.dal.ca/campus\\_life/student\\_services/international\\_centre.html](http://www.dal.ca/campus_life/student_services/international_centre.html))

Student Health Services

[http://www.dal.ca/campus\\_life/health\\_and\\_wellness/health\\_services.html](http://www.dal.ca/campus_life/health_and_wellness/health_services.html)

Counselling

[http://www.dal.ca/campus\\_life/student\\_services/health\\_and\\_wellness/counselling.html](http://www.dal.ca/campus_life/student_services/health_and_wellness/counselling.html)

Copyright Office

<http://www.dal.ca/dept/copyrightoffice.html>

E- Learning website

<http://www.dal.ca/dept/elearning.html>