SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE NAME: Introduction to the Political Economy of Globalization
COURSE NUMBER: SOSC-0250
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”
PREREQUISITE: Principles of Economics (micro or macro), or Sociology, or Geography, or International Relations.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:

This course is a multidisciplinary approach to the study of global political economy in general and GLOBALIZATION in particular. It is designed to introduce students to the basic concepts, theories and the history of contemporary globalization. To that end, competing theories and various historical epochs particularly the Post World War II era are discussed. Of particular interests are an examination of the impact of globalization on the nation-states’ socio-economic and political structures, the nature and the scope of global capitalist class alliance, capital/labor relations, war and peace, global inequality, environmental issues, and human rights.

METHOD OF INSTRUCTION:

This course uses a combination of lectures, group discussions, and an in-class (paper) presentation. Instructional aids in the form of documentaries (videos) and guest lectures are utilized. It is a sixteen week
course and the readings are assigned in a manner that helps with an integrated systemic analysis of the evolution of the system and grounding of the issues in an historical context.

COURSE OUTLINE:

I. PART I. THEORETICAL AND HISTORICAL FOUNDATION
   A. WEEKS ONE & TWO: Introduction to GLOBAL Political Economy—History and the building blocks (elements from social sciences).
   Readings:
   B. WEEKS THREE: Meta-theoretical constructs in approaches to global political economy: From Smith to Marx to Keynes (from the INDUSTRIAL REVOLUTION TO THE Great Depression to World War II).
   Readings:
   C. WEEK FOUR: A review of Positivism, Hermeneutics and Critical Realism and their relevance to the contemporary Global Political Economy.
      (First Exam)

II. PART II: Post World War II Global Political Economy and the bi-polar world system
   A. WEEK FIVE: Logical/empirical consequences of the evolution of capitalism Inter-imperialist rivalries and World Wars—the RACE FOR RESOURCES
      Readings:
      Readings:
      Readings:
      (Exam Two).

III. PART III. 1980s and Beyond
   A. WEEK EIGHT: The collapse of the bi-polar system and the rise of neo-liberalism on a global scale
      Readings:
   B. WEEKS NINE & TEN: GLOBALIZATION—the new accumulation strategy of global capitalism
      Readings:
   C. WEEK ELEVEN: Globalization, accumulation and global capitalist class alliance
      Readings:
      Exam three.

IV. PART IV. CONTEMPORARY AND FUTURE ISSUES
   A. WEEKTWELVE: Globalization, accumulation, and global class conflict
      Readings:
   B. WEEK THIRTEEN: Globalization, accumulation, and inequality. North/South divide and the disparities within North/South.
Readings:

C. WEEK FOURTEEN:  Globalization, accumulation and the environment; From Genetic Modification to Global Warming.

Readings:

D. WEEK FIFTEEN: Globalization, commercial food production and hunger.

Readings:

E. WEEK SIXTEEN: “For whom the bell tolls ?” Conclusion
(Final exam)

EXPECTED LEARNER OUTCOMES:

A. The student will be able to discuss the meaning of political economy
B. The student will be able to discuss globalization and its history.
C. The student will be able to discuss theories of globalization.
D. The student will be able to explain the relevance of geography to globalization
E. The student will be able to describe globalization in the era of bi-polar World System.
F. The student will be able to describe the interplay of global, national and local capitals.
G. The student will be able to identify major global agricultural and industrial regions.
H. The student will be able to describe accumulation strategies of global capitalism.
I. The student will be able to describe inter-imperialist rivalries.
J. The student will be able to describe the economic and environmental advantages/disadvantage of globalization.
K. The student will be able to relate globalization and outsourcing to the local economic condition

COURSE COMPETENCIES:

The student will be able to discuss the meaning of political economy
1. The student will be able to trace the historical development of globalization.
2. The student will be able to explain the importance of maps and map reading in the study of globalization.
3. The student will be able to describe globalization in the context of political economy.

The student will be able to discuss globalization and its history.
4. The student will be able to describe major theories of globalization.
5. The student will be able to describe the process of internationalization of production.

The student will be able to discuss theories of globalization.
6. The student will be able to describe the nature and the scope of competition for resources.
7. The student will be able to describe current environmental concerns as they relate to globalization.
8. The student will be able to describe the global mobility of capital versus labor.

The student will be able to explain the relevance of geography to globalization.
9. The student will be able to describe the history of United States involvement in globalization.
10. The student will be able to explain the role of agricultural regions in globalization process.

The student will be able to describe globalization in the era of bi-polar World System.
11. The student will be able to identify the role of world's major industrial regions in globalization.
12. The student will be able to describe outsourcing.

The student will be able to describe the interplay of global, national and local capitals.
13. The student will be able to describe the characteristics of bi-polar and multi-polar World Systems.
14. The student will be able to explain the rise of multinational corporations and their role in globalization.
15. The student will be able to describe the characteristics of different regions of the world.

**The student will be able to identify major global agricultural and industrial regions.**
16. The student will be able to trace the historical development of imperialism.
17. The student will be able to describe various forms of political territories in the world.
18. The student will be able to describe characteristics of language types and religious practices in the world.
19. The student will be able to identify and explain the anti-globalization movements.

**The student will be able to describe accumulation strategies of global capitalism.**
20. The student will be able to describe characteristics of capital/labor relation in various regions of the world.
21. The student will be able to identify the world’s major energy providing and energy consuming zones and regions.
22. The student will be able to describe the major advantages and disadvantages of the various energy sources.

**The student will be able to describe inter-imperialist rivalries.**
23. The student will be able to describe the major global environmental concerns.
24. The student will be able to explain the shortcomings of the neo-classical economic theory.
25. The student will be able to explain the determinants of global income inequality (North/South divide).

**The student will be able to describe the economic and environmental advantages/disadvantage of globalization.**
26. The student will be able to explain differences in First World and Third World migration patterns.
27. The student will be able to explain the impact of globalization in the United States.
28. The student will be able to link World’s military expenditures to globalization.

**The student will be able to relate globalization and outsourcing to the local economic condition.**
29. The student will be able to explain the concerns over Genetic Modification.
30. The student will be able to explain accumulation strategies (from Primitive to Modern).

**ASSESSMENT OF LEARNER OUTCOMES:**
The student's performance will be measured based on four exams, class participation (10%) and a term paper (20%).
The grading scale is: 90% of total pts = A, 80% = B, 70% = C, and 60% = D.
In order to create an interactive learning environment, it is imperative that all participants interact by reading the postings. Up to twenty ten percent of total grade is based on the quality and the frequency of your participation. Although the topics are overlapping and related, they are in the context of this course, time sensitive. Therefore, it is crucial that the postings and discussions are posted on time and during the time period when that topic is scheduled for discussion. Withdrawal is the responsibility of the student.

**SPECIAL NOTES:**
*This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress.*
However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and Interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.