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 IPE issues and to demonstrate critical thinking by researching a current issue from an IPE perspective.

REQUIRED TEXT:

PREREQUISITES: ECON 2130. The course will involve fair amount of technical detail and exams are writing-intensive.

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1 I understand you lead very busy lives and have jobs on and off-campus. But, keep in mind that getting an education is your primary job. Please adjust your outside class commitments accordingly.
2 Email etiquette: https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay
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 (09/26): Syllabus and Introduction
Introduction to the Course & Chapter 1
What is IPE? Why Study IPE?
The IPE approach to international issues

Week 2 (10/03): IPE Perspectives: Traditional and Critical
Chapters 2-5
Various IPE perspectives summarized- Mercantilism, Nationalism, Liberal Perspectives, Structuralism, Critical Perspectives
Readings: Will be posted on Canvas

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

Week 4 (10/17) IPE Power Structures: Production (what, how, and for whom)
Chapter 6: International Trade
Readings: Will be posted on CANVAS

Week 5 (10/24) Money and Finance
Chapter 7: International Monetary and Finance Structure
Other Readings: Handout on BOP accounting and discussion

Week 6 (10/31) Debt (patterns of money flows)
Mid-Term- October 29th!
Chapter 8: The IPE of International Debt
Other Readings: Posted on Canvas

Week 7 (11/07) IPE of International Debt financial crises
Chapter 8 continued
Gold Standard, Bretton Woods, Global financial crisis

Week 8 (11/14) IPE Power Structures: Knowledge
Chapter 10: Knowledge and Technology: The Basis of Wealth and Power

Week 9 (11/21) IPE of Global Security
Chapter 9: Class Taught by Professor Balaam
Work on Reports

Thanksgiving Week: (11/26) NGO REPORTS due
Chapter 15: The Illicit Global economy: The Dark Side of Globalization
Thanksgiving Break: November 27th- November 30th
Week 10 (12/05) The Illicit Global Economy contd.

FINAL EXAMINATION:  Monday, December 9th, 4:00 pm – 5:40 pm.

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.

ASSESSMENT:
• There will be an in-class Midterm and an in-class, non-comprehensive Final. The midterm and Final are 100 minutes long. Please purchase Blue Books for the midterm and the final.
• You will be required to submit an NGO report on Friday, Please read below for details.
• Participation will be gauged from five angles that include presence, preparation, sharing thoughts and ideas, behaving respectfully, and authentic engagement.
• Class attendance is necessary but not sufficient for full credit. It is important that you understand that absences will impact your grade considerably. I understand that there may be emergencies which arise and cause you to miss class, and that these cannot be helped. The only acceptable justifications for your absence from class are a) a death in your immediate family, or b) a severe personal accident or medical emergency. In either of these instances, I request that you notify me personally of your situation and produce written confirmation from the Dean of Students office and we will make arrangements accordingly.

GRADING:

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<tr>
<td>Midterm</td>
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<td>NGO Report</td>
<td>20</td>
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<tr>
<td>Final</td>
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<td>TOTAL</td>
<td>150</td>
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Letter grades will be assigned on the following scale:

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<td>67-69</td>
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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.
Please exchange contact information with at least 2-3 other members of the class so that you can reach out to your peers to catch you up in the event that you miss a class. I will not be responsible for helping students make up missed content

**CLASSROOM ENVIRONMENT:** Ultimately, we are all responsible for creating an environment in which everyone can learn and feel enriched by our time together. With this collaboration as a goal, full participation means that all of us make the effort
1. To share our own thoughts, reflections, and questions about the course topics;
2. To listen to one another and create space for others to share;
3. To speak and behave respectfully toward everyone who enters our learning environment;
4. To prepare for each class session by completing all assigned readings and other assignments;
5. To engage authentically in the activities, we do in class. So, Cell Phones must be turned off in class. No texting is permitted. Laptops are not allowed in class unless medically mandated.
6. To allow our fellow learners to avail themselves of our expertise;
7. To ask for help when it is needed and encourage others to do the same; and
8. To arrive on time to class and be in attendance for each session. If you are not going to be in class please let the instructor know beforehand via e-mail.
I welcome your constructive feedback along the way and seek to be a flexible guide, mentor, and facilitator. And, like you, I look forward to learning much in our collective space.

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**Academic Resources:**

- Library and Learning Commons (http://www.seattleu.edu/learningcommons/) (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

**Academic Policies on Registrar website** (https://www.seattleu.edu/redhawk-axis/academic-policies/)
  - Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

**Notice for students concerning Disabilities** 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 support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

**Notice Regarding Religious Accommodations:** It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF).”

**Office of Institutional Equity:** Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit https://www.seattleu.edu/equity/. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oie@seattleu.edu; phone: 206.296.2824) University Resources and Policies

**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.

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Guidelines for NGO Report: You are an intern for an NGO that wants to benefit more from your multidisciplinary expertise in IPE. You mention an issue to an NGO executive who is intrigued and asks you to write a Report (Use Chicago style). You have to submit a 4-5-page (double-spaced) report on the issue. Your report should demonstrate:

- The need for a problem statement or main argument near the beginning of the report and a conclusion that matches the statement.
- The need to use both quantitative and qualitative support for arguments.
- Reflect knowledge of required readings.

This grading rubric will be used to evaluate your report.

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<thead>
<tr>
<th>GENERAL AREAS</th>
<th>0=lowest to 4= highest</th>
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<tbody>
<tr>
<td>MAIN QUESTION</td>
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<tr>
<td>• What is the issue as proposed for the NGO? Describe relevant political dimensions, economic aspects and social aspects?</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>
</tr>
<tr>
<td>LITERATURE</td>
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<td>• What have others said about the topic? Need at least 4 studies/papers that discuss the issue.</td>
<td>0 1 2 3 4</td>
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<tr>
<td>ANALYSIS &amp; EVALUATION-</td>
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<td>• What is your proposed methodology for the NGO to delve deeper into the issue?</td>
<td>0 1 2 3 4</td>
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<tr>
<td>ATTENTION TO AUDIENCE -</td>
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<tr>
<td>• Does your report use headings and subheadings to speed reader comprehension? Citations? Page numbers? Is it free of grammatical 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