

Eckerd College  
International Relations and Global Affairs  
Fall 2018  
PO 241S-001

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## **International Political Economy**

MWF, 11:50-12:50, CMLS 099

### **Course Description**

This course will examine alternative theoretical perspectives of international political economy (IPE) in relation to issues of global economic development. We will begin with an analysis and critique of economic globalization. The class will then explore in detail the main three theoretical approaches to IPE: realist/conservative, liberal, and historical/structuralist. We will relate these IPE theories to issues of worker's rights, economic equality, gender, race, global public goods and sustainable development.

The course is structured to look at the impact of world economic activity on human development. Specific issues covered include trade, foreign aid, transnational corporate investment, and sustainable development. We will examine how these concerns influence development choices for the less-developed countries. We will survey some innovative policy proposals from the United Nations and elsewhere to bring about sustainable development, create economic equality, and protect global public goods. Finally we will explore the current dynamics between global capitalism and democracy that now dominate international economic and political relations in the 21<sup>st</sup> century.

Noneconomists should not be scared off by the course's title. This is not an economics course; rather, it involves historical, institutional and structural analysis. Economics students are, of course, also welcome.

### **Poverty Amidst Plenty**

This semester we will seek to better understand why wealth generates poverty. How can this be? How does what many consider the very source of the solution to the problem of poverty expand it? Why is poverty and destitution the plight of more than 1.4 billion people? Why is there so much poverty in our bountiful world? The dramatic depiction of poverty often presented in the media does not provide a means for understanding. If we wish to develop policies to alleviate human misery, we must examine the economic and political frameworks in which policy choices operate. To be able to do this requires the study of international political economy.

### **The Theoretical Task of Students in Political Economy**

Poverty is a problem in political and economic theory. What does this mean? What are theories and why do we need them? Professor Weisband responds to those questions as follows:

First, theories seek to explain complex reality or phenomena that defy common sense or intuitive understanding.

Second, theories neither “prove” nor provide “answers.” A successful theory is measured by the richness of the questions it allows us to raise rather than by the answers it provides. The task of theoretical discourse is to get the question right. Why wealth promotes poverty is such a question. The mere act of posing this relationship between wealth and poverty represents a new level of theoretical understanding. Once a theory is said to have proved something it no longer remains a theory as such, but moves on to a new status such as a law or principle.

Third, theories operate intellectually in ways that require alternative explanations or contrasting ways of thinking and reasoning. Too often we think either in terms of facts or in terms of opinions/values. In such analytical schemes, facts are “hard” and opinions/values are “soft.” This often results in the misguided notion that all opinions are always equally correct or useful. But social understanding is not a taste. Examining poverty is not like a preference for chocolate rather than strawberry ice cream. We have to earn our intellectual spurs before we have the right to exert our opinions. Thus opinions or value-judgments must be informed by a theoretical quest in which alternate ways of interpreting reality and contrasting visions are all systematically introduced and analyzed.

Fourth, the primary task in studying political economy focused on poverty and development is to establish a multidisciplinary perspective on alternate forms of explanation of why and how development and poverty expand in a world economy of uneven growth.

### **International Development Policy: The Realm of Choice**

The examination of alternative perspectives on poverty and development may sometimes lead to a kind of paralysis. The problems presented by poverty seem so overwhelming. The political and economic forces that generate and sustain poverty often appear intractable. Yet hope for a better world lies in the realm of policy. This semester we will discuss the most effective means and methods of pursuing sustainable development and poverty alleviation. It is through the development of doable, workable policy options that paralysis and despair can be overcome.

By the end of the semester, you will have studied various approaches to alleviate poverty, end corruption, and promote viable, sustainable economic growth. Hopefully this class will provide you with a way to see that there are genuine alternatives to the present economic and political structures that cause needless suffering. Your task is not to necessarily agree with the readings and proposals discussed in class. What is expected is that you engage these alternatives and evaluate for yourself whether they are (or are not) reasonable. At the conclusion of the class, you may want to develop new public policy proposals and present your own vision forward.

### **Course Requirements**

- \*Quizzes, “Think Papers” (20%)
- \*Class participation (20%).
- \*Test one (20%)
- \*Test two (20%)
- \*Final exam (20%)

NOTE: One grade is automatically deducted from any student who has more than two unexcused absences.

### **Office Hours**

Mondays: 1:00—5:00pm  
Wednesdays: 3:00—5:00pm  
Or by appointment.

Please stop by my office to discuss any questions or concerns about the class (or to chat).

### **Major Readings**

Required texts available for purchase at the bookstore are:

William Felice, *The Global New Deal: Economic and Social Human Rights in World Politics* – **2<sup>nd</sup> Edition** (Lanham, Md.: Rowman and Littlefield, 2010).

Robert Kuttner, *Can Democracy Survive Global Capitalism?* (N.Y.: Norton, 2018).

George Packer, *The Unwinding: An Inner History of the New America* (N.Y.: Farrar, Straus and Giroux, 2013).

Jeffrey Sachs, *The Age of Sustainable Development* (N.Y.: Columbia University Press, 2015).

## **Honor Code**

All students are expected to uphold the Eckerd College honor code:

“On my honor, as an Eckerd College student, I pledge not to lie, cheat, or steal, nor to tolerate these behaviors in others.”

You are required to write “pledged” on every assignment to indicate your work is consistent with the Honor Code.

## **Classroom Technology Policy**

All digital and electronic devices, including laptops, ipads, e-readers, and cell phones, should not be visible and should not be turned on during class. The classroom is a place where we gather to exchange ideas in person, and to give and receive respect for those ideas. For that reason cell phones and all electronic devices should be turned off and put away during class. They should not be visible to you or others.

## **Accessible Education Services**

*If you have a disability or believe that you qualify for accommodations under the Americans with Disabilities Act or other laws, please contact Accessible Education Services at extension 8248 or via email at [aes@eckerd.edu](mailto:aes@eckerd.edu) as soon as possible. Appropriate accommodations can only be arranged through that office, and may not be made retroactively.*

*Eckerd College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Accessible Education Services (located in Edmundson Hall) at extension 8248 or via email at [aes@eckerd.edu](mailto:aes@eckerd.edu).*

*Students with physical, cognitive, or psychological disabilities must contact Accessible Education Services, located in Edmundson Hall, at extension 8248 or via email at [aes@eckerd.edu](mailto:aes@eckerd.edu) to discuss potential accommodations of other helpful services. All information will be kept confidential.*

## **Title IX Reporting Policy**

Eckerd College is committed to fostering a campus community based on respect and nonviolence. To this end, we recognize that all Eckerd community members are responsible for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Eckerd is legally obligated to investigate incidents of sexual harassment and sexual assault that occur on our campus. Faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, are required by law to notify Eckerd's Title IX Coordinator. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Eckerd, including confidential and anonymous reporting options, please visit <http://www.eckerd.edu/titleix/>.

## **Unauthorized Use of Course Materials**

All course materials (including lectures, PowerPoint, and materials posted on Moodle or other course management sites or shared by email) may only be used for the purposes of an individual's or group's study while enrolled in this course, and may not be shared with a wider audience on or off campus nor posted on an external website without my explicit permission.

## Class Schedule and Reading Assignments

Sept 3      **Introduction and Overview**

### **I            IPE Theory**

Sept 5      Liberal Perspectives  
Felice, Intro and Ch 1 (1-25)

Sept 7      Liberal v Conservative  
Felice, Ch 2 (27-60)

Sept 10     Conservative/Realist Perspectives  
Felice, Appendix to Ch 2 (60-72)

Sept 12     The Historical Structuralist Perspective  
Felice, Ch 3 (73-109)

Sept 14     United Nations and Development  
Felice, Appendix to Ch 3 (109-123)

### **II            Dimensions of IPE**

Sept 17     Race and IPE  
Felice, Ch 5, Race (157-177)

Sept 19     Gender and IPE  
Felice, Ch 6, Gender (179-204)

Sept 21     Military Spending  
Felice, Ch 7, Military spending (205-231)

Sept 24     Europe and the US  
Felice, Ch 8 (233-256)

Sept 26     A Global New Deal?  
Felice, Ch 9 (257-287)

Sept 27     **CPS Event: Eckerd College Diplomat in Residence, Neal Walker, will speak on “Chaotic World, U.N. Response,” at 7pm in Fox Hall. REQUIRED. Replaces class on Friday, 9/28.**

### **III Inequality in America**

- Oct 1 Dean Price (1)  
Packer, 9-17; 77-88; 139-148; 175-183
- Oct 3 Dean Price (2)  
Packer, 240-251; 316-326; 414-430
- Oct 5 Tammy Thomas (1)  
Packer, 37-56; 89-99; 149-154
- Oct 8 Tammy Thomas (2)  
Packer, 231-239; 327-333; 408-413



### **OCTOBER 9<sup>th</sup> FINAL DAY TO REGISTER TO VOTE**

- Oct 10 Tampa  
Packer, 190-208; 259-278, 305-315, 334-344, 400-407

- Oct 12 Test One**

- Oct 15 & 16 Fall Recess**

- Oct 17 **CPS Event: “An Evening with Langston Hughes and Zora Neal Hurston,” performed by Phyllis McEwen and Bob Devin Jones, 7pm, Fox Hall. Required; replaces 10/17 morning class.**

### **IV Economic Globalization: Global Inequality**

- Oct 19 Introduction to Sustainable Development  
Sachs, Ch 1 (1-44)
- Oct 22 An Unequal World  
Sachs, Ch 2 (45-70)
- Oct 24 Brief History of Economic Development  
Sachs, Ch 3 (71-100)

**V Economic Globalization: Multinational Corporations**

Oct 26 Clinical Economics  
Sachs, Ch 4 (101-138)

Oct 29 Ending Extreme Poverty  
Sachs, Ch 5 (139-180)

Oct 31 Planetary Boundaries  
Sachs, Ch 6 (181-218)

**VI Economic Globalization: Neocolonialism**

Nov 2 Film: Life and Debt  
Sachs, Ch 7 (219-250)

Nov 5 Social Inclusion  
Sachs, Ch 8 (251-274)



**NOVEMBER 6<sup>th</sup> ELECTION DAY**

**Nov 7 Test Two**

**VII Economic Globalization: Foreign Aid**

Nov 9 Health for All  
Sachs, Ch 9 (275-316)

Nov 12 Food Security  
Sachs, Ch 10 and 11 (317-392)

**VIII Economic Globalization: Sustainable Development**

Nov 14 Climate Change  
Sachs, Ch 12 (393-446)

Nov 16 Biodiversity  
Sachs, Ch 13 (447-480)

Nov 19 Sustainable Development Goals  
Sachs, Ch 14 (481-511).

Thanksgiving Break – Nov 21-23

**IX Global Capitalism and Democracy**

Nov 26 The New Deal and the Bretton Woods Institutions  
Kuttner, Chs 1-2 (1-48)

Nov 28 The “Liberation” of Finance  
Kuttner, Chs 3-4 (49-96)

Nov 30 The Global Assault on Labor  
Kuttner, Chs 5-6 (97-148)

Dec 3 Trading Away a Decent Economy  
Kuttner, Chs 7-8 (149-211)

Dec 5 Governing Global Capitalism  
Kittner, Chs 9-10 (212-257)

Dec 7 The Road From Here  
Kuttner, Chs 11-12 (258-309)

**Dec 12 (Wednesday): FINAL EXAM, 11:30am – 2:30pm**

## Hurricane Instructions

If for any reason, Eckerd College is evacuated, students who leave campus for stays overnight or longer should bring their texts, notes and syllabus so that they are ready to continue their course work. In such an event, check your Eckerd e-mail from your off-campus location and continue with the course work according to the syllabus and as delivered Moodle on your “myeckerd.edu” webpage.

Specific hurricane instructions for our class:

- 1) **Emergency Contact Information:** On the first day of class, each student must submit to me the following emergency contact information: address, phone number, cell phone, alternate email address. In addition, all students should fill out the emergency contact information form posted on the Eckerd College Intranet (<http://myeckerd.edu>).
- 2) **Books:** For all evacuations (no matter how short or long in duration), you must take your textbooks and continue your course work outlined in the syllabus.
- 3) **Moodle Questions:** I will post Moodle questions on all the reading assignments. Working with the texts, you should get as far as you can in answering the questions and posting your responses. I will be reading and responding to your postings. During all evacuations, the Eckerd College website will continue to provide access to email, Moodle, and your “myeckerd” webpage. I expect you to keep up with the reading and post careful responses to the Moodle questions.

During evacuations, please read the chapters carefully and thoughtfully, taking notes and underlining key concepts. I will provide comments on your work and grades as the term goes along. Moodle allows us to engage in a “virtual classroom” discussion of the key issues we will be studying this semester.
- 4) **Communication with me:** The primary method to communicate with me during a hurricane evacuation is via email at [felicewf@eckerd.edu](mailto:felicewf@eckerd.edu).
- 5) **Significant break in the semester (2-4 months):** If we have a significant break in the semester, I will convert this course to a form of an independent study. I will contact you via your emergency contact information. You will be asked to follow the course syllabus and the individual homework/Moodle discussion question assignments. But, in addition, I will be assigning you either a final analytic/research paper or an open book final exam essay. Depending on the circumstances, you will either return your work to me via email or the postal service.