COLLEGE MISSION STATEMENT
Inspired by the Jesuit traditions of academic excellence, education for justice, and service to others, we are committed to providing an integrated business education for ethical and socially responsible leadership

COURSE DESCRIPTION: International political economy (IPE) is a study that synthesizes methods and theories of economics, politics, and sociology to study international problems. The course critically examines the relationships between wealth and power in the global economy. It covers various traditional theories and critical perspectives that pertain to political economy. The course uses an institutional perspective to study political economy through four IPE structures — trade, finance, security, and knowledge. The course also focuses on several current issues of relevance such as migration, food politics, the credit crisis, and the illicit global economy.

COURSE OBJECTIVES:
1. To examine the interactions between international economics and international politics.
2. To understand the relationship between power and wealth in the world from a critical perspective.
3. To examine various international political economic structures: international trade, international finance, global security, and the production of knowledge.
4. To use the lens of social justice to examine the IPE of the Credit Crunch; the IPE of migration, the IPE of the illicit economy; and the IPE of Tourism.
5. Demonstrate their understanding of how global political economy by researching a current issue from an IPE perspective.

REQUIRED TEXT:

PREREQUISITES: Econ 271.
Please note that the course will involve fair amount of technical detail and that the exams are writing-intensive.
TENTATIVE COURSE OUTLINE: This schedule is subject to change depending on the availability of time for each topic. New and relevant readings will be added on Canvas every week.

Week 1 (9/22): Syllabus and Introduction
Introduction to the Course & Chapter 1
What is IPE? Why Study IPE?
The IPE approach to international issues

Week 2 (9/29): Introduction
Chapters 2-5
Various IPE perspectives summarized- Mercantilism, Nationalism, Liberal Perspectives, Structuralism, Critical Perspectives
Readings: Will be posted on Canvas

Week 3 (10/06): Theoretical Approaches to IPE
Chapters 2-5: Various IPE perspectives contd.
Chapter 6: International Trade.

Week 4 (10/13) IPE Power Structures: Production (what, how, and for whom)
Chapter 6: International Trade
Readings: Will be posted on CANVAS
Discussion of class readings

Week 5 (10/20): Money and Finance
Chapter 7: International Monetary and Finance Structure
Chapter 8: The IPE of International Debt
Midterm
Team selections

Week 6 (10/27) Debt (patterns of money flows)
Chapter 8: The IPE of International Debt
Other Readings: Handout on BOP accounting

Week 7 (11/03) IPE of International Debt and the financial crisis
Gold Standard, Bretton Woods, Global financial crisis
Readings: Will be posted.

Week 8 (11/10) IPE of Global Security
SPEAKER??? Team Proposal Submission

Week 9 (11/17) IPE Power Structures: Knowledge and IPE of Human Networks
Chapter 9: The Global Security Structure
Chapter 10: Knowledge and Technology: The Basis of Wealth and Power

Chapter 10 contd.
Chapter 16: The Human Connection

Week 10 (12/01) IPE of human networks and The Illicit Global Economy
Chapter 16: The Human Connection contd.
Chapter 18: The Illicit Global Economy

FINAL EXAMINATION: Tuesday, December 6th 8:00 am – 9:50 am

ASSESSMENT:
- There will be a Midterm during the quarter and a non-comprehensive Final. A team proposal and report will account for 25% of your grade.
- All class power points will be loaded on Canvas. Please read the chapter assigned for the week before you come to class.
- You will be expected to participate actively in discussions based on the assigned chapters and readings. Every student is expected to participate in this class.
- Class participation points will be based on your intelligent (not loud) in-class discussions.
- Tardiness and unexcused absences will cost you points.

GRADING:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>70</td>
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<tr>
<td>Final</td>
<td>70</td>
</tr>
<tr>
<td>Team Proposal</td>
<td>10</td>
</tr>
<tr>
<td>Team Written Report</td>
<td>40</td>
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<tr>
<td>Participation and Attendance</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200</strong></td>
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Letter grades will be assigned on the following scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>70-74</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>65-69</td>
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<tr>
<td>B+</td>
<td>85-89</td>
<td>61-64</td>
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<tr>
<td>B</td>
<td>80-84</td>
<td>50-60</td>
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<tr>
<td>B-</td>
<td>75-79</td>
<td>0-49</td>
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No make-up examinations will be offered without approval of the instructor prior to the scheduled examination date. I do not accept last minute voice mails/ e-mail excuses on the day of the assessment. Please note that no exams will be submitted to the Learning Center without prior written notification. Students will be required to purchase Blue Books for the midterm and the final.

If you have or think you may have a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange special support services and/or accommodations through Disabilities Staff in the Seattle University Learning Center (tel. 206-296-5740).
Communication:
I will check my email regularly. You can email me at any time, but you may not receive a response outside regular business hours. Generally, emails received before 3 p.m. will receive a response before 5 p.m., and emails received after 3 p.m. will receive a response on the following business day. Business days are Monday–Friday, except for holidays.

Classroom Etiquette:
Cell Phones must be turned off in class. No texting is permitted. Laptops are not allowed in class unless medically mandated. Students using the laptop for medical reasons will be seated in a manner that does not create any distractions for others. If you must come late, please arrive with minimal fuss. If you are not going to be attending class please let the instructor know beforehand via e-mail.

Academic Honesty:
Seattle University asserts that academic honesty and integrity are important values in the educational process. Please familiarize yourself with SU’s Academic Integrity Policy as I will religiously enforce the same. Typical examples of prohibited conduct include plagiarism, cheating, and academic fraud among others.

Guidelines for Team Proposal: IPE is a study that synthesizes methods and theories of economics, politics, and sociology to study international problems. Identify a global problem that you would like to study in greater depth. Identify the IPE structure that directly and indirectly shapes the “rules of the game” for your particular international issue or problem. You could choose an issue that bisects each of the four structures of the IPE. The proposal should be short and 1-2 pages in length.

Guidelines for Written Report: You are all interns for an NGO that wants to benefit more from your multidisciplinary expertise in your chosen IPE area. The NGO executive has asked you to write a 4-5 page (double-spaced) report on the issue. Assume that the NGO executive, although a well-educated professional, is not trained as an economist. Write a report that will reflect strongly on your professionalism and your skills.

- Clearly frame the issue and identifies the level of analysis
- Demonstrate why the question is important via charts, tables, and graphs taking care to cite the source of your information.
- Review the professional literature on this question and clearly outlines the dominant IPE perspective.
- Answers the question, qui bono? Who benefits from the observed processes?
- What is the political dimension of the issue – who are the actors and how do they acquire political power? What is the economic aspect of the issue- who are the actors and how do they acquire resources? What is the social aspect?
- What methodological approach would you like to use to study the issue? Have others used similar approaches?
This grading rubric will be used to evaluate your report.

<table>
<thead>
<tr>
<th>GENERAL AREAS</th>
<th>0=lowest to 4= highest</th>
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<tbody>
<tr>
<td><strong>MAIN QUESTION</strong></td>
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<tr>
<td>• What is the main issue? Is the question framed correctly?</td>
<td>0 1 2 3 4</td>
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<tr>
<td>• What is the level of your analysis? Explain why this matters.</td>
<td>0 1 2 3 4</td>
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<tr>
<td>• Demonstrate importance and provide effective background/context for targeted audience? (Data, magnitude)</td>
<td>0 1 2 3 4</td>
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<tr>
<td><strong>LITERATURE</strong></td>
<td>0 1 2 3 4</td>
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<tr>
<td>• What have others said about the topic? Need at least 4 citations</td>
<td>0 1 2 3 4</td>
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<tr>
<td>• Can you separate the literature into different strands?</td>
<td>0 1 2 3 4</td>
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<tr>
<td><strong>ANALYSIS &amp; EVALUATION</strong></td>
<td>0 1 2 3 4</td>
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<tr>
<td>• What is your research question as proposed for the NGO?</td>
<td>0 1 2 3 4</td>
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<tr>
<td>• What are the Political dimensions, economic aspects and social aspects?</td>
<td>0 1 2 3 4</td>
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<td>• What is your proposed methodology?</td>
<td>0 1 2 3 4</td>
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<tr>
<td><strong>ATTENTION TO AUDIENCE</strong></td>
<td>0 1 2 3 4</td>
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<tr>
<td>• Does the report use headings and subheadings to speed reader comprehension? Page numbers?</td>
<td>0 1 2 3 4</td>
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<tr>
<td>• Is the report free of grammar and editing errors?</td>
<td>0 1 2 3 4</td>
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4: Meets all expectations and exceeds some for engagement and exploration
3: Meets all expectations for engagement and exploration
2: Meets most expectations for engagement and exploration
1: Meets some expectations for engagement and exploration
0: Does not meet any expectations for length, engagement and exploration