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 or more 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 22nd October 2018, based on topics discussed by then. Also, between October 29th and 5th November 2018, each student should write one short ‘position’ paper/critique (4 pages) in which you take a stance vis-à-vis the assigned material. The position paper must focus on the substantive
topic of that week’s readings (so, for example, if you turn in a paper on October 29th, it must focus on Beyond the State: Civil Societies and Non-Governmental Organizations. In the position paper, you would be expected to select any two required readings, identify the central questions, main points, concepts and compare and contrast between the different points and arguments made. Rather than analyzing all the ideas that the authors present, you should focus in depth on one or two significant questions. Keep in mind that a position paper or critique is not the same as a summary. A good synthesis of a text requires an awareness and knowledge of the author’s style of thinking, not just the facts that are presented to support an argument. 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 3rd December 2018. 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 (30%), 22nd October 2018.
Position Paper/Critique (10% (Oct 29-Nov. 5th)
Research paper (35%), due 3rd December 2018.
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 1st October, and October 30th with a ‘W’ (early deadline: 18th September 2018).

Required Readings

Majority of the required readings can be accessed on the Dalhousie Library system (Novanet). The ones not available through the Novanet system would be posted on Brightspace.

Topics and Class Schedule
Class One (September 10th): Introduction and Organizational Meeting
Class Two (September 17th): International Political Economy and Its Theoretical Perspectives

Required Readings:


Recommended


Class Three (September 24th): Multinational Corporations, Socio-economic Development & Poverty

Required Readings


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](http://www.informaworld.com/smpp/content~content=a789523460~db=all~order=page)
Recommended

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


Class Four (October 1st): Globalization: Theoretical Perspectives, Agents and Impact

Required Readings


Recommended


Class Five (October 15th): The Developing World: Development Strategies, Coming Anarchies &/or Emerging Markets?

Required Readings


Recommended:


MID-TERM TEST Class Six (October 22nd):
Class Seven (October 29th) Beyond the State: Civil Societies and Non-Governmental Organizations
Required Readings

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)


Recommended


Class Eight (Nov 5th) The political economy of natural resource wealth


**Recommended**


**Class Nine (November 19th): International Trading System, Economic Performance & Poverty Alleviation**

**Required Readings**


**Recommended**


**Class Ten (November 26th): The New Regionalism**

**Required Readings**


**Recommended**


Class Eleven (December 3rd): Environment, Technology and Development
Required Readings


Recommended


Class Twelve (Dec. 4th): Review

Other Important Information

• Academic Integrity

At Dalhousie University, we are guided in all of 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 of 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. (read more: https://www.dal.ca/dept/university_secretariat/academic-integrity.html)
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)

- **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 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)

- **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)

**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

University Grading Practices: Statement of Principles and Procedures
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

Learning and Support Resources

General Academic Support – Advising
http://www.dal.ca/campus_life/student_services/academic-support/advising.html

Fair Dealing Guidelines

Library
http://libraries.dal.ca

Black Students
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

Student Health Services
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

Copyright Office
http://www.dal.ca/dept/copyrightoffice.html

E-Learning website
http://www.dal.ca/dept/elearning.html