

PSCI 2602A
INTERNATIONAL RELATIONS: GLOBAL POLITICAL ECONOMY
Tuesday 12:35 – 2:25 pm
Blended format (part synchronous, part asynchronous)

Instructor: Laura Macdonald
Office hours: Thursdays 2:30 to 4:30 pm – on Zoom (see sign-up sheet on Brightspace)
Email (preferred method of contact): Laura.Macdonald@carleton.ca

Course description, objectives and learning outcomes:

This course provides an introduction to the study of global political economy (GPE - also known as international political economy [IPE]). The course will help students make sense of some of the tumultuous changes occurring in the world at the current moment, including the COVID-19 pandemic. Many of these problems are a result of the ways in which politics and economics intersect in a dynamic but often messy fashion. In the first part of the course, we will learn about: what GPE is; how the field has evolved over time, and some of the dominant theoretical approaches to understanding the global political economy. In the second half we will delve into some of the key issues addressed in the field including the globalization of production, international finance, labour in the global economy, international trade, development, the global environment, and others.

Students who successfully complete this course should achieve the following learning outcomes:

1. Demonstrate an understanding of the historical development of the global political economy;
2. Critically evaluate leading theoretical approaches to the study of the GPE;
3. Identify the main features of the global political economy and how they have changed over time;
4. Assess the significance of selected issues in the global political economy.

Organization of the Course

The format for this course will be mostly a-synchronous (on-line but you will access the content on your own schedule) but will contain some synchronous content (on-line discussion period on Zoom during the assigned class time on Tuesdays, as well as on-line TA groups) with. The course is organized around a combination of weekly lectures, videos and tutorials.

Participation in the synchronous TA sessions is mandatory. The tutorials provide you with an opportunity to discuss the lectures and reading assignments.

Course Description or How will the course be taught?

The course will be taught online through asynchronous lectures and videos and activities, a weekly synchronous 30 minute “Q and A” session with the professor, and a weekly synchronous discussion groups with the TAs. Completing readings and assignments is also an important part of the learning process.

Asynchronous lectures: Asynchronous lectures and supporting materials will be posted on Brightspace. Students can view the lectures and supporting materials at their own pace but must submit assignments by the due date specified in the course outline. Powerpoints will also be posted to the Brightspace site.

Synchronous Q and A: A weekly Q and A Zoom session will be held in the last half hour of the lecture time slot, beginning in Week 1 (**2:00 to 2:25pm** Ottawa time). This will be an opportunity to ask the professor to clarify points that were not clear from the recorded video lectures, and to discuss requirements for the assignments. This is meant to be an interactive session. Links to this Zoom session will be set up on the Brightspace website. This session will not be recorded, and I strongly recommend that you attend regularly.

Online attendance in both lectures and tutorial groups is crucial for students to succeed in the course. **It is essential to do the required readings before the tutorials (which take place on Tuesdays) and quizzes (which take place on Fridays).** I will therefore endeavour to post my recorded lectures by the Friday of the previous week. I also advise you to follow international news, especially related to the global economy. While you may find information about these issues from a range of on-line sources, you should make sure you exercise caution with regard to these sources, to ensure that they are credible.

Here are some examples of some credible on-line sources – this is just a starting point:

Newspapers/Media:

- The Economist
- Financial Times
- Wall Street Journal
- Mercopress
- Al Jazeera

Blogs

- Flip Chart Fairy Tales by Rick- <https://flipchartfairytales.wordpress.com>
- Mainly Macro by Simon Wren-Lewis - <https://mainlymacro.blogspot.co.uk>
- Conversable Economist by Timothy Taylor - <http://conversableeconomist.blogspot.co.uk>
- The Roving Eye by Pepe Escobar (published by Asia Times) - <http://www.atimes.com/atimes/Others/Escobar.html>

Websites of Relevant Institutions:

- BRICS – www.bricsforum.org
- International Monetary Fund – www.imf.org
- Organization for Economic Cooperation and Development – www.oecd.org
- United Nations Economic and Social Council - www.un.org/esa/policy/publications/papers.htm
- United Nations Conference on Trade and Development – www.unctad.org
- World Bank – www.worldbank.org
- World Trade Organization – www.wto.org
- Group of Twenty – www.g20.org

Evaluation:

Participation and attendance in tutorials:	10%
First assignment – short essay	15% (due October 16 th at 11:59 pm)
Research essay proposal:	10% (due November 2 nd at 11:59 pm)
Final research essay:	35% (due November 24 th at 11:59 pm)
Quizzes	30% (see due dates below)

All assignments will be submitted and graded on Brightspace: they will be due at 11:59 pm on the due date. Your assignments should be submitted in Word. Here is a link to a site where you can download the Microsoft Office suite:

<https://carleton.ca/its/ms-offer-students/>

Texts:

There is one **required** text for this course, which will be available through the Carleton University bookstore (see their website - <https://www.bkstr.com/carletonstore/shop/textbooks-and-course-materials> - for details about how to order on-line):

Robert O'Brien and Marc Williams, *Global Political Economy: Evolution and Dynamics*, 6th edition, Houndmills, Basingstoke and Hampshire: Palgrave Macmillan, 2020.

I strongly urge you to purchase the 6th edition of this text as it is substantially revised from the previous edition. Other readings will be posted in ARES on the Brightspace site (let me know if you have trouble accessing ARES).

I may post some short articles related to world events on the Brightspace site to supplement the assigned readings. They will not be required for the quizzes, but could be helpful for your understanding of course content.

Term work:

1) Participation and Attendance: 10%

The tutorial sessions provide students with the opportunity to raise questions and to discuss with their peers and the T.A. the topics raised in the lecture and the readings. Participation in the TA sessions is mandatory. The tutorial groups will take place on Zoom. You should always attend your T.A. group prepared to discuss the assigned readings for that week. You will be evaluated based on your regular participation and willingness to engage in discussions, based on informed and respectful comments, **related to the readings**. Also note that raising good questions is important as making comments. Attendance will be recorded but counts for only 1/3 of your participation grade (i.e. 5% of the 15%). Marks will be deducted if you consistently arrive late or leave early.

2) Short essay (due October 16th – worth 15%)

You will write a short essay of 3-4 pages (Times New Roman double spaced, 12 point font) comparing two different theoretical approaches to understanding global political economy. This is not a research essay, the paper should be based on the assigned readings for the course in weeks 3 and 4, as well as the lectures. The theories you can choose from are: liberalism, economic nationalism, dependency theory, economic structuralism, critical theory (based on Robert Cox), and decolonialism (based on article by Cristina Rojas).

Your paper should contain:

- A summary of the two theories;
- A comparison of the underlying assumptions of each approach;
- An argument about the relative merits of the two theories for understanding the contemporary global political economy

A rubric will be posted on Brightspace to help you understand how you will be evaluated.

Since the essay is entirely based on the assigned readings, it is adequate to cite authors by using in-text citations (e.g. O'Brien and Williams, 2020: 27). You don't need a bibliography unless you choose to refer to some source other than the assigned readings (which is not necessary).

3) Research essay proposal (due November 2nd – worth 10%)

You will write a proposal (around 3-4 pages double spaced) on the topic of your final essay. A list of topics/questions for the paper will be posted to Brightspace at the beginning of the term. The proposal should contain:

- a research question;
- short statement on why this is an interesting and important topic;
- a tentative hypothesis or argument;
- statement on your theoretical approach;
- annotated bibliography - with a short paragraph for each source which summarizes the content of the article and indicates how it will be useful for your final paper. You must include a minimum of 4 academic sources.
 - First, cite the book, article, or document using the appropriate style (You must use a recognized citation style – eg APA or Chicago – see this resource: <https://library.carleton.ca/guides/help/citing-your-sources>)
 - Then, write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that:

- evaluate the authority or background of the author,
- comment on the intended audience,
- compare or contrast this work with another you have cited, or
- explain how this work illuminates your research topic.

4) Research essay (due November 24th – worth 35%)

You will write a research paper (7-9 pages or 2000 to 2500 words) on a topic related to the course. The assignment will be graded based on the quality of your writing, research and analysis, the organization of the paper, the depth of research on the topic, and the coherence and originality of your argument. The essay should be posted to Brightspace by 11:55 pm on **November 24th**. A rubric for evaluation will be posted as well.

4) 6 quizzes – 25% total

There will be **6 short quizzes** throughout the term to test your knowledge and understanding of course content. The quizzes will contain a mixture of multiple choice and short-answer questions. Your final grade will be based on your best results in 5 of them (the grades on the bottom two will be dropped or you can just write 5 if you are confident in your ability – I don't recommend doing this!). The quizzes will occur on Fridays and will cover course content from the period since the previous quiz (or since the beginning of term in the case of the first quiz).

Each quiz will contain a set of 5-7 questions, based on readings and lectures. You should be able to complete the whole quiz in 15-20 minutes. You can use your notes, lecture recordings, and readings, when answering the quiz. You will be able to access the quiz during a 13 hour window. **Once you access the quiz, you have 25 minutes to complete it.** I recommend strongly that you complete all readings and attend all recorded lectures before starting the quiz.

Quizzes will be opened up on the following dates: October 1st, Oct 8th, Oct 22nd, Nov 5th, December 3rd, Dec 10th. The quizzes will be open for 13 hours between 9 a.m. and 10 pm on these dates.

Online Etiquette

Students are expected to demonstrate ongoing mutual respect for one another in all class activities and discussion. This entails speaking respectfully, listening carefully, supporting one another, offering constructive feedback, being open to alternate points of view, and generally giving each other the opportunity to express and develop ideas.

See Netiquette: Expectations of Student Behaviour Online at:

<https://carleton.ca/online/online-learning-resources/netiquette/>

It is important to arrive on time to all synchronous sessions (Q&A session and TA groups) and participate in the entire session. Late arrivals and early departures are disruptive.

Contact Policy - Email is the best way to get in touch with the professor or TA. Students should remember the following things when emailing:

ALWAYS use your Carleton email account! Non-Carleton messages don't always get through

INCLUDE the subject line "PSCI 2602"

ADDRESS emails to the professor or TA (i.e. Dear Dr. Macdonald)

SIGN OFF with your first and last name and student number.

Email should be used for brief questions that can be answered quickly. If students want to discuss course material, assignments, or another matter in greater detail, they should see the professor during office hours or make an appointment. Normally we will respond within 24 hours to your email, only on business days (Monday to Friday) between 9 a.m. to 5 pm.

Course Schedule

Week 1 – September 14 - Course Details and Introduction: What is Global Political Economy?

No Tutorial Discussion this week, but there will be a Q&A session, 2:00 to 2:25 pm Eastern.

- What distinguishes GPE from International Relations, Comparative Political Economy and from International Economics?
- Why is it important to know about GPE?
- What are some of the key debates and issues that currently shape the field?

O'Brien and Williams, Chapter 2

Films:

[IMF: Global economy enters recession amid virus](#) (1.36 minutes) – on Youtube

[Cappuccino Trail: The Global Economy in a Cup](#) (49.54 minutes) – Films on Demand

Week 2: September 21 - Historical Development of the Global Political Economy

Tutorials start this week

O'Brien and Williams, Chapters 3 and 4

- How have the relationships between states and markets shifted over time?
- What role did imperialism and colonial conquest play in shaping the contemporary GPE (and domestic political economies)?
- What role have hegemons (especially the UK and US) played in establishing the rules that govern the GPE and what types of resistance did they face?

Week 3: September 28 - Theories of GPE I: Economic Nationalism vs. Liberalism

- What are the basic assumptions of economic nationalist and liberal theorists?
- What are their historical origins?
- What are their differences and similarities?
- What are their limitations and how relevant are they today?

O'Brien and Williams, Chapter 1, pp. 5-16.

Christine Margerum Harlen, "A reappraisal of classical economic nationalism and economic liberalism," *International Studies Quarterly*, 43, 1999, 733-744.

Week 4: October 5 - Theories of GPE II: Critical approaches

- How do critical approaches to GPE differ from the "mainstream" approaches?
- What are their theoretical and historical roots?
- How relevant are these critical approaches today?

O'Brien and Williams, Chapter 1, pp. 16-22

Robert W. Cox, "Social forces, states and world orders: beyond international relations theory," *Millennium*, 10:2, 1981.

Cristina Rojas, "Contesting the colonial logics of the international: Toward a relational politics for the pluriverse," *International Political Sociology* 10, 2016, 369-382.

Week 5 - October 12 - Globalization Debate **First assignment due October 16 - short essay**

- What is globalization?
- What are the implications of globalization for the roles of states and markets?
- What historical factors led to the emergence of globalization?
- What are the implications of the rise of China for the GPE?

O'Brien and Williams, Chapter 5

Susan Strange, "The persistent myth of lost hegemony," *International Organization*, 41:4, 1987, 551-574.

Week 6 – October 19 - Global Trade

What are the most significant developments in global trade since 1945?

What are the arguments in favour of and against free trade?

Have we now returned to a period of global protectionism? How has the rise of China's economy affected trade policy?

O'Brien and Williams, Chapter 6

Video: [Trump's Trade War](#) – Films on Demand (53.16 minutes)

FALL BREAK – October 25-29 – NO CLASS

Week 7: November 2 - The Rise of Transnational Production and Transnational Corporations

Research paper outline due November 2nd

How has global production changed in the last century?

What has made transnational corporations so large and powerful?

What role is played by global value chains and how do they operate?

O'Brien and Williams, Chapter 7

Frederick W. Mayer and Nicola Phillips, "Outsourcing governance: states and the politics of a 'global value chain world'," *New Political Economy*, 22:2, 2017, 134-152.

Week 8: November 9th - Global Finance

Guest Speaker: H. Mark Schwartz, University of Virginia, Fulbright visiting scholar, Carleton

NOTE: Professor Schwartz will deliver a lecture on Zoom, synchronously, from 1:35 to 2:25 on Tuesday, November 9th. This lecture will complement Professor Macdonald's recorded lecture for this week, and will replace the weekly Q&A session. This lecture will be recorded and posted.

Are the world's monetary and financial systems really global (and multilateral)? Or are they still overwhelmingly reliant on the U.S. and the exercise of American power?

What are the sources of global financial crises that are a recurrent theme in the current global economy?

O'Brien and Williams, Chapter 8

Paola Sabucchi, "Who is in control of the International Monetary System?" *International Affairs*, 8:3, 2010, 665-80.

Week 9: November 16th - Gender and the GPE

What can students of GPE learn from a feminist approach? What does a gendered analysis tell us about the global political economy?
How does feminist IPE/GPE differ from or draw upon various other GPE theoretical traditions?

O'Brien and Williams, Chapter 10

Penny Griffin, "Refashioning IPE: What and How Gender Analysis Teaches International (Global) Political Economy," *Review of International Political Economy* 14:4, 2007, 719-736.

Week 10: November 23rd - Global Division of Labour

Final research paper due November 24th

How has the global division of labour changed over time?
What resources do workers have at their disposal to improve their share of the profits generated by corporations?

O'Brien and Williams, Chapter 9

Alessandra Mezzadri, "Class, gender and the sweatshop: on the nexus between labour commodification and exploitation," *Third World Quarterly*, 37:10, 2016, 1877-1900.

Angelo DiCaro and Laura Macdonald, "[CUSMA's Labour Mechanisms: A Testing Ground for Protecting North American Workers](#)" July 19, 2021. CCPA Monitor Magazine.

Week 11: November 30th - Economic Development

How do we measure development?
What are the sources of inequality between Global North and Global South?
What approaches have been proposed to promote development?

O'Brien and Williams, Chapter 11

Amartya Sen. "Introduction," *Development as Freedom*. Oxford: Oxford University Press, 3-11, 1999

Week 12: December 7th - Governing the Global Economy

How has global economic governance evolved in theory and practice?

What are some possible scenarios for future global economic governance?
What does the COVID-19 pandemic tell us about governance of the global economy?

O'Brien and Williams Chapter 15

OXFAM, ["The Inequality Virus,"](#) OXFAM Briefing paper, January 2021

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

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 includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary

compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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.

More information on the University's Academic Integrity Policy can be found at:
<https://carleton.ca/registrar/academic-integrity/>.

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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. 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

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.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science 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 University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.
