How has the global political economy evolved since 1945? Who have been the main actors and how have they shaped the current global order? What have been the implications for “developing
countries”? In this course we will examine how states, international organizations, corporations, and social movements have interacted and the main theories explaining how outcomes have been determined. We will also analyze the “development project” from 1945 onwards and assess the implications the current phase of the global political economy – that of “globalization” - for developing countries. Globalization has many dimensions – economic, political, cultural, social, environmental, and historical. This course concentrates on the economic and the political. We will be taking a ‘critical’ approach meaning that we will subject mainstream development theories to scrutiny, and explore alternative approaches to development and to globalization.

By the end of this course you will:

- Describe the major changes in the global political economy over the past 75 years
- Understand how the term globalization has been used and interpreted
- Appreciate development debates and how they have evolved over time
- Be aware of the role played by technology, state and market in economic development
- Understand the complexity of international economic governance
- Be able to analyze different country and regional experiences
- Develop critical thinking skills
- Have a better ability to write short reviews and essays

The course is in three parts:

(i) History and Theories

This part of the course will be primarily lecture-based and will introduce the main theories of development and globalization and place them in their historical contexts. I will be providing recorded lectures and powerpoints for the first seven weeks of the course covering this material.

(ii) Contemporary Issues and Debates

This part of the course will be primarily student-led. Each graduate student will select a chapter from the textbook, *The Essential Guide to Critical Development Studies*, and will provide a lecture on the chapter. The student will go beyond the chapter itself and include material from the recommended readings and their own research.

(iii) Global Economy and Development: Multiple Dimensions, Complex Assessments

In the first week of the course we will watch a new film *Guangzhou Dream Factory* which follows African migrants to China. As we see the experiences and actions of the migrants, their Chinese contacts, and the state actors involved, what are we to make of the current globalized economy? We will use this film as both a starting point to identify issues and questions at the outset and as an end point to bring the course material back into focus as a final reflection.
Course text:


Course tools:

Please consult any one of the links below to find information on:

1. A link to the textbook
2. Instructions on how to access the video “Guangzhou Dream Factory”
3. Videos for: plagiarism, parts of a citation, browsing journal issues, and using the library’s general search.

https://libguides.unbc.ca/econ/401_601
https://libguides.unbc.ca/pols/498/698
https://libguides.unbc.ca/ints/407/607

**Reading for History and Theories**

This part of the course examines the evolution of the international economy since 1945, analyzes theories of development as they have changed over this period, and discusses the meanings of globalization.


*Reading:*

Veltmeyer and Bowles, Chapters Introduction, 1, 2


*Reading:*


Veltmeyer and Bowles, Chapters 4, 5, 12, 15


III. Theories of Globalisation 1: ‘Superterritoriality’ and ‘Globaloney’ (Weeks 5 and 6)

*Reading:*

Veltmeyer and Bowles, Chapters 10, 11


IV. Theories of Globalisation 2: ‘Imperialism’, ‘Regionalism’ and the Rise of the BRICS (Week 7)

*Reading:*

Veltmeyer and Bowles, Chapters 3, 7, 9


**Global Economy and Development:**

**Multiple Dimensions, Complex Assessments**

About the film:

“Guangzhou, a.k.a. Canton, is southern China’s centuries-old trading port. Today the booming metropolis of 14 million is a mecca of mass consumption, its vast international trading centers crammed with every “Made in China” good imaginable. Every year more than half a million
Africans travel to Guangzhou where they buy goods to sell back in Africa. Over time, some have chosen to stay, and for these Africans China looks like the new land of opportunity, a place where anything is possible. But is it?

Featuring a dynamic cast of men and women from Cameroon, Kenya, Nigeria and Uganda, GUANGZHOU DREAM FACTORY weaves the stories of Africans chasing alluring, yet elusive, “Made in China” dreams into a compelling critique of 21st century global capitalism. Following a filmmaker’s journey from Ghana to China and back to Africa, GUANGZHOU DREAM FACTORY provides a rare glimpse of African aspirations in an age of endless outsourcing.”

See the trailer: https://www.gzdreamfactory.com/trailer/
Detailed Course Schedule:

<table>
<thead>
<tr>
<th>Class Week and Date</th>
<th>Instructor Material Provided</th>
<th>Student Work to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/ Sept 9</td>
<td>Introduction and course overview</td>
<td>Be prepared to introduce yourself to your classmates. Provide some information about who you are, where you are from, what interests you about this course, and anything else that you would like to share with the class. This can also be shared on the Discussion Board tool on Blackboard.</td>
</tr>
<tr>
<td>2/ Sept 16</td>
<td>Watch the film <em>Guangzhou Dream Factory</em>. Write a 2 page overview of what the film made you think about the terms ‘globalisation’ and ‘development’ and what questions the film raised for you.</td>
<td></td>
</tr>
<tr>
<td>4/ Sept 30</td>
<td>Lecture 2: international political economy and development theory 1945-79 (Part 2) Moderate discussion board</td>
<td>Graduate students: Start preparing your chapter from the textbook. Undergraduate students: Write a 3 page review of any one organization of concept arising from the lectures. (List to be provided at the end of each lecture) Contribute to discussion board on question from Lecture.</td>
</tr>
<tr>
<td>5/ Oct 7</td>
<td>Lecture 3: international political economy and development 1980-2000 Moderate discussion board</td>
<td>Readings for Weeks 3 and 4. 1 Graduate presentation of a chapter from the textbook. Contribute to discussion board</td>
</tr>
<tr>
<td>Date</td>
<td>Lecture Topic</td>
<td>Activity Details</td>
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<tr>
<td>6/ Oct 14</td>
<td>Lecture 4: international political economy and development 2000-2020</td>
<td>1 Graduate presentation of a chapter from the textbook. Contribute to discussion board on question from Lecture and/or Presentation. Undergraduate students: Write a 3 page review of any one organization of concept arising from the lectures. (List to be provided at the end of each lecture)</td>
</tr>
<tr>
<td>7/ Oct 21</td>
<td>Lecture 5: theories of globalization (Part 1)</td>
<td>Readings for Weeks 5 and 6 1 Graduate presentation of a chapter from the textbook. Contribute to discussion board on question from Lecture and/or Presentation.</td>
</tr>
<tr>
<td>8/ Oct 28</td>
<td>Lecture 6: theories of globalization (Part 2)</td>
<td>1 Graduate presentation of a chapter from the textbook. Contribute to discussion board on question from Lecture and/or Presentation. Undergraduate students: Write a 3 page review of any one organization of concept arising from the lectures. (List to be provided at the end of each lecture)</td>
</tr>
<tr>
<td>9/ Nov 4</td>
<td>Lecture 7: theories of globalization (Part 3)</td>
<td>Readings for Week 7 1 Graduate presentation of a chapter from the textbook. Contribute to discussion board on question from Lecture and/or Presentation.</td>
</tr>
<tr>
<td>10/ Nov 11</td>
<td>Moderate discussion board</td>
<td>Contribute to discussion board on the topic of: “Which of the four theories of globalization presented in lectures did you find the most and the least convincing? Is there a fifth theory that you prefer?”</td>
</tr>
<tr>
<td>11/ Nov 18</td>
<td>Moderate discussion board</td>
<td>2 Graduate presentations of</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Grade Components</td>
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<td>--------------</td>
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<tr>
<td>12/ Nov 25</td>
<td>Moderate discussion board</td>
<td>Contribute to discussion board on question from Presentation.</td>
</tr>
<tr>
<td></td>
<td>2 Graduate presentations of chapters from the textbook.</td>
<td>Contribute to discussion board on question from Presentation.</td>
</tr>
<tr>
<td>13/ December 2</td>
<td>Moderate discussion board</td>
<td>1 Graduate presentation of a chapter from the textbook.</td>
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<tr>
<td></td>
<td></td>
<td>Contribute to discussion board on question from Presentation.</td>
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</tbody>
</table>

**Assessment**

The Access Resource Centre (ARC) provides service to students with documented disabilities or health conditions, ranging from permanent to temporary, including but not limited to mental health disabilities, learning disabilities and attention deficit disorders, chronic health issues, brain injury, hearing and visual impairments, mobility and other physical disabilities. ARC staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations to assist you in achieving your academic goals. Students who may have a need for special accommodation are encouraged to contact ARC by email at arc@unbc.ca, by phone 250-960-5682, or in person in Room 10-1048 of the Teaching and Learning Building (Building 10). For more information, please visit unbc.ca/access-resource-centre.

**Econ 401/INTS 407/POLS 498**

The grade for the course will consist of four components:

(i) In the first part of the course, you will be introduced to various organizations and agreements (e.g. World Bank, IMF, UN, UNCTAD, UNEP, Trade Agreements, TRIPs, TRIMs, World Social Forum, Oxfam). Pick any three of these and write a 3-page essay on each indicating (i) their history (ii) purpose (iii) main policy positions. Each paper worth 5% of grade. To be submitted in the weeks indicated in the schedule.

(ii) What did the film *Guangzhou Dream Factory* tell you about globalization? Write 2 pages on your initial thoughts from seeing the film in Week 1. Due September 22. Worth 5% of grade. Include this and write another 6-8 pages on what you thought at the end of the course, reflecting on how course materials added to your knowledge. Due December 4. Worth 20% of grade.
(iii) Which two chapter presentations from Veltmeyer and Bowles did find most interesting? Summarise the main issues, main debates and what you learned. How did the discussion board contributions aid your understanding. Each chapter assessment 8 pages maximum. Each worth 15% of grade. Can be submitted any time before December 4.

(iv) Contribution to weekly discussion boards. You are expected to contribute to the weekly discussion board. Your contributions should display a knowledge of the chapter and course readings. Worth 30% of grade.

All written work must be completed for a passing grade to be awarded. For further detailed information on the assignments refer to the separate “Information on Assignments” document posted on Blackboard.

**Econ 601/INTS 607/POLS 698**

The grade for the course will consist of four components:

(i) What did the film *Guangzhou Dream Factory* tell you about globalization? Write 2 pages on your initial thoughts from seeing the film in Week 1. Due September 23. Worth 5% of grade. Include this and write another 8 pages on what you thought at the end of the course, reflecting on how course materials added to your knowledge. Due December 4. Worth 15% of grade.

(ii) Presentation on chapter from Veltmeyer and Bowles. 15% of total grade. Essay on one chapter from Veltmeyer and Bowles. In your presentation and essay you are expected to go beyond the chapter material itself to include some of the recommended reading and some of your own research. Your essay should (i) introduce the topic and set out the main issues; (ii) highlight the main debates and controversies; (iii) include any empirical material as appropriate; and (iv) provide an assessment of what questions have been resolved and which remain unresolved. Maximum 15 pages. Due 2 weeks after class presentation of chapter. Essay worth 25% of total grade.

(iii) Choose three articles published in the last five years (2015-2020) in any of the following journals: *Journal of Development Studies, Third World Quarterly, Development and Change, Review of International Political Economy,* and *Globalizations*. Write a review of each article. Each review should: (i) summarize the main argument; (ii) indicate which methods were used to support the argument; (iii) identify what the authors consider to be the article’s main contribution; (iv) assess how convincing the argument is; and (v) indicate how the article relates to other readings/issues from the course. Maximum 6 pages per review. Each review is worth 5% of the total grade. Can be submitted any time before December 4.
Contribution to weekly discussion boards. You are expected to contribute to the weekly discussion board. Your contributions should display a knowledge of the chapter and course readings. Worth 25% of grade.

All written work must be completed for a passing grade to be awarded. For further detailed information on the assignments refer to the separate “Information on Assignments” document posted on Blackboard.

Important Note: The assessment may vary depending on the number of undergraduate and graduate students enrolled in the class. The final assessment criteria will therefore be announced in the second class of the semester.

Assessment Summary

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Assignment</th>
<th>Weight</th>
<th>Due</th>
<th>Undergraduate</th>
<th>Assignment</th>
<th>Weight</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Veltmeyer and Bowles chapter</td>
<td>15%</td>
<td>Essay two weeks after presentation</td>
<td></td>
<td>Organization/concept summaries (3)</td>
<td>15%</td>
<td>Oct 2, 16, 30</td>
</tr>
<tr>
<td></td>
<td>Article reviews (3)</td>
<td>15%</td>
<td>Dec 4</td>
<td>Veltmeyer and Bowles chapter presentation reviews (2)</td>
<td>30%</td>
<td>Dec 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Film review</td>
<td>5% + 15%</td>
<td>Sept 23/Dec 4</td>
<td>Film review</td>
<td>5% + 20%</td>
<td>Sept 23/Dec 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in discussion board</td>
<td>25%</td>
<td>Weekly</td>
<td>Participation in discussion board</td>
<td>30%</td>
<td>Weekly</td>
<td></td>
</tr>
</tbody>
</table>
Plagiarism statement

Any conduct that violates the ethical or legal standards of the University, particularly those related to academic honesty, is a serious offense. Informal means to resolve complaints of academic dishonesty may be used. A student may seek resolution of a complaint of academic dishonesty at the level of Instructor, Program Chair and/or College Dean. If such ‘informal' resolution is unsuccessful or inappropriate, an impartial committee, the Senate Committee on Academic Appeals, will provide for complete examination of the complaint or allegations. The minimum sanction for an academic offense includes reprimands and reduction of grades; the maximum sanction is expulsion from the University (see Academic Regulation 46 (Academic Sanctions)). Such offenses include, but are not limited to the following:

a. **Plagiarism**: Plagiarism is “the act of using and passing off as one's own the ideas or writings of another” (The American Heritage College Dictionary 1044). It includes submitting the work of another, and using citations which have been designed in order to mislead the reader as to the nature or authenticity of the source. Complete plagiarism involves an entire essay or form of creative work of another, from whatever source (including the World Wide Web) being copied and presented as original work. Unless prior written and signed permission is obtained, submitting the same essay, paper or other term work for credit in more than one course constitutes self-plagiarism, a situation similar to complete plagiarism.

b. **Cheating**: Cheating takes numerous forms and includes, but is not limited to the following: copying from another student's work or allowing another student to copy from your work; obtaining a copy of an examination before it is officially available; possession of notes, books, diagrams or other aids during examinations that are not authorized by the examiner; knowingly recording or reporting false empirical or statistical data; and misrepresenting or falsifying references, citations, or sources of information.

c. **Submitting False Records**: Submitting false medical or criminal records, transcripts, or other such certificates or information, under false pretences.

d. **Withholding Records**: Non-disclosure of previous attendance at a post-secondary institution, and of the transcript of record pertaining thereto, or of other documentation required by the University.

e. **Misrepresenting One's Own Identity**: Impersonation or the imitation of a student in class, in a test or examination or class assignment is a breach of academic honesty. Both the impersonator and the individual impersonated may be charged.

f. **Falsification of Results**: The falsification of laboratory and research results.

g. **Submission of False Information**: The submission of false or misrepresented information on any form used by the University or an agent thereof.

h. **Submitting Academic Work Twice for Credit**: Unless prior written and signed permission is obtained, submitting for credit any academic work for which credit has previously been obtained or may be sought in another course or program of study in the
University or elsewhere. This includes, for example, materials such as library research papers posted on the World Wide Web.

i. **Aiding** or **Abetting** any of the above academic offences.

As the instructor, I reserve the right to run any assignments submitted through a university-sponsored software program to check for plagiarism. Some assignments may be required to be submitted through SafeAssign which automatically produces a plagiarism report.