

**CARLETON UNIVERSITY**  
Bachelor of Global and International Studies  
**GINS 2010A Globalization and International Economic**  
**Issues**  
**Fall 2025**  
Lectures: Mondays 9:35-11:25

Instructor: Dr Sean Burges  
E-mail: [sean.burges@carleton.ca](mailto:sean.burges@carleton.ca)  
[please put GINS2010 in subject line of all emails]  
Office Hours: Thursdays 13:00-14:00  
Office: Dunton Tower 21<sup>st</sup> Floor – look for the big bird on the door

# ***YOU NEED TO READ THIS DOCUMENT***

*Note: Students can generally expect an e-mail response within 72 hours,  
weekends and holidays excepted.*

	Day/time	TA	E-mail address
Teaching Assistant(s) and Group			
A2	Nideyinàn (former UC) 279		

## **Course Description**

This introductory course looks at the world economy, assessing how the flows of trade, finance and migration are increasingly linking us further into a complex and uneven global market, while most individuals still live in poorer, developing countries. The semester is structured around three sections.

Using basic tools from economics and political economy, we will learn how international trade influences what we can buy and for how much, and what type of jobs and salaries we can seek. From international finance, we will study how countries and markets set the values of national currencies and interest rates, why these vary over time, and how financial crises happen in our globalized economy.

The course will spend a great deal of time looking at concepts and theories in economics. While there is significant merit in these concepts, they also bring notable drawbacks in their assumptions and applied implications, which is why there is such a strong and sustained

movement critiquing the ‘established wisdom’. The position taken in this course is that in order to effectively critique an idea or concept one must first understand it. Indeed, there are numerous examples across the world where the issue has not been the weaknesses of economic theory, but rather the failure to understand how these approaches apply to a specific national or local context and a consequent lack of appropriate policy planning. The goal in this course is to equip you with the tools to understand intentions, implications, and possible future directions related to international economic issues, which requires an understanding of the sorts of ideas and principles dominating contemporary economic policy debates.

### Learning Outcomes

By the end of this course students will be able to:

- Define and describe basic economic concepts related to international trade, international finance and economic development that apply to today’s globalized world.
- Apply basic economic reasoning to topics in international affairs such as trade negotiations, financial crises, migration, and development.
- Critically evaluate the main policy debates on international economic issues such as global economic governance, trade liberalization, exchange rates and financial flows.
- Be aware of the global economic background of non-economic regional or local issues such as wars or civil conflicts, and cultural changes in local communities.
- Be cognizant of how the international economy constrains and provides opportunities to people at the local level in terms of incomes, jobs, security and knowledge.
- Be able to search and evaluate descriptive statistical information on countries’ income per capita, economic growth, trade composition, etc. to inform arguments related to global issues, as dealt with in the disciplines of economics, political science, history, law, anthropology, sociology, etc.

### Class Format and Expectations

Lectures will provide the theoretical and conceptual basis for each topic, including clarification of key concepts and examples of how they can be applied. **You will be a significant disadvantage if you choose not to attend the class lectures.** Although there maybe a series of powerpoint decks on the Brightspace site, I will not be preparing powerpoint decks for the lectures. The classes will instead start with an economic question or issue currently in the public eye and then address it through the application of theory and concept. Much of this will be drawn on the chalkboard in the classroom and will reflect where the interactive class discussion is going. You are expected to arrive in class having read and reviewed the readings set for each week.

**Tutorials will begin in the 2<sup>nd</sup> week of the semester.** In order to facilitate an active approach to learning in the tutorials the course will make use of case studies that will not only require your active involvement during the class, but prior preparation and planning as individuals and as groups. The results of these tutorial sessions will be reported back to the course instructor by the tutors and used to guide a reflective component of the lecture program. Further details on the tasks for specific tutorials are either below or will be posted on the course Brightspace page.

Active participation in tutorial groups is expected and will be demonstrated in the extent to which you contribute critically with questions and informed comments, not only with your

online attendance. If you miss any lecture or tutorial you will still be examined on all course material discussed on that day in the assessment exercises for the course. Failure to attend and actively participate in the tutorials may result a rejection of your final exam script.

### **Textbooks and Other Readings**

There is no core textbook for the course, but there are a required set of case studies which you must purchase from Georgetown University's Institute for the Study of Diplomacy. With a view to economic parsimony the course has instead been designed around core readings that can be accessed either through the Carleton University Library or free online.

A discounted rate for the collected case studies from Georgetown has been negotiated and you can make the purchase by following the link below. I urge you to purchase the case study pack so that the ISD can continue to make these resources available to future students – publishing these cases is definitely not a money maker for the Institute.

You can find the case study pack here:

<https://isd-georgetown-university.myshopify.com/products/carleton-university-gins2010-globalization-and-international-economic-issues>

Other readings will be posted through Carleton University Library Online Reserves (ARES) or made available on the course Brightspace page.

### **Course approach to the use of AI**

*The use of AI is not permitted for the act of writing of your assignments.* One of the factors that will differentiate you as you pursue your studies and career is the ability to do things that AI cannot, which includes the ability to compose compelling, sophisticated text. While AI can be a tool that accelerates this process, ultimately effective writing requires the author to engage with the editing, crafting, and fine-tuning of text so that it achieves their purpose in an effective and compelling manner. This means you need to know how to write for yourself; you hone this skill at University.

Where can AI be usefully deployed? As recently as five years ago professors would hire student research assistants to do literature searches and prepare documents summarizing dozens of works, which would then be used to select which articles and books to read in detail. The ready availability of AI in combination with the Carleton University Library resources means that all students at Carleton now have their own research assistant. **The expectations in this class for the quality of the research going into your essay introduction assignment is consequently extremely high.** There is simply no longer any excuse for falling short in the quality of your scholarly research; indeed, shortcomings in this area will have a massive negative impact on your assignment grades. You will be required to submit a statement explaining how you used AI for each assignment and whether you feel it contributed positively or negatively to the end product.

## Evaluation and Grading

A basic aptitude that university demonstrates to future employers is your ability to complete assigned tasks. Failure to complete the course assignments and Tutorial Participation requirement may result in an ineligibility to have your final exam graded.

Tutorial Participation	10%
Book Review (due Monday November 6th)	10%
Research Paper Proposal (due Friday, October 20th)	10%
Research Paper (Due Friday, November 24th)	30%
Final Exam (During December examination period)	40%

*All assignments are to be submitted in Microsoft Word or .rtf format through the course Brightspace portal.*

1. **Book Review Assignment– 10% of final grade – Due by 5 pm, Monday November 6th**

The first course assignment is to READ a book and write a book review of one of the following titles:

- Jeremy Adelman (2013). *Worldly Philosopher: The Odyssey of Albert O. Hirschman* (Princeton: Princeton University Press).
- Stephen R Bown (2020). *The Company: The Rise and Fall of the Hudson's Bay Empire* (Toronto: DoubleDay Canada).
- Deborah Brautigam (2009). *The Dragon's Gift: The Real Story of China in Africa* (New York: Oxford University Press).
- Olliver Bullough (2018). *Moneyland: Why Thieves and Crooks Now Rule the World and How to Take it Back* (London: Profile Books).
- Dosman, Edgar J. (2008). *The Life and Times of Raúl Prebisch, 1901-1986* (Montreal: MQUP).
- Stefan Eich (2022). *The Currency of Politics: The Political Theory of Money from Aristotle to Keynes* (Princeton: Princeton University Press).
- Misha Glenny (2008). *McMafia: A Journey Through the Global Criminal Underworld* (London: Random House).
- Stephanie Kelton (2020). *The Deficit Myth: Modern Monetary Theory and the Birth of the People's Economy* (New York: Public Affairs).
- Mariana Mazzucato (2018). *The Value of Everything: Making & Taking in the Global Economy* (New York: Public Affairs).
- William I Robinson (2008). *Latin America and Global Capitalism: A Critical Globalization Perspective* (Baltimore: Johns Hopkins University Press).
- Nicholas Shaxson (2012). *Treasure Island: Uncovering the Damage of Offshore Banking and Tax Havens* (Basingstoke: Palgrave MacMillan).
- Chris Miller (2022). *Chip War: The Fight for the World's Most Critical Technology* (New York: Scribner).
- Dambisa Moyo (2024). *How the West Was Lost: Fifty Years of Economic Folly and the Stark Choices Ahead* (Farrar Strauss & Giroux).
- Javier Blas and Jack Farchy (2022). *The World for Sale: Money, Power, and the Traders Who Barter the Earth's Resources* (Oxford: Oxford University Press).

2. The Summative Research Paper Cycle:
  - 2.1 *Research Paper Proposal (10% of final grade)*  
(~500 words including references) **DUE 5 pm, Oct. 17<sup>th</sup>**
  - 2.2 *Final Research Paper (30% of final grade)*  
(3,000-4,000 words excluding references) **DUE MIDNIGHT, Nov 21st**

The subject of your research paper is wide open provided it fits within the intellectual domain covered by this course. For example, you could write about a small community and the implications of trade negotiations involving supply management systems. Similarly, you could explore the impact of national level government policy on inflation management in the immediate aftermath of the COVID-19 pandemic. Topics can range from the micro level all the way through to big global questions like tax evasion or organized crime. What the paper must do is use the theories and concepts of the course as an analytical lens to develop and substantiate your argument.

The research paper cycle assignment has two parts: proposal and finished paper.

A more detailed guideline document will be posted to the course Brightspace page, but in summary your proposal will build on the approach you practiced in GINS 1010. The document will present a draft introduction for your research paper setting forth your research question, why the question is important, what theoretical approach you will be taking and why, and what sort of ‘data’ (can be qualitative, quantitative, or both) you will be using to substantiate your argument. Given that this is a proposal, the argument can be tentative, but developing a working hypothesis that you can later revise will help sharpen your research and your thinking. The proposal will be accompanied by an annotated bibliography as well as a statement of how you used AI in your research process and how you expect to be deploying it going forward with the rest of the project. The final paper will be between 3,000 and 4,000 words in length, excluding references, and will again be accompanied by an additional explanation of how you used AI in your execution of the project.

3. The Final Exam – 40% of final grade, during the final exam period.

The expectations for the final exam are going to be very high. It will consist of three essays chosen from the seven options presented on the paper. None of these questions will be a surprise to you – the seven questions that will be on the final exam will be selected from the bank of XX exam questions appended to the end of this course outline.

## **Freedom of Speech at Carleton**

The full University policy can be viewed at:

<https://carleton.ca/secretariat/wp-content/uploads/Freedom-of-Speech.pdf>

A key excerpt from the policy for our class is as follows:

“The purpose of the University also depends upon an environment of respect and tolerance. Every member needs to be able to learn, teach, live and work free from harassment and discrimination.

Therefore, subject to the limits set by law, the University is committed to the following principles:

- That the University is a place of open discussion and free inquiry;
- That the University introduces students to a wide range of ideas and does not attempt to shield students from debates or opinions that they may disagree with or find offensive;
- Faculty, students and staff are free to criticize, contest and condemn the views expressed on campus;
- At the same time, faculty, students and staff may not prevent, obstruct or interfere with the freedom of others to express their views;
- Freedom of speech includes accompanying responsibilities such as civility, respect and tolerance;
- Speech that violates the law will not be permitted including but not limited to hate speech, threatening violence, harassment, discrimination, unjustified invasion of privacy or confidentiality interests, defamation or speech that is otherwise directly incompatible with the functioning of the University.

Disagreements and dissenting views make for a vibrant academic culture. The University strives to find a balance between allowing for critical views to be expressed civilly on campus and not obstructing the freedom of others to communicate their views. In exercising free speech, staff, students and faculty are encouraged to consider the value of mutual respect. Informed, thoughtful and respectful argument, even when disagreement is profound, benefits the University community and fosters its essential purpose.”

A useful guideline is to remember that it is possible to disagree without being disagreeable. Often the ideas expressed in your class discussions are far from fully formed. Help each other work through complicated issues by asking questions that tease out meaning and clarify thoughts. There are no points to be scored for tearing each other down.

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**Grading:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Deadlines & Late Submissions**

**Submission of Term Work:** All assignments are due through the Brightspace Portal by the specified deadline.

**Late penalties:** Late submissions will only be accepted for the ‘research essay introduction’ assignment. If you submit this assignment late, the policy is as follows: **5% per first day**, 5% per day thereafter (weekends count as one day). Barring exceptional circumstances assignments will not be accepted more than **one (1)** week after the original deadline.

**Return of Term Work:** Assignments are returned via Brightspace; you must regularly attend tutorials to receive your grades. Final examination materials are intended solely for the purpose of evaluation and either will not be returned as per Carleton University policy or will have very limited grading commentary.

### **Academic Accommodations**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

**Learning difficulties and/or impairments:** Students with differing learning needs are welcome in this course. The [Paul Menton Centre for Students with Disabilities](#) (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a

formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your

**Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Religious observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an [Equity Services Advisor](http://www.carleton.ca/equity) for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an [Equity Services Advisor](http://www.carleton.ca/equity) in Equity Services to complete a **Letter of Accommodation**. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

### **Intellectual Property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written



consent of the author(s). I hold the copyright to all course materials; they may not be posted, transferred, or sold without my written consent.

### **Carleton E-mail Accounts**

All email communication to students from BGInS will be via official Carleton university e-mail accounts and/or Brightspace. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

### **Medical Certificates & Illness**

In place of a doctor's note or medical certificate, students may complete the [self-declaration form](#) available on the Registrar's Office website to request academic accommodation for missed course work including exams and assignments. Students are also encouraged to connect directly with their instructors to discuss required accommodations arising from the COVID-19 situation.

### **Course Conduct**

In this course informed and critical discussion of complex and contentious issues is the central component of the learning experience. All participants are consequently expected to arrive on-time, prepared to conduct themselves with decorum and civility, to have read the preparatory materials for the class, and be ready to actively contribute to an atmosphere of scholarly inquiry and mutual respect. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not.

Please refrain from conducting non-course-related activities during class time (i.e., social media, chats, games, constant texting, and the like). Electronic and/or digital devices (including mobile devices) which impede or hamper the class discussion will not be tolerated. Unacceptable conduct includes, but is not limited to, discrimination or harassment, threatening, stalking, and unwelcome communication either in person or through electronic or other means. We reserve the right to remove disruptive elements (including devices) and persons from the classroom.

### **Diversity, Inclusion, Empathy, and Mutual Respect**

This course is meant to be a safe environment in which to challenge you and confront you with positions and ideas that may be uncomfortable. Pushing your boundaries in a safe, inclusive, and empathetic manner is an essential part of the process of scholarly exploration and the cross-cultural study at the heart of the BGInS degree. As part of this process we will at times discuss subjects and positions on issues that may well be outmoded and at times abhorrent, seeking to understand why brought them about and the socio-cultural changes that allowed them to be overcome. It is only by studying the logic of these arguments and their purported ethical foundations that we can individually and collectively work towards a society of diversity and inclusion; ignoring these views will not make them go away.

A central skill to develop within this course is consequently that of empathy, which is to develop an understanding of another's position or experience. This is not the same thing as accepting or adopting a problematic outlook or position as your own. Neither is it the same thing as assuming the identity and/or voice of another. The classrooms and tutorials are in a sense a laboratory where we can unpack and explore different views, positions, and lived realities in a safe environment where listening carefully and respectfully questioning, discussing, and even hypothetically arguing opposing views brings us toward enlightenment about our own respective strengths and weaknesses, the nature of the structures in which we exist, and the different levels

and styles of agency for different groups within these structures. By using the theories of studied in this course you will be able to incisively interrogate the underlying logic for particular positions. You will also find that what seems reasonable under one framework may not be so under another.

I am committed to fostering an environment for learning that is inclusive for everyone regardless of gender identity, gender expression, sex, sexual orientation, race, ethnicity, ability, age, class, political orientation, etc. All students in the class, the instructor, the teaching assistants, and any guests should be treated with respect during all interactions. It is my hope that our class will support diversity of experience, thought, and perspective. Additionally, I recognize that much of the research that has been conducted to inform the course content is subjective because it has been created and conducted through a particular point of view – this is an introductory survey course and is heavily grounded in thought from Western Europe and North America. It is therefore possible that some course content will contain research findings where limited definitions or measures were used to inform our knowledge on this topic. I will strive to highlight these issues and promote critical thought about the subjective nature of past research and its implications on our understanding of the topic.

### **Mental Health**

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>”

#### **Emergency Resources ([on and off campus](#))**

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

#### **Carleton Resources**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off Campus Resources**

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

## **Weekly Schedule**

Week 1 – September 8th
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### ***Introduction to the course and review of some basics***

#### **Core lecture reading**

- Course outline – no kidding.... Read this whole document.
- David Shapiro, Daniel MacDonald, and Steven A. Greenlaw, *Principles of Economics*, 3<sup>rd</sup> edition (Openstax): Chapters 2  
<https://assets.openstax.org/oscms-prodcms/media/documents/Economics3e-WEB.pdf>
- Susan Strange, (1994) *States and Markets* (London: Polity Press): Part 1.
- David Shapiro, Daniel MacDonald, and Steven A. Greenlaw, *Principles of Economics*, 3<sup>rd</sup> edition (Openstax): Chapters 3 & 5  
<https://assets.openstax.org/oscms-prodcms/media/documents/Economics3e-WEB.pdf>
- OECD (2019), *Perspectives on Global Development 2019 RETHINKING DEVELOPMENT STRATEGIES OVERVIEW* (Paris: OECD):  
[https://www.oecd.org/dev/Overview\\_EN\\_web.pdf](https://www.oecd.org/dev/Overview_EN_web.pdf)

#### **Supplementary readings:**

- Krisch, Nico, and Benedict Kingsbury. "Introduction: global governance and global administrative law in the international legal order." *European journal of international law* 17.1 (2006): 1-13.
- National Intelligence Council (2021), *Global Trends 2040: A More Contested World* (Washington: United States Government):  
[https://www.dni.gov/files/ODNI/documents/assessments/GlobalTrends\\_2040.pdf](https://www.dni.gov/files/ODNI/documents/assessments/GlobalTrends_2040.pdf)
- World Economic Forum, *The Global Risks Report 2023 18th Edition INSIGHT REPORT*: [https://www3.weforum.org/docs/WEF\\_Global\\_Risks\\_Report\\_2023.pdf](https://www3.weforum.org/docs/WEF_Global_Risks_Report_2023.pdf)
- International Monetary Fund (IMF), *World Economic Outlook*,  
<https://www.imf.org/en/publications/weo>
- UNDP (2020), *Human Development Report 2019: Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century* (New York: United Nations): <http://hdr.undp.org/en/2019-report>
- Stephen Haggard and Beth Simmons (1987), "Theories of International Regimes," *International Organization* 41 (3) (Summer).
- Knorr, K. (1948). The Bretton Woods Institutions in Transition. *International Organization*, 2(1), 19-38. doi:10.1017/S0020818300019226
- William I Robinson (2004), *A Theory of Global Capitalism: Production, Class, and State in a Transnational World* (Baltimore: Johns Hopkins University Press).
- Acharya, Amitav. "The future of global governance: Fragmentation may be inevitable and creative." *Global Governance: A Review of Multilateralism and International Organizations* 22.4 (2016): 453-460.

### ***Making stuff – the mix of capital and labour***

#### Core lecture readings:

- David Shapiro, Daniel MacDonald, and Steven A. Greenlaw, Principles of Economics, 3<sup>rd</sup> edition (Openstax): Chapters 3 & 5  
<https://assets.openstax.org/oscms-prodcms/media/documents/Economics3e-WEB.pdf>
- Robinson, Joan. “The Production Function and the Theory of Capital.” *The Review of Economic Studies* 21, no. 2 (1953): 81–106. <https://doi.org/10.2307/2296002>.
- Susan Strange, (1994) *States and Markets* (London: Polity Press): Chapter Four.

#### Supplementary readings:

- C H A P T E R 3 “National Income: Where It Comes From and Where It Goes” in Mankiw, N. Gregory, and William M. Scarth. *Macroeconomics: Canadian Edition*, Worth Publishers, Incorporated, 2019. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=6641718>.
- Mariana Mazzucato (2018). *The Value of Everything: Making & Taking in the Global Economy* (New York: Public Affairs).
- Karl Polanyi, *The Great Transformation* (Boston: Beacon Press).
  - This book is one of the classics of modern political economy.
- González-Garibay, Montserrat. "The trade-labour and trade-environment linkages: together or apart?." *Journal of International Trade Law and Policy* (2011).

#### Core Tutorial Reading:

##### Case study:

Michael Clancy (2000), “Case 264 Sweating the Swoosh: Nike, the Globalization of Sneakers, and the Question on Sweatshop Labor,” ,” Institute for the Study of Diplomacy, Georgetown University: <https://isd-georgetown-university.myshopify.com/products/sweating-the-swoosh-nike-the-globalization-of-sneakers-and-the-question-of-sweatshop-labor>

##### Tutorial questions:

- 1) Assess Knight’s quip that ‘there is no value in making things anymore’. What are the implications of his statement?
- 2) What does the Nike case tell us about the business model underpinning the rise of many multinational corporations and what implications might this hold for government policy makers?
- 3) What does the rise of MNCs herald for labour and the environment? Is this process inevitable and unstoppable?
- 4) Who wins and who loses with the rising spread of MNCs and global value chains?

### ***Money – all about paying for stuff?***

#### Core lecture readings:

- Chapter 11 ‘Money’ of van Staveren, I. (2014). *Economics After the Crisis: An Introduction to Economics from a Pluralist and Global Perspective* (1st ed.). Routledge. <https://doi-org.proxy.library.carleton.ca/10.4324/9781315793962>
- Chapter 4 “The Monetary System: What It Is and How It Works” in Mankiw, N. Gregory, and William M. Scarth. *Macroeconomics: Canadian Edition*, Worth Publishers, Incorporated, 2019. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=6641718>.
- Susan Strange, (1994) *States and Markets* (London: Polity Press): Chapter Five.

#### Supplementary reading:

- Stefan Eich (2022). *The Currency of Politics: The Political Theory of Money from Aristotle to Keynes* (Princeton: Princeton University Press).
- Georg Simmel (1978), *The Philosophy of Money* (London: Routledge).
- John Kenneth Galbraith (2017), *Money: Whence it Came, Where it Went* (Princeton: Princeton University Press).
- Dilip Ratha, “What are remittances?” *IMF*: <https://www.imf.org/external/pubs/ft/fandd/basics/pdf/ratha-remittances.pdf>
- Cohen, Benjamin J.. *The Geography of Money*, Ithaca, NY: Cornell University Press, 2000. <https://doi.org/10.7591/9781501722592>

#### Core tutorial reading:

Britta Crandal (2022), “Case 361: Dollarization Diplomacy: The Case of Ecuador and El Salvador,” Institute for the Study of Diplomacy, Georgetown University: <https://isd-georgetown-university.myshopify.com/products/case-361-dollarization-diplomacy-the-case-of-ecuador-and-el-salvador>

#### Preliminary discussion questions

1. What does it mean when a currency depreciates? What might cause depreciation to occur, and who are the winners and losers from currency depreciation?
2. What are the policy implications for a government once it decides to dollarize?
3. How might you assess the importance of domestic vs. international agents in the case of Ecuador’s decision to dollarize?
4. Why didn’t the Clinton Administration more actively support either of these countries in dollarizing? It would not have cost it a cent – in fact, the U.S. Treasury stood to profit from the policy.
5. Why specifically did dollarization spark protests that ousted President Mahuad, and why were protestors predominantly from the indigenous community?
6. What might prompt a future government to “de-dollarize” and re-issue a new domestic currency?

Week 4 – October 6th
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***Free Trade: The gains and costs***

Core lecture readings:

- Chapter 2-3 in Mohtadi, Shahruz. A Guide to International Economics, Business Expert Press, 2019. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=5781051>.Chapter 2

Supplementary readings:

- Ginzburg, Andrea, and Annamaria Simonazzi. "Patterns of industrialization and the flying geese model: the case of electronics in East Asia." *Journal of Asian Economics* 15.6 (2005): 1051-1078.
- Akamatsu, Kaname. "A historical pattern of economic growth in developing countries." *The developing economies* 1 (1962): 3-25.
- Russell Roberts, *The Choice: A Fable of Free Trade and Protection* (New York: Pearson, 2006).
- Raul Prebisch (1988), "Notes on Trade from the Standpoint of the Periphery," in *CEPAL Review* No. 28 (April): 203-214.
- Easterly, William. "Globalization, poverty, and all that: Factor endowment versus productivity views." *Globalization and poverty*. University of Chicago Press, 2007. 109-142. [<https://www.nber.org/chapters/c0112.pdf>]
- Eisenman, Joshua. "China–Africa trade patterns: causes and consequences." *Journal of Contemporary China* 21.77 (2012): 793-810.

Tutorial exercise:

National Geographic Trading Game – this is the activity, but I would advise on NOT reading it before the tutorial class.

<https://www.nationalgeographic.org/activity/the-trading-game/>

Week 5 – October 13 <sup>th</sup>
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***Debt, deficits, and interest rates***

Core lecture readings:

- Chapter 9 'Financial Markets' of van Staveren, I. (2014). *Economics After the Crisis: An Introduction to Economics from a Pluralist and Global Perspective* (1st ed.). Routledge. <https://doi-org.proxy.library.carleton.ca/10.4324/9781315793962>
- 'Modern Monetary Theory Explained by Stephanie Kelton,' *MSNBC* (4 March 2019): <https://www.cnbc.com/video/2019/03/01/stephanie-kelton-explains-modern-monetary-theory.html>  
(Worth reading her book -- Kelton, Stephanie. *The deficit myth: modern monetary theory and the birth of the people's economy*. PublicAffairs, 2020.)
- Chapter 17 "Government Debt and Budget Deficits" in in Mankiw, N. Gregory, and William M. Scarth. *Macroeconomics: Canadian Edition*, Worth Publishers,

Incorporated, 2019. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=6641718>.

#### Recommended readings:

- Soederberg, Susanne. "The politics of debt and development in the new millennium: An introduction." *Third World Quarterly* 34.4 (2013): 535-546.
- Bond, Patrick. "Debt, Uneven Development and Capitalist Crisis in South Africa: from Moody's macroeconomic monitoring to Marikana microfinance mashonisas." *Third World Quarterly* 34.4 (2013): 569-592.
- Brautigam, Deborah. "A critical look at Chinese 'debt-trap diplomacy': The rise of a meme." *Area Development and Policy* 5.1 (2020): 1-14.
- Fathimath Musthaq (2021) Dependency in a financialised global economy, *Review of African Political Economy*, 48:167, 15-31, DOI: [10.1080/03056244.2020.1857234](https://doi.org/10.1080/03056244.2020.1857234)
- Palley, Thomas I. "Money, fiscal policy, and interest rates: A critique of Modern Monetary Theory." *Review of Political Economy* 27.1 (2015): 1-23.
- Vergnhanini, Rodrigo, and Bruno De Conti. "Modern Monetary Theory: a criticism from the periphery." *Brazilian keynesian review* 3.2 (2017): 16-31.

#### Tutorial reading:

Thomas M. Landy (2012), "From Miracle to Crisis: Brazilian Foreign Debt and the Limits of Obligation," Institute for the Study of Diplomacy, Georgetown University: <https://isd-georgetown-university.myshopify.com/products/case-330-from-miracle-to-crisis-brazilian-foreign-debt-and-the-limits-of-obligation>

#### Preliminary discussion questions

1. To what extent is blame important in this case?
2. To what degree does the use made of the borrowed funds make a difference? If Brazil had spent the money borrowed in the 1970s on weapons purchases for an arms buildup or some other use you thought inappropriate, would that change your judgment?
3. Does the United States' role in manipulating interest rates for domestic monetary purposes limit Brazil's debt service obligations to the United States?
4. Are countries such as Brazil still at risk for this sort of crisis, why or why not?

Week 6—October 23, 2023	READING WEEK
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***Playing the players: Tariffs, taxes, NTBs, and other ways to (un)free trade***

Core lecture readings

- Peter van den Bossche (2005). *The law and policy of the World Trade Organization: text, cases, and materials* (Cambridge University Press): Chapters 5-6
  - <https://books-scholarsportal-info.proxy.library.carleton.ca/uri/ebooks/ebooks2/cambridge/2010-08-18/1/9780521822909>
- John Beghin (2018). “Non-Tariff Barriers” in *The New Palgrave Dictionary of Economics*
- (MacMillan Publishers).
- David Collins. (2019). *Foundations of International Economic Law* (Edward Elgar Publishing): Chapters 4-5.
- Alton B.H. Worthington (2019). “MNCs, NTBs, and □New Protectionism□: Trade Barriers in an Era of Global Capital,” *University of Michigan PhD Thesis (Political Science)*: Introduction and Chapter 2 --  
[https://deepblue.lib.umich.edu/bitstream/handle/2027.42/149976/abhw\\_1.pdf?sequence=1&isAllowed=y](https://deepblue.lib.umich.edu/bitstream/handle/2027.42/149976/abhw_1.pdf?sequence=1&isAllowed=y)

Supplementary reading:

- OECD (2005). LOOKING BEYOND TARIFFS: THE ROLE OF NON-TARIFF BARRIERS IN WORLD TRADE. (Paris: OECD):  
[https://www.oecd.org/content/dam/oecd/en/publications/reports/2005/11/looking-beyond-tariffs\\_g1gh6003/9789264014626-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2005/11/looking-beyond-tariffs_g1gh6003/9789264014626-en.pdf)
- Hopewell, K. (2019). US-China conflict in global trade governance: the new politics of agricultural subsidies at the WTO. *Review of International Political Economy*, 26(2), 207–231. <https://doi.org/10.1080/09692290.2018.1560352>
- Warren Coats (2019). “ECON 101: CURRENCY MANIPULATION”, *Studies in Applied Economics* No. 138 (September):  
<https://sites.krieger.jhu.edu/iae/files/2019/09/Currency-Manipulation-101.pdf>
- (2023) “,”NON-TARIFF BARRIERS TO TRADE: SOME CANADIAN PERSPECTIVES Report of the Standing Committee on International Trade Honourable Judy A. Sgro, Chair,  
<https://www.ourcommons.ca/Content/Committee/441/CIIT/Reports/RP12791651/ciitrp14/ciitrp14-e.pdf>

Tutorial reading:

USTR (2024). 2025 National Trade Estimate Report on FOREIGN TRADE BARRIERS of the President of the United States on the Trade Agreements Program (Washington, DC: United States Government): Foreword and chapter on Canada.

Preliminary discussion questions:

- 1) Does US President Donald Trump have a point and is correct that Canada is engaging in illegal trade distorting policies against the US?



## 2) What should Canada do in response to the USTR findings?

Week 8 – October 30, 2023

### Financial Crises

#### Core lecture readings

- Stijn Claessens and M Ayhan Kosel (2013), “Financial Crises: Explanations, Types and Implications,” *IMF Working Paper* WP/13/28 (January):  
<https://www.imf.org/external/pubs/ft/wp/2013/wp1328.pdf>
- Helleiner, Eric. "Understanding the 2007–2008 global financial crisis: Lessons for scholars of international political economy." *Annual review of political science* 14 (2011): 67-87.
- Ricardo Soares de Oliveira (2015), “Angola’s Perfect Storm: The dos Santos Regime and the Oil Crisis,” *Foreign Affairs* (28 October):  
<https://www.foreignaffairs.com/articles/angola/2015-10-28/angolas-perfect-storm>
  - For extended detail, skim International Monetary Fund (2018), “ANGOLA REQUEST FOR AN EXTENDED ARRANGEMENT UNDER THE EXTENDED FUND FACILITY” *IMF Country Report* No. 18/370:  
<https://www.imf.org/en/Publications/CR/Issues/2018/12/18/Angola-Request-for-An-Extended-Arrangement-Under-the-Extended-Fund-Facility-Press-Release-46479>
- Germain, Randall. "Financial order and world politics: crisis, change and continuity." *International Affairs* 85.4 (2009): 669-687.

#### Summaries on the Global Financial Crisis:

<https://www.rba.gov.au/education/resources/explainers/the-global-financial-crisis.html>

<https://www.cbc.ca/meltdown/about.html>

<https://www.history.com/news/2008-financial-crisis-causes>

#### Supplementary Reading

- “China Must Revalue to Correct Global Imbalances vs. Chinese Revaluation Will Not Correct Global Imbalances” pp. 253-270. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Education / Longman. Second Edition.
- Cantamutto, Francisco J., and Daniel Ozarow. "Serial payers, serial losers? The political economy of Argentina’s public debt." *Economy and society* 45.1 (2016): 123-147.
- Walter, Stefanie, and Thomas D. Willett. "Delaying the inevitable: A political economy approach to currency defenses and depreciation." *Review of International Political Economy* 19.1 (2012): 114-139.
- Strange, Susan. *Mad Money: with an introduction by Benjamin J. Cohen*. Manchester University Press, 2015.
- Kaminsky, Graciela L., Carmen M. Reinhart, and Carlos A. Vegh. "The unholy trinity of financial contagion." *Journal of economic perspectives* 17.4 (2003): 51-74.  
[\[https://pubs.aeaweb.org/doi/pdf/10.1257/089533003772034899\]](https://pubs.aeaweb.org/doi/pdf/10.1257/089533003772034899)
- Forbes, Kristin J. "The 'Big C': Identifying and mitigating contagion." (2012).  
[\[https://www.kansascityfed.org/publicat/sympos/2012/kf.pdf\]](https://www.kansascityfed.org/publicat/sympos/2012/kf.pdf)

- OECD (2012), “Financial Contagion in the Era of Globalised Banking?”, *OECD Economics Department Policy Notes*, No. 14, June.  
<http://www.oecd.org/economy/monetary/50556019.pdf>
- Chapters 4 and 5 of Lowell, J et al (1998), “Financial Crisis and Contagion in Emerging Market Countries,” *RAND National Security Division*:  
[https://www.rand.org/content/dam/rand/pubs/monograph\\_reports/2009/MR962.pdf](https://www.rand.org/content/dam/rand/pubs/monograph_reports/2009/MR962.pdf)
- “Too Little Market Regulation Caused the Financial Crisis vs. Too Much Government Intervention Caused the Financial Crisis” pp. 235-252. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Education / Longman. Second Edition.

### Tutorial Readings:

#### Case Study:

Gregory P Corning, “Case 262 Managing the Asian Meltdown: The IMF and South Korea,” Institute for the Study of Diplomacy, Georgetown University:

<https://casestudies.isd.georgetown.edu/collections/international-trade/products/managing-the-asian-meltdown-the-imf-and-south-korea>

#### Preliminary discussion questions:

1. What impact did changes in the global economy have on Korea during the 1980s?
2. What was Korea’s initial position regarding IMF assistance and why?
3. What conditions came with IMF assistance?
4. If economic recovery is threatening to democracy, which should take precedence?
5. Paul Krugman contended that the depreciation of the Korean won and other Asian currencies was not the result of irrational investor stampedes but the result of rational investors contemplating the implications of unsustainable policies. Do you agree with this argument? In other words, do you think structural reform was necessary in South Korea? If so, what would be a realistic time-frame for any reforms you might recommend?

Week 9 – November 3 <sup>rd</sup>
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### ***The Commodity Conundrum***

#### Core Lecture Readings:

- Badeeb, Ramez Abubakr, Hooi Hooi Lean, and Jeremy Clark. "The evolution of the natural resource curse thesis: A critical literature survey." *Resources Policy* 51 (2017): 123-134.
- Nkurunziza, Janvier D., Komi Tsowou, and Sofia Cazzaniga. "Commodity dependence and human development." *African Development Review* 29.S1 (2017): 27-41.
- Bresser-Pereira, Luiz Carlos. "The Dutch disease and its neutralization: a Ricardian approach." *Brazilian Journal of Political Economy* 28.1 (2008): 47-71.  
<https://www.scielo.br/pdf/rep/v28n1/a03v28n1.pdf>
- R. Prebisch (1951), “Growth, Balance and Disparities: Interpretations of the Economic Development Process,” in CEPAL, *Economic Survey of Latin America, 1949* (Santiago: United Nations).

### Supplementary Reading:

- Tilly, Charles, and Catherine Besteman. "War making and state making as organized crime." *Violence: A reader* (1985): 35-60.  
DOI: <https://doi.org/10.1017/CBO9780511628283.008>
- Jeffrey Frankel (2010), "The Natural Resource Curse: A Survey" CID Working Paper No. 195 May:  
[https://www.hks.harvard.edu/sites/default/files/centers/cid/files/publications/faculty-working-papers/195\\_pdf.pdf](https://www.hks.harvard.edu/sites/default/files/centers/cid/files/publications/faculty-working-papers/195_pdf.pdf)
- R. Prebisch (1951), "Growth, Balance and Disparities: Interpretations of the Economic Development Process," in CEPAL, *Economic Survey of Latin America, 1949* (Santiago: United Nations).
- Birdsall, Nancy, and Amar Hamoudi. "Commodity dependence, trade, and growth: when 'openness' is not enough." *Center for Global Development Working Paper 7* (2002).

### Tutorial Readings:

Robert Letovsky (2004), "Case 302 Saving the Coffee Industry in El Salvador," Institute for the Study of Diplomacy, Georgetown University: <https://isd-georgetown-university.myshopify.com/products/saving-the-coffee-industry-in-el-salvador>

### Tutorial questions

1. What are the underlying causes of the coffee industry crisis? Which of these can be influenced the Salvadoran government?
2. Should the Salvadoran government act to save the industry? Why, or why not? How?
3. What impact do you think the importance of coffee to the Salvadoran economy has on government policy making?
4. Whose interests matter most in this case study? To whom does the Salvadoran government answer?

Week 10 – November 10th
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## ***Industrial Policy***

### Core Lecture Reading:

- Oqubay, Arkebe and others, 'Introduction to Industrial Policy and Development', in Arkebe Oqubay and others (eds), *The Oxford Handbook of Industrial Policy*, Oxford Handbooks (2020; online edn, Oxford Academic, 10 Nov. 2020), <https://doi-org.proxy.library.carleton.ca/10.1093/oxfordhb/9780198862420.013.1>
- Oqubay, Arkebe, 'The Theory and Practice of Industrial Policy', in Arkebe Oqubay and others (eds), *The Oxford Handbook of Industrial Policy*, Oxford Handbooks (2020; online edn, Oxford Academic, 10 Nov. 2020), <https://doi-org.proxy.library.carleton.ca/10.1093/oxfordhb/9780198862420.013.2>
- Akamatsu, Kaname. "A historical pattern of economic growth in developing countries." *The developing economies* 1 (1962): 3-25.

### Supplementary reading:

- Ocampo, José Antonio, and Gabriel Porcile, 'Latin American Industrial Policies: A Comparative Perspective', in Arkebe Oqubay and others (eds), *The Oxford Handbook of Industrial Policy*, Oxford Handbooks (2020; online edn, Oxford Academic, 10 Nov. 2020), <https://doi-org.proxy.library.carleton.ca/10.1093/oxfordhb/9780198862420.013.31>
- Lee, Keun, 'Diverse Tools of Industrial Policy in Korea: A Schumpeterian and Capability-based View', in Arkebe Oqubay and others (eds), *The Oxford Handbook of Industrial Policy*, Oxford Handbooks (2020; online edn, Oxford Academic, 10 Nov. 2020), <https://doi-org.proxy.library.carleton.ca/10.1093/oxfordhb/9780198862420.013.24>
- R. Prebisch (1951), "Growth, Balance and Disparities: Interpretations of the Economic Development Process," in CEPAL, *Economic Survey of Latin America, 1949* (Santiago: United Nations).
- Baker, Andy. "Why is trade reform so popular in Latin America? A consumption-based theory of trade policy preferences." *World Politics* (2003): 423-455.
- Sebastián Sáez (2005), "Trade Policy Making in Latin America: A Compared Analysis," United Nations Economic Commission for Latin America and the Caribbean:  
[https://repositorio.cepal.org/bitstream/handle/11362/4397/1/S2005201\\_es.pdf](https://repositorio.cepal.org/bitstream/handle/11362/4397/1/S2005201_es.pdf)
- Ocampo, José Antonio. "Commodity-led development in Latin America." *Alternative pathways to sustainable development: Lessons from Latin America*. Brill Nijhoff, 2017. 51-76.

### Tutorial Reading:

#### Case Study

Simon Reich (1992), "Case 167 Restraining Trade to Invoke Investment: MITI and the Japanese Auto Producers," Institute for the Study of Diplomacy, Georgetown University: <https://casestudies.isd.georgetown.edu/products/restraining-trade-to-invoke-investment-miti-and-the-japanese-auto-producers>

#### Preliminary discussion questions:

1. What was crucial to the Japanese auto industry's growth?
2. What were the characteristics of the Japanese auto firms that prospered in this period?
3. How would you describe, a. the importance of the state in deciding which firms prospered and how they prospered, and, b. the general relationship between government and business?
4. What risk for corruption do you see in the model depicted in this case study?
5. Who "won" the episode discussed in this case study? Which parties got what they wanted?

Week 11 – November 17th
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### ***Crime and (no) punishment***

#### Core lecture readings:

- The Executive Summary and Chapter 1 of United Nations Office on Drugs and Crime (2010), *The Globalization of Crime A Transnational Organized Crime Threat Assessment* (New York: United Nations): [https://www.unodc.org/documents/data-and-analysis/tocta/TOCTA\\_Report\\_2010\\_low\\_res.pdf](https://www.unodc.org/documents/data-and-analysis/tocta/TOCTA_Report_2010_low_res.pdf)
- Mitchel Roth, "Historical Overview of Transnational Crime" in *Handbook of Transnational Crime and Justice*, edited by Philip L. Reichel, and Jay S. Albanese, SAGE Publications, Incorporated, 2013. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=1995390>.
- Chapter 1 and 2 of Cox, Dennis. *Handbook of Anti-Money Laundering*, John Wiley & Sons, Incorporated, 2014. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=1809740>.

#### Supplementary Reading:

- Misha Glenny (2008). *McMafia: A Journey Through the Global Criminal Underworld* (London: Random House).
- Olliver Bullough (2018). *Moneyland: Why Thieves and Crooks Now Rule the World and How to Take it Back* (London: Profile Books).
- Channing May (2017), *Transnational Crime and the Developing World* (Global Financial Integrity): <https://respect.international/wp-content/uploads/2017/03/Transnational-Crime-and-the-Developing-World-Global-Financial-Integrity-2017.pdf>
- Williams, Phil. "Transnational criminal organisations and international security." *Survival* 36.1 (1994): 96-113.
- Liddick, D. The dimensions of a transnational crime problem: the case of iuu fishing. *Trends Organ Crim* 17, 290–312 (2014). <https://doi.org/10.1007/s12117-014-9228-6>
- UNODC (2010). *Crime and Instability: Case Studies of Transnational Threats*. United Nations Office on Drugs and Crime, Vienna: [https://www.unodc.org/documents/data-and-analysis/Studies/Crime\\_and\\_instability\\_2010\\_final\\_26march.pdf](https://www.unodc.org/documents/data-and-analysis/Studies/Crime_and_instability_2010_final_26march.pdf)
- General Assembly resolution A/RES/55/56. *The role of diamonds in fuelling conflict: breaking the link between the illicit transaction of rough diamonds and armed conflict as a contribution to prevention and settlement of conflicts*. 29 January 2001: <http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/Sanc%20ARES%2055%2056.pdf>
- The Global Initiative Against Transnational Organized Crime (2015). *ASD2030: Addressing Organized Crime as a Development Issue*: <http://globalinitiative.net/portfolio-posts/asd2030/>
- Centre for Security Studies (2015). *Organised Crime in the "2030 Agenda for Sustainable Development"*. ETH Zurich: <http://www.css.ethz.ch/en/services/digital-library/articles/article.html/194237/pdf>
- You may also find the movie *Blood Diamond* (2006) interesting.

## Tutorial

### Case study: Blood diamonds

A UNODC case study (<https://www.unodc.org/e4j/zh/organized-crime/module-6/exercises/case-studies.html>).

A loosely trimmed version of the UN blurb: Sierra Leone lost an estimated 100,000 to 200,000 people in an armed conflict that raged between 1991 and 2002. Another two million were displaced and took shelter mainly in Guinea and Liberia. The conflict received a lot of international attention because of the use of child soldiers, systematic mutilation, and the use of so-called "blood diamonds" to finance armed groups. Diamonds mined in rebel-controlled areas in a number of West African countries, including Sierra Leone, Côte d'Ivoire and Liberia, reached the international diamond market. It was roughly estimated that conflict diamonds could amount to as high as 15% of the total trade. In response to the large-scale trade in diamonds, the Kimberley Process (initiated in 2000 by UN resolution A/RES/55/56) was initiated by the United Nations to address the illicit trade in diamonds originating in conflict areas. Although the certification scheme encountered a number of challenges, such as corruption, the illicit trade in diamonds was reduced to manageable proportions, illustrating how strategic measures designed to tackle the entire transnational market can be more effective than armed interventions at the national level.

### Discussion questions:

- What is the link between the mineral industry, conflict, and illicit cross-border trade?
- How are crime and state instability related?
- What are the causes of the illicit trade in diamonds? What are the conducive factors behind the illicit diamond trade?
- How do criminals take advantage of a government's inability to provide security?
- How do illicit commodities traded by organized criminal groups impact conflict-affected areas?
- What can the global community do to address this form of transnational crime? What barriers to action do you think exist?

Week 12 – November 24 <sup>th</sup>
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## **BRICs and a new world order?**

### Core lecture reading

- Babic, Milan. "Let's talk about the interregnum: Gramsci and the crisis of the liberal world order." *International affairs* 96.3 (2020): 767-786.
- AMRITA NARLIKAR, *Negotiating the rise of new powers*, *International Affairs*, Volume 89, Issue 3, May 2013, Pages 561–576, <https://doi-org.proxy.library.carleton.ca/10.1111/1468-2346.12033>
- SHAUN BRESLIN, *China and the global order: signalling threat or friendship?*, *International Affairs*, Volume 89, Issue 3, May 2013, Pages 615–634, <https://doi-org.proxy.library.carleton.ca/10.1111/1468-2346.12036>



### Supplementary Reading:

- Special issue of the journal *International Organization*, "Challenges to the Liberal International Order: International Organization at 75," Volume 75 - Special Issue 2 - Spring 2021.
- Special section of *International Affairs*, "Asian Conceptions of International Order: What Asia Wants," 99 (4) (July 2023): <https://academic.oup.com/ia/issue/99/4>
- Special section of *International Affairs*, "Deglobalization? The Future of the Liberal International Order," 97 (5) (September 2021): <https://academic.oup.com/ia/issue/97/5>
- Wilson, Dominic, and Roopa Purushothaman. "Dreaming with BRICs: The path to 2050." *Goldman Sachs Global Economics Paper* 99 (2003): 1-24.
- Robinson, William I. "The transnational state and the BRICS: a global capitalism perspective." *Third World Quarterly* 36.1 (2015): 1-21.
- Donno, Daniela and Nita Rudra. (2014) "To Fear Or Not to Fear? BRICs and the Developing World" *International Studies Review* 16 (3): 447-452. Available at: [http://resolver.scholarsportal.info/resolve/15219488/v16i0003/447\\_tfontfbatdw](http://resolver.scholarsportal.info/resolve/15219488/v16i0003/447_tfontfbatdw)
- Stuenkel, Oliver, *Post-Western World* (Polity). \*\* a recommended spare time read.

### Tutorial Reading:

- Mansfield, Edward D. "Rising powers in the global economy: Issues and questions." *International Studies Review* 16.3 (2014): 437-442.
- Combine the Mansfield article with a reading of your choice from the supplementary list.

#### Tutorial questions:

- 1) Will the BRICS change the nature of the Global Economy? If so, how?
- 2) Do the BRICS constitute a real challenge to existing global economic governance regimes?
- 3) Is it reasonable to view the BRICS as a contiguous and coordinated unit?
- 4) Think back to the first tutorial in the class and Helleiner's article: Given the realities of embedded liberalism, what prospect is there for major change in the international institutional system and how might it happen?

Week 13 – December 1 <sup>st</sup>
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### ***Course Wrap Up***

### **The Final Exam Question Bank**

The final exam will require you to answer three from a selection of seven essay questions. Those seven questions will be chosen from this list of forty possible exam questions.

1. What are the socio-economic and political implications of a globalization-driven shift from labor-intensive to capital-intensive production in a national economy?
2. How has technological change (automation, AI, digital platforms) altered the balance of capital and labour in the global economy? What are the implications for developed and developing economies?
3. Do we need 'money' to have market economies and globalization? When explaining why or why not give consideration to the social and political impacts.
4. If the US economy is so important to Canada would it not make sense for Canada to fix its foreign exchange rate to the US dollar? In your answer discuss the political implications as well as the impact on national economic policy and socio-political independence and stability
5. What is the relationship between money and trust? How does this impact a government's ability to manage the national economy and a citizen's ability to advance their interests?
6. Is free trade a good thing?
7. Working explicitly with the theories and concepts from this course provide a snapshot of what you think will be the state of the US economy and polity at the end of the second Trump presidency.
8. Does the world economy need the United States? Make specific reference to the theories and concepts from the course in your answer.
9. What are the political and economic factors driving the rise of economic nationalism in countries around the world in recent years?
10. Does free(er) trade help foster international peace and cooperation? Explain your answer with particular reference to the strengths and limitations of trade as a driver for political stability.
11. What is the Global South's beef with agricultural subsidies in developed countries?
12. Should we be so preoccupied with federal deficits and the national debt? Explain your answer with reference to interest rates, debt levels, and policy independence in the face of the global economy.
13. What are the socio-political and economic implications of a government defaulting on its debt?
14. How do the underlying structures of economies, such as dependency on commodities or specific economic sectors, influence their vulnerability to financial crises?
15. Are "Dutch Disease" and the "commodity conundrum" the same thing? Do they each carry similar or different economic challenges for national governments and their citizenry?
16. Is regional cooperation or integration a universally viable option to mitigate the challenges of commodity dependence?
17. What is industrial policy and its primary objectives in the context of modern economic development?
18. Are there risks of political capture or cronyism in the formulation and execution of industrial policies? Explain.



19. Assume you run a major criminal enterprise: Do you like or dislike globalization? Explain the how and why of your answer with reference to course theories and concepts.
20. Does the increasing influence of the BRICS mean revolution in the global political economy?
21. How has technology contributed to the evolution of globalization?
22. Has globalization impacted national sovereignty? Explain your answer using theories and concepts from the course.
23. Has globalization gone too far, not far enough, or has it been heading in the wrong direction? Explicitly use the theories and concepts of the course to justify your answer.
24. Is global poverty perpetuated and worsened by globalization? Use the theories and concepts of the course to substantiate your answer.
25. Who benefits most from global value chains—states, firms, or workers? Base your answer in the theoretical discussions in the course.
26. If you are managing a national economy, do you want a strong or weak currency, or do you not care? Explain with reference to the theories discussed in the course.
27. Is it possible for countries in the global economy to go back to a situation of isolationism or even autarky?
28. Are transnational criminal enterprises and networks a major threat to countries today? If so, how, and if not, why?
29. What should be a government's greatest economic policy priority, and is this priority going to be the same for all countries?
30. Assume you are aiming to maximize benefit for all parties in the production chain as well as the consumer. Should you be paying more or less for your latte at the Happy Goat Coffee Company? Base your answer in the economic theories discussed in this course and their policy implications.
31. What are sovereign wealth funds, what is their purpose, and are they a good thing?
32. What are global value chains (GVCs), what sort of policies do they need to function, and how have they reshaped the distribution of economic benefits between countries?
33. Why is the rest of the world preoccupied with US interest rate and monetary policy? Explain your answer by drawing on the theories and concepts in the course.
34. What do Trump's tariff policies mean for the world economy?
35. How well do the classical concepts of comparative and absolute advantage explain modern global production chains?
36. Why are developing countries often more vulnerable to debt crises?
37. How has China's integration into the global economy since 2001 reshaped international trade, debt relations, and industrial policy worldwide?
38. Critically assess the claim that commodity dependence is a "resource curse." Use examples from Latin America, Africa, or the Middle East.
39. What does it mean that the US dollar remains the global reserve currency and is there likely to be any change in this status over the next decade?
40. Should national economic policy makers base all of their decisions on the principles of comparative advantage and absolute advantage?