Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

<table>
<thead>
<tr>
<th>College: Social and Behavioral Sciences</th>
<th>Proposal #: 04</th>
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<tbody>
<tr>
<td>Department: Political Science</td>
<td>Effective Date of Change: 05</td>
</tr>
<tr>
<td>Program: International Relations</td>
<td>Academic Year: 05</td>
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<tr>
<td>Type of Change: COURSE PROPOSALS</td>
<td>(For Office Use Only)</td>
</tr>
<tr>
<td>Proposed: New Course</td>
<td>Course Designator and Number:</td>
</tr>
<tr>
<td>Title Current:</td>
<td></td>
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<tr>
<td>Title Proposed: International Political Economy</td>
<td></td>
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<tr>
<td>24-Char. Abbrev:</td>
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</table>

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Focusing on patterns, processes, and problems of international trade, monetary, technological, and investment relations, this course examines the roles played by key government organizations in managing conflict and cooperation among states.

Rationale or Justification for change:

International political economy is a key sub-discipline of international relations. The addition of this course enhances the department's course offerings in international relations.

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<td>N/A</td>
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* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

<table>
<thead>
<tr>
<th>Instructional Type: Lecture</th>
<th>Grading Format: Grade</th>
<th>P/N</th>
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<tr>
<td>X</td>
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</tbody>
</table>

Course will be offered:

- Fall Semester
- Spring Semester
- Summer Session

- Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
**For Program Proposals**

Attach paper copies of the following:

a. Student learning outcomes for the program.

b. Minutes from department and college curriculum meetings in which action was taken on this proposal.

c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:

   http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc

d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.

e. A list of resources required to offer and support this program.

f. A description of how offering this program will affect department staffing.

g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

---

**For Programs Requiring MnSCU Approval**

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

   http://www.mnsu.edu/acadaf/html/curformsprocesses.htm

1. **Creation** of an entirely new program.

2. **Redesign** of existing programs, which takes any of the following forms:

   > Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.

   > Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.

   > Change in program name.

   > Change in program CIP #.

   > Change in TOTAL program credits.

   > Change in degree award. For example, changing a B.A. to B.S.

   > Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. **Suspension** or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
<table>
<thead>
<tr>
<th>Department</th>
<th>Recommended (Category/ies)</th>
<th>Not Recommended (Category/ies)</th>
<th>Comments</th>
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<tr>
<td>College Curriculum Committee</td>
<td>Recommended (Category/ies)</td>
<td>Not Recommended (Category/ies)</td>
<td>Comments</td>
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<tr>
<td>College Dean</td>
<td>Recommended (Category/ies)</td>
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<td>General Education Subcommittee</td>
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<td>Undergraduate Curriculum and Academic Policy Committee</td>
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<td>Comments</td>
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<td>Faculty Association Graduate Committee</td>
<td>Recommended</td>
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<td>Comments</td>
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<tr>
<td>Graduate Dean</td>
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<td>Comments</td>
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<td>Academic Affairs Council</td>
<td>Recommended (Category/ies)</td>
<td>Not Recommended (Category/ies)</td>
<td>Comments</td>
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<tr>
<td>Senior Vice President and Vice President for Academic Affairs</td>
<td>Approved (Category/ies)</td>
<td>Not Approved (Category/ies)</td>
<td>Comments</td>
</tr>
</tbody>
</table>
Course Proposal
POL 436/536 International Political Economy
Attachment

a. Course outline

Course Description
Today the economies of the world are interconnected, and the course of international economic events directly or indirectly influences your daily life. A significant change in the financial, industrial or agricultural performance of any country has impact on the U.S. economy. Therefore, it is important for you to understand the politics of global economic relations, the subject examined in the field of international political economy (IPE).

This course provides an introduction to IPE. It focuses upon patterns, processes, and problems of international trade, monetary, technological, and investment relations. It deals with the roles played by key international organizations in managing political/economic conflict and cooperation among states. Throughout this course, students will learn to apply theoretical approaches in analyzing issues in the global economy, and assess the merits of each approach.

Required Readings
The following books have been ordered through the bookstore:
Thomas Lairson and David Skidmore, International Political Economy: The Struggle for Power and Wealth THIRD EDITION (Belmont, CA: Wadsworth/Thomson Learning, 2003) [cited as LS in the course schedule.]
Joseph Stiglitz, Globalization and its Discontents (New York: W.W. Norton, 2002) [Cited as S-Qiglitz]

I will assign additional readings to graduate students.

Course Requirements
Short Papers
You will be required to turn in five short papers. Choose five weeks, excluding the first, mid-term exam, and final weeks, and for each of the week that you have chosen, write a 1-2 page (about 500 words) summary of the week’s readings. Give the paper to me at the beginning of class.

Examinations
Two in-class examinations, consisting of a mid-term and a final, will be based on the lectures, class discussions, and the readings.
Research Paper
A final research paper of 10-15 pages (15-20 pages for graduate students) is due on the last day. You can do your paper on any topic of your choice as long as it is related to this course.

Short Presentation
Each student will be assigned to do a short (10-15 minutes) presentation based on a New York Times article on world politics. He or she will summarize the content and will lead class discussion.

Class Participation
Students must complete the assigned readings on time and actively participate in class discussions. Also, students are expected to follow current international economic events through the reading of a major national newspaper, such as The Economist, The Christian Science Monitor, The Wall Street Journal, etc, in addition to The New York Times.

Grade Computation
The final course grade will be based on:

- Short Papers: 20%
- Mid-term Exam: 20%
- Final Exam: 25%
- Research Paper: 25%
- Short Presentation: 5%
- Class Participation: 5%

Reasonable Accommodation Policy
Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

Course Schedule

I. Introduction: What is International Political Economy (IPE)?
   Reading: LS, pp. 1—11, 17-42; GCD, pp. 9-24

II. Perspectives on IPE
   A. Overview
      Reading: LS, pp. 11-16; GCD, pp. 25-32

   B. Liberalism, Realism, and Marxism
      Reading: GCD, pp. 33-69, 85-98, pp. 151-177

III. Historical Development:
IV. North-North Relations
   A. Cooperation
      Reading: LS, pp. 148-190; GCD, pp. 291-313, 369-389
      New York Times Articles

   B. Competition and Conflict
      Reading: LS, pp. 192-238; GCD, pp. 119-135, Robert Gilpin*, The Challenge of
      Global Capitalism, pp. 88-113
      New York Times Articles

V. North-South Relations
   A. Theoretical Aspects
      Reading: LS, pp. 239-264; Stiglitz, pp. 23-52
      New York Times Articles

   B. Trade and Economic Development
      Reading: LS, pp. 265-309; GCD, pp. 179-189, 391-411
      New York Times Articles

   C. Foreign Aid
      Reading: LS, pp. 313-344; GCD, pp. 317-366; Stiglitz, pp. 133-165
      New York Times Articles

   D. Foreign Investment
      New York Times Articles

   E. Finance
      Reading: LS, pp. 374-417; GCD, pp. 215-287; Stiglitz, pp. 89-132
      New York Times Articles

VI. Problems in Contemporary International Political Economy
   Futures of the Global Economy
      Reading: Stiglitz, pp. 166-252
      New York Times Articles

VII. Conclusion
b. Course's student learning outcomes
Upon completion of this course, students should be able to:
   1) understand the major theoretical approaches to the analysis of the politics of global economic relations.
   2) describe the historical origin and the development of the global economy.
   3) analyze economic cooperation and conflict among the advanced industrialized states.
   4) examine problems that the less developed countries confront.
   5) explore the implications of international economic relations to the U.S.

c. List of resources required to offer and support this course
Blackboard, a Computer presentation system, a VCR, a CD/DVD player, and a document camera.

d. A description of how teaching this course will affect department staffing.
Teaching this course will not affect department staffing.

e. Explanation of added expectations of graduate students
Graduate students will be assigned extra reading materials and required to write a longer paper (15-20 pages).