

ECON 331E: Global Economy

Course objectives

The aim of this course is to introduce students to the main debates surrounding the nature, effects, and attempted management of the Global Economy. We will explore its most important post-war structural developments and examine contemporary challenges. In addition, the course aims to equip students with the tools to analyze and apply the theoretical concepts learned in class to case studies and international political analysis.

Course description

Global Economy is situated within the subfield of International Political Economy (IPE). As such, the course will include the following topics:

- **Topic 1:** Approaches to IPE and debates on globalization.
- **Topic 2:** Global Trade. Evolution of the global trading regime from GATT to the WTO, identifying its principal structural changes, broadening agenda, contested nature, and uncertain future. Challenges facing multilateral trade in the contemporary era including rising US-China trade tensions and the Ukrainian War.
- **Topic 3:** Regional Trade Agreements (RTAs). What is regionalism and why countries do it. RTAs around the world. Examples: European Union and its trade relations with the US.
- **Topic 4:** Environment, contemporary challenges and concerns. Sustainable development. Tracking of global governance to address the ecological crisis and the climate change (e.g., Kyoto Protocol mechanisms). Concerns about energy transition.
- **Topic 5:** International Monetary System, the Bretton Woods system, rise and collapse.
- **Topic 6:** Current trends on Global Economy: The rise of China, BRICS and its impact on the global economy. The Global South. Extractivism and socio-environmental conflict

Class Schedule (This is only a general guide and may be subject to change)

ACTIVITY
Presentation of the Course
<p>TOPIC 1 & TOPIC 5: INTERNATIONAL POLITICAL ECONOMY AND BRETTON WOODS.</p> <p>Introduction: What is IPE</p> <p>IPE classical theories</p>
<p>IPE methodologies</p> <p>Globalization or Globalism?</p> <p>Bretton Woods Institutions</p>
Discussion: Globalization. The Capital of XXI century



<i>Workshop. Globalization issues</i>
TOPIC 2: GLOBAL TRADE
General Agreement on Tariffs & Trade (GATT)
World Trade Organization (WTO)
Discussion: The new Global Economy: Free trade or isolationism?
TOPIC 3: REGIONAL TRADE AGREEMENTS
Explaining and discussing Regionalism
<i>Workshop. Trade Agreements</i>
<i>Mid-term exams</i>
<i>Workshop. Trade Agreements</i>
<i>Discussion: Lecture: The modern agrifood system, history and challenges</i>
<i>Workshop. Trade Agreements</i>
<i>Discussion: Lecture: The Development Goals and challenges for the Global Economy</i>
TOPIC 4: THE ENVIRONMENT
Discussion: Economic Growth and sustainability. The Fairytales of Growth?
The development goals. Sustainable Development
Climate change. Kyoto Protocol Mechanisms
<i>Workshop. Documentary "The Carbon Rush".</i>
TOPIC 6: THE GLOBAL SOUTH.
Extractivism and socio-environmental conflicts.
<i>Final Presentations</i>
<i>Final Presentations</i>
<i>Final Presentation</i>
<i>Workshop. Articles and news about Global Economy</i>
<i>Final Exams</i>

Readings and suggested bibliography

This course is designed to incentivize student participation and foster active class discussions. To this end, each topic will be accompanied by mandatory readings that will be thoroughly addressed in class. While this course does not utilize a single textbook, all relevant readings will be made available on Blackboard for student access. However, here is a suggested bibliography:

- Badie, B., Berg-Schlosser, D. and Morlino, L. (Eds.) (2011) International Encyclopedia of Political Science. Thousand Oaks, Calif: SAGE.
- Balaam, D.N. and Dillman, B. (2012) Introduction to international political economy David N. Balaam, Bradford Dillman. John Wiley: TPB.
- Böhm, S., & Dabhi, S. (2009). Upsetting the Offset: The Political Economy of Carbon Markets. Mayflybooks/Ephemera.
- Bull, B., & Aguilar-Støen, M. (Eds.). (2023). Handbook on International Development and the Environment. Elgar Handbooks in Development. Edward Elgar Publishing.
- Kristen Hopewell (22 Jan, 2024): The (surprise) return of development policy space in the multilateral trading system: what the WTO Appellate Body blockage means for the developmental state. Review of International Political Economy, DOI: 10.1080/09692290.2024.2303681
- Oatley, T.H. (2019). International Political Economy. New York: Routledge, Taylor & Francis Ltd.

Course Requirements and Methodology

Course assessment will consist of a variety of components, including: four group workshops, one group final presentation, one midterm test and a final test. Additionally, class participation will be graded.

The distribution of the final grade is the following:

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|------------------------------|-----|
| • Class workshops | 25% |
| • Midterm test | 15% |
| • Final presentation defense | 20% |
| • Class Participation | 20% |
| • Final test | 20% |

General Course Policies

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending to class regularly and checking both email and the Blackboard site of the course frequently.

Academic Honesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

About using Artificial Intelligence (AI)

The use of AI tools such as grammar checkers, ChatGPT, GEMINI, COPILOT, etc. and automatic translation tools is prohibited unless expressly permitted by the instructor to enhance the students' learning experience. Plagiarism includes, but is not limited to, the unacknowledged use of these tools to create content submitted as one's own. If the use of any of these tools is suspected, the instructor may request notes and other materials used in preparing assignments. Students must retain these materials until final grades are posted. Failure to produce these materials when requested may negatively impact the student's grades.

Learning Accommodations

If you require special accommodations, or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to Marta Carrillo Orozco (mcaroro@acu.upo.es) to either turn in your documentation or to confirm that our office has received it. Marta will explain the options available to you.

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Student engagement policy

Student's engagement will account for at least 20% of the final grade for every course, thus highlighting its significance for high-impact learning.

Students will receive two engagement grades: a mid-term grade (at least 10%) and an end-of-semester grade (at least 10%).

An engagement rubric is provided at the end of this document to ensure transparent and consistent grading.

Absences and lack of engagement

Absences during the add/drop period do not count against students' engagement grade, but may impact their performance in the course.

As a consistent lack of academic engagement may raise concerns about a student's overall academic performance, the following steps will be taken in order to support students' success:

Initial outreach – after missing 3 classes*

E-mail from professor reiterating engagement policy and consequences for additional absences.

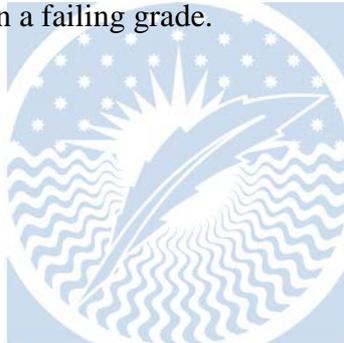
Second outreach – after missing 4 classes*

E-mail from professor and notification of academic staff at the International office.

Academic probation – after missing 6 classes*

Student is called in for a meeting with academic staff at the International office. Automatic notification of home institution and further academic consequences.

Any additional absences will result in a failing grade.



RUBRIC

Criteria	Exemplary (9-10)	Proficient (7-8)	Passing (5-6)	Poor (0-4)
Attendance	Arrives on time and stays for the entire duration of class. No absences, or if absent once, demonstrates knowledge of course material missed.	Misses no more than two sessions or is occasionally late. Demonstrates knowledge of course material missed.	Misses 3 or 4 sessions or frequently arrives late/leaves early; exhibits little knowledge/interest regarding course material missed.	Misses 5 or more sessions and does not demonstrate knowledge of course material missed.
Preparation	Consistently well-prepared; demonstrates deep understanding of readings and completes assignments.	Usually prepared; completes readings with some understanding and usually completes assignments.	Occasionally prepared. Demonstrates limited understanding of materials and occasionally completes assignments.	Rarely prepared; minimal effort to engage with course materials.
Participation	Actively participates in discussions with thoughtful comments/questions; demonstrates knowledge of the material and critical thinking skills.	Participates often demonstrating knowledge of material and critical thinking skills.	Participates once in a while or contributions lack depth or relevance.	Does not participate or is disruptive during discussions.
Attentiveness & Respect	Fully engaged and attentive during all sessions; respectful to professor and fellow students. Use of laptop/tablet for notetaking only; no cellphone use.	Generally attentive, with very infrequent lapses in focus and use of electronic devices for non-class related purposes. Respectful to professor and fellow students.	Occasionally inattentive or disengaged. Use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.	Rarely attentive, focused or responsive. Repeated use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.
Collaboration & Feedback	Effectively collaborates with peers in group or in-class activities following professor's instructions. Incorporates feedback to improve learning & performance.	Collaborates frequently with peers or in in-class activities. Incorporates feedback and makes moderate efforts to improve learning & performance.	Occasionally works well with peers but does not contribute substantially to in-class or group assignments. Responds to feedback inconsistently with minimal improvement.	Does not collaborate with peers, does not complete in-class or group assignments. Ignores feedback.