Message from your professor: **Life/College Balance, the Current Pandemics, and Self-Care:**
Whether it is family and relationship problems, working nearly full-time, depression, anxiety, problems related to alcohol or other drug use, sexual assault and/or the death of family and friends, I am aware of and sympathetic to the fact that college students experience these and other challenges that make it difficult to focus on academics. I understand that this semester may be particularly difficult as we are dealing with the national health emergency as well as the pandemic of systemic racism. I am here to support you the best that I can during this time.

If you experience one or more of these things during our class and you are struggling to complete coursework (or just need help), please communicate with me (you do not have to go into specific details). There are numerous resources that I can recommend to you and, to an extent, I can work with you on deadlines. Dr. Heath Hoffman with the Center for Academic Performance and Persistence (CAPP) has created a website containing resources relating to mental health, alcohol and other drug use, food and housing support, etc. That site can be accessed by clicking on this hyperlinked text.

Professor: Dr. Hollis France  
Office Hours: by appointment via Zoom  
Email: Franceh@cofc.edu

**COURSE DESCRIPTION:**
The study of International Political Economy (IPE) introduces students to the integral relationship between politics and economics; how politics influences economics and vice versa. While it is commonly agreed upon among IPE scholars that both political and economic forces shape the global economy, as political scientists, we are foremost focused on the power foundation upon which the global economy is constructed. As such this course seeks to explore the rules governing global exchange - where do they emerge from? Why are some societal groups winners and some losers when it comes to the rules? How are ideas and interests translated in the political process? What role do rules play in the creation of global institutions- IMF, WB, WTO? Overall this course is concerned with the overarching question of power in the global economy, while simultaneously exploring who and what is privileged/made visible, and who and what is marginalized/made invisible in these power struggles.
COURSE OBJECTIVES:

1. FOREIGN LANGUAGE ALTERNATIVE: This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2)

2. GENERAL COURSE OBJECTIVES AND SKILLS:
This course is designed with three primary objectives in mind:
- First to introduce students to the dynamic relationship between politics and economic: Assessed throughout the course
- Secondly to make students aware of the direct and indirect connections between IPE processes and their daily lives- what it means to live in a globalized world: Assessed through final IPE COVID-19 research project
- Thirdly, to develop and enhance the following skills:
  ** reading and critical comprehension (Assessed through timely reading of texts, articles and short Discussion board activities)
  ** effective writing and development of arguments (Assessed through essay exams, final and research project)
  ** comprehension of other’s views and capacity to formulate, defend one’s own position (through readings, discussions board exercises, extra-credit exercises, essay exams, and final research project)
  ** library research and locating relevant sources (Assessed through preparing for final research project)
  ** time management and personal responsibility (through set-up of entire course)
  ** Critical analysis and thinking (Assessed through readings, discussion board activities, final research project, lectures on course material)

Required Texts: Available online and at the College bookstore


(Additionally, extra material, such as assignment information and reading materials, will be available on OAKS)

Course Requirements
1. Class Participation count for 20% of your final grade: Discussion Boards.
2. Homework Assignments count for 10% of your final grade: Homework Study Guides
3. Quizzes count for 10% of your grade: Chapter Quizzes on Oaks
4. Mid-Term exam which will count for 20% of your final grade (October 12)
5. Final count for 20% of your final grade: 25 Multiple Choice (10%) and two essay questions (10%)
6. IPE COVID-19 Everyday Life Research Project counts for 20% of your final grade. The main purpose of the research project is for each student to select an everyday object or practice connected to the COVID-19 pandemic, that shows how this aspect of everyday impacted life connects to IPE theories or the global economy in general. Further detailed information on what is expected at each step of this research project can be found on OAKS.

Summary of Final Grade Calculation

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Homework</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term</td>
<td>20%</td>
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<tr>
<td>Research Project</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20% Multiple choice (10%); 2 essays (10%)</td>
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</tbody>
</table>

**Timeline for Receiving Grades and Feedback**

I try to grade students’ completed work as quickly as I can. However, I am also the Acting Chair, and this involves a good bit of meetings and administrative work. My goal is to post your grade (usually along with feedback) in OAKS within one week after the assignment due date. If you ever have questions about your grade and/or I have not provided much feedback do not hesitate to contact me with questions or a request for feedback.

**Class Organization**

As you will see below, I have broken the class down into discrete modules. Each module consists of assigned readings, short lecture(s), related assignments and sometimes videos that I ask you to watch. Each unit will open at 12:01 a.m. on the day specified on the course outline and the due dates for assignments are listed in that outline as well.

Each module contains an OAKS checklist for the readings and assignments associated with that module. The best way to stay on top of everything and do well in this class is to complete the items for each unit in the order in which they are listed on those checklists.

**Student and Professor Responsibilities**

**Technology Required for This Course:**

**Hardware:** You will need regular access to a computer with a reliable high-speed internet connection. Your computer, laptop, or tablet needs to have a microphone and webcam.

Software/Internet-Based Programs: Adobe Acrobat Reader, Zoom, OAKS, and your student/institutional Gmail.

This class will be administered through OAKS, the College of Charleston’s learning management system. To access OAKS go to [http://my.cofc.edu](http://my.cofc.edu) and login to My Charleston. The OAKS icon is the acorn located in the upper righthand corner of the screen. We will have office hours using Zoom (cofc.zoom.us). Links to the Zoom class will be posted on OAKS.

If you feel uncomfortable with technology, the College offers several resources to help you develop your technological competency, in general, but specifically within the context of this online class. Visit [http://blogs.cofc.edu/studentreadinessforonlinelearning/](http://blogs.cofc.edu/studentreadinessforonlinelearning/) to access those resources.

If you have technical problems, please contact Student Computing Support or Helpdesk using these methods: Student Computing Support at 843-953-5457 or via email studentcomputingsupport@cofc.edu or the IT Helpdesk at 843-953-3375 or helpdesk@cofc.edu. It’s important to resolve technical problems swiftly, so do not delay getting
support. Computer failure or unavailability does not constitute an excuse for not completing assignments.

**Time Commitment (Attendance Policy)**

**This is a full semester online course.** We move quickly and cover a lot of material. Assume approximately 5-6 hours per week of active work in the course. Since we are not meeting face-to-face in person for class, I expect you to regularly (at least 2-3 times per week) login to OAKS to complete assignments, look for course updates (in the News section on the course homepage), complete readings, etc. Please also check your email regularly as I will send email updates to the group through OAKS to update you on class events and assignments.

**Note:** Life often hits us with unforeseen circumstances that make it difficult for us to fulfill our obligations. If you find yourself in such a situation, contact me immediately to discuss options for completing the work for that week’s unit. If you do not reach out to me before an assignment deadline, I will not extend the assignment deadline. So, you are responsible for making arrangements with me prior to the unit’s deadline unless an emergency makes it impossible to do so.

**College of Charleston Honor Code and Academic Integrity:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted.

Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams or written assignments, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.
Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

**Accommodations for Documented Disabilities:** The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. You can contact Center at SNAP@cofc.edu or (843) 953-1431. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before any accommodation is needed.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of Addlestone Library and they can assist you with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts (in addition to other services). For more information regarding these services please visit the CSL website at http://csl.cofc.edu.

**Financial Challenges** Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to me if you are comfortable in doing so.

**Inclusion:** The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

- Preferred Name and Pronoun Information
- On Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CofC and LGBTQ+ Issues

**Religious Accommodations:** The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.
The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.


Additional Policies: http://policy.cofc.edu/policy.php#student Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

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**Course Schedule of Readings and Assignments**

The topics and schedule below reflect a *preliminary* outline of the organization of our class. The topics are subject to change depending on students’ progress and expressed interests. The module “open” and “due” dates will largely remain unchanged. Please follow the module checklists in OAKS for a complete list of each module’s readings and assignments.

Instructor Reserves the Rights to Modify Course Schedule

<table>
<thead>
<tr>
<th>Module Number &amp; Topic</th>
<th>Assignment</th>
<th>Due Date</th>
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</thead>
</table>
| Module 1: Introduction and Syllabus | Please follow the Module 1 Checklist for readings and associated assignments | OPENS: Tues., 8/25, 12.01 am  
Due Date Fri., 8/28, 11.30 pm. |
| Module 2: What is International Political Economy | Please follow the Module 2 Checklist for readings and associated assignments | OPENS: Fri., 8/28 12.01 am  
Due Date Wed., 9/2, 11.30 pm. |
<table>
<thead>
<tr>
<th>Module</th>
<th>Checklist Details</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3: T-shirt Journey into Global Economy begins Chapters 1 &amp; 2</td>
<td>Please follow the Module 3 Checklist for readings and associated assignments</td>
<td>OPENS: Wed., 9/2 12.01 am&lt;br&gt;Due Date Fri., 9/4, 11.30 pm.</td>
</tr>
<tr>
<td>Module 4: Labor Day</td>
<td>Please follow the Module 4 Checklist for readings and associated assignments</td>
<td>OPENS: Fri., 9/4 12.01 am&lt;br&gt;Due Date Mon., 9/7, 11.30 pm.</td>
</tr>
<tr>
<td>Module 5: T-shirt in Global Economy Chapters 3 &amp; 4</td>
<td>Please follow the Module 5 Checklist for readings and associated assignments</td>
<td>OPENS: Mon., 9/7 12.01 am&lt;br&gt;Due Date Wed., 9/9, 11.30 pm.</td>
</tr>
<tr>
<td>Module 7: T-shirt in Global Economy Chapters 5 &amp; 6</td>
<td>Please follow the Module 7 Checklist for readings and associated assignments</td>
<td>OPENS: Wed., 9/16 12.01 am&lt;br&gt;Due Date Fri., 9/18, 11.30 pm.</td>
</tr>
<tr>
<td>Module 8: T-shirt in Global Economy Chapters 7 &amp; 8</td>
<td>Please follow the Module 8 Checklist for readings and associated assignments</td>
<td>OPENS: Fri., 9/18 12.01 am&lt;br&gt;Due Date Mon., 9/21, 11.30 pm.</td>
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<tr>
<td>Module 9: Society and State centered Approaches to Trade Politics</td>
<td>Please follow the Module 9 Checklist for readings and associated assignments</td>
<td>OPENS: Mon., 9/21 12.01 am&lt;br&gt;Due Date Mon., 9/28, 11.30 pm.</td>
</tr>
<tr>
<td>Module 10: T-shirt in Global Economy Chapters 9 &amp; 10</td>
<td>Please follow the Module 10 Checklist for readings and associated assignments</td>
<td>OPENS: Mon., 9/28 12.01 am&lt;br&gt;Due Date Wed., 9/30, 11.30 pm.</td>
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<tr>
<td>Module 11: T-shirt in Global Economy Chapters 11 &amp; 12</td>
<td>Please follow the Module 11 Checklist for readings and associated assignments</td>
<td>OPENS: Wed., 9/30 12.01 am&lt;br&gt;Due Date Fri., 10/2, 11.30 pm.</td>
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<tr>
<td>Module</td>
<td>Title</td>
<td>Assignment Details</td>
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<tr>
<td>Module 12</td>
<td>Trade and Development: ISI &amp; Economic Reform</td>
<td>Please follow the Module 12 Checklist for readings and associated assignments</td>
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<tr>
<td>Module 13</td>
<td>Mid-Term</td>
<td>Please follow the Module 13 Checklist for readings and associated assignments</td>
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<tr>
<td>Module 14</td>
<td>The Politics of MNC’s in the Global Economy</td>
<td>Please follow the Module 14 Checklist for readings and associated assignments</td>
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<tr>
<td>Module 15</td>
<td>Developing Countries and International Finance</td>
<td>Please follow the Module 15 Checklist for readings and associated assignments</td>
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<tr>
<td>Module 16</td>
<td>2008 Global Financial Crisis</td>
<td>Please follow the Module 16 Checklist for readings and associated assignments</td>
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<tr>
<td>Module 17</td>
<td>T-shirt Journey into Global Economy: Chapters 13 &amp; 14</td>
<td>Please follow the Module 17 Checklist for readings and associated assignments</td>
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<tr>
<td>Module 18</td>
<td>T-shirt Journey into Global Economy: Chapters 15 &amp; Conclusion</td>
<td>Please follow the Module 18 Checklist for readings and associated assignments</td>
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<tr>
<td>Module 19</td>
<td>Achievements and Challenges to the global Capitalist Economy</td>
<td>Please follow the Module 19 Checklist for readings and associated assignments</td>
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<tr>
<td>Module 20</td>
<td>Final Multiple Choice</td>
<td>Please follow the Module 20 Checklist for readings and associated assignments</td>
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<tr>
<td>Module 21</td>
<td>Final 2 Essay Questions</td>
<td>Please follow the Module 20 Checklist for readings and associated assignments</td>
</tr>
<tr>
<td>Module 22</td>
<td>IPE of COVID-19 of Everyday Life Research Project</td>
<td>Please follow the Module 22 Checklist for readings and associated assignments</td>
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</table>