

FYPG 188M  
Institutions of the Global Economy  
Spring Term 2008  
Office Hours: TTH 9-10 WF 10-11

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### **COURSE DESCRIPTION**

Recently the International Monetary Fund (IMF) and the World Trade Organization (WTO) have been the subject of much debate, scrutiny, scorn and protest. In this seminar we will explore these institutions. We will address such issues as the decision making processes within these institutions, with emphasis on comparing the roles of developed countries, like the U.S, to that of the poorer countries of the world. We will then examine the impacts of IMF and WTO decisions and actions on both developed and developing countries. In doing so we will consider why these institutions have generated so much recent controversy.

### **READINGS**

Books to purchase:

Stiglitz, Joseph (2002). *Globalization and Its Discontents*. New York: Norton.

Blustein, Paul (2003). *The Chastening*. New York: Public Affairs .

Blustein, Paul (2006). *And the Money Kept Rolling in*. New York: Public Affairs.

Hacker, Diane. *A Pocket Style Manual*. 4th Ed. Bedford Books.

In addition to these books, articles from journals will be assigned. These articles will be posted on the course [Angel](#) site.

You should be aware that this is a reading intensive course. Class discussion, which will be derived from the readings, is an essential part of this course. Everyone is required to participate in class discussion. You cannot do well in this course if you are not willing to put a lot of time and effort into the readings and discussions.

### **WHAT WE ARE TRYING TO DO IN THIS SEMINAR**

There are three important goals of a FYS. These are to improve your oral, writing, and research skills. We will work on these as follows:

#### **Oral Skills**

- Periodic presentations of the day's required readings
- Class participation in general
- Presentation of research topic
- Presentation of research paper

#### **Written Skills**

- Research paper
- Periodic response papers to readings

--Written in-class exam

#### Research Skills

- Use of library resources
- Searching for and locating sources for research project
- Identifying a research topic
- Developing a thesis statement
- Revising drafts of paper

**ATTENDANCE:** The First Year Program seeks to develop analytical and communication skills within a participatory community environment. You are the community, and you must come to class to participate. Attendance will be taken at each class. We recognize that illness and unforeseen crises can sometimes interfere with the most heartfelt commitment to perfect attendance. Therefore, you may miss two classes during the semester before penalty. If you are absent or late for class, you are responsible both for course content covered during class and for any new assignments, changes to the syllabus, etc. that may have been announced during missed classes.

**READING AND CLASS PARTICIPATION:** Much of our time will be spent talking about our readings and films; the more knowledge we bring to those conversations the more interesting and enlightening they will be. In order to be an informed participant you must complete the reading (or viewing of film) by the date when the assignment appears on the syllabus.

**WRITTEN WORK:** As the course instructor I will be devoting many hours to reading and commenting on your writing. Please help me to help you. All drafts and papers submitted to the faculty must be typed. The standard word processing program used in the First Year Program is Microsoft Word; your use of this program, although not required, will facilitate our use of the writing labs and other computer resources of the campus. Papers should be legibly printed, double-spaced, in a typing point of 12, and pages should be separated, numbered, and stapled. You should always be able to produce a duplicate of a paper. Late papers will be penalized. If illness or other problems prevent you from completing a paper on time, you must request an extension from your instructor before the due date.

**ORAL ASSIGNMENTS:** Some of your oral assignments will require rehearsal and revision. Failure to be fully prepared for a scheduled oral presentation rehearsal undermines the effectiveness of the assignment and will be penalized. "Winging it" is no more a rehearsal of a performance than handing in a few scribbled lines is a draft of an assigned essay, and wastes the time of both the faculty and your presentation collaborators and commentators.

**PLAGIARISM :** The SLU Student Handbook defines plagiarism as: "(P)resenting as one's own work, the work of another person --words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation-- without proper attribution." This course will often encourage you to work together. Collaborative learning is not

plagiarism; the offense is misrepresenting borrowed or shared ideas as uniquely one's own, or participating in such misrepresentation. It is plagiarism to sell or provide work to other students, just as it is plagiarism to submit work as your own that you bought or borrowed from another student or downloaded from the Internet. Plagiarism undermines not only the fairness of the grading system but the very integrity of the scholarly pursuit of knowledge, and it will not be tolerated in this course.

More information on academic integrity, including the Academic Honor Council's Constitution, can be found at: [www.stlawu.edu/acadaffairs/academicintegrity.htm](http://www.stlawu.edu/acadaffairs/academicintegrity.htm). For information about academic integrity or the Academic Honor Council issues, contact the Dean's Office at x5993.

**PORTFOLIOS :** The portfolio allows us to examine the evolution of your writing skills over the course of the semester. All drafts, final papers, response papers, in-class assignments, exams --anything that you write that is relevant to this course, other than class notes-- should be kept and organized in your course portfolio. This collection, neatly arranged with a table of contents and the portfolio essay in which you assess the development of your writing, will be submitted at the end of the term.

**The WORD Studio:** The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

### **Important Dates**

14 February	Research topic proposal due to instructor
26 and 28 February	In-class presentations on research topics
5 March	Library workshop on peer reviewed sources
12 March	Library workshop on mainstream sources
25 March	Annotated bibliography due
27 March	Thesis statement due
1 April	Draft of research project due
15 April	Exam
22, 24, 29 April, 1 May	Research project presentations
2 May	Research final product and portfolio due

## HOW YOUR COURSE GRADE WILL BE DETERMINED

course exam	30%
course participation	10%
research topic proposal presentation	5%
research project presentation	10%
research project annotated bibliography	5%
research project draft	5%
research project in final form	35%

**COURSE OUTLINE:** Please note, at the beginning of the semester, I cannot give to you specific dates for class readings. For the most part, we will devote time to topics as class discussion warrants. I will endeavor to inform you one week in advance of class readings. I have divided the course readings into six sections, each should take about two weeks to cover. Also note that in addition to the book chapters noted below, each section will include additional articles that will be posted or linked from the course Angel site.

### I. Introduction

Stiglitz chs. 1, 2 and 3

Blustein 1 chs. 1 and 2

### II The International Monetary Fund

materials from the IMF (links to these documents in Angel)

### III Asian economic crisis

Stiglitz ch. 4

Blustein 1 chs. 3, 4, 5, 6, 7 and 8

### IV Russian economic crisis

Stiglitz ch. 5

Blustein 1 ch. 9

### V. Argentine economic crisis

selected chapters from Blustein 2

### VI. Reform of Global Economic Institutions

Stiglitz chs. 6, 7, 8 and 9

Blustein 1 chs. 10, 11, 12 and 13

Blustein 2 selected chapters

## First-Year Program Philosophy and Goals 2007-08

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-

year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of mind, the writing, speaking, and research skills, and the ethical self-reflection that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on "rhetorical sensitivity" means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this feedback process is not linear and that good communication requires that you continually rethink, restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity

and the social processes by which knowledge is produced and represented.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that foster the writing, speaking, research, and critical thinking goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

### **FIRST-YEAR SEMINARS RESEARCH PROJECT LEARNING GOALS**

With respect to research skills specifically, our learning goals for the spring are that students should:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.
- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.
- Learn how to evaluate and synthesize information, whether gathered from traditional sources, e.g., books and journals, or from websites or electronic media.
- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.
- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.
- Present the results of your research in written, spoken, visual and/or other forms that demonstrate the ability to communicate effectively using the conventions of the mode of communication adopted.