AIMS AND OBJECTIVES

The main aim of this course is to introduce students to the academic study of international political economy (IPE). Principal objectives include canvassing leading theoretical approaches to IPE; examining the historical development of the global political economy; outlining the main structural features of the global political economy; and exploring selected current developments. Students will also develop research skills by completing an independent research essay. By the conclusion of this course, students should be able to:

- demonstrate a working knowledge of the disciplinary history of IPE and its leading theoretical approaches
- display an awareness of the historical development of the global political economy
- identify the main structural features of the global political economy and explain how they are changing
- assess the significance for the global political economy of selected developments

By taking this course students will prepare themselves for more advanced study in IPE.

STRUCTURE, READINGS AND ASSESSMENT

The course is organized around a combination of weekly lectures and small group discussions. You are asked to undertake a number of readings as preparation for each lecture topic. While you will be neither fined nor flogged for failing to complete the readings, be forewarned that the required reading assignments carry an expectation that you will be conversant with them, and moreover that the final exam will expect you to display your familiarity in your answers.

Although the reading load for this course varies from week to week, you should make every effort to keep up as the course unfolds.

A ‘Selected IPE Bibliography’ can also be found on the WebCT site for this course, along with essay and exam study guides. You are encouraged to use these as resources.
Your assessment is based upon three components. There is a short essay-style assignment (30%) which is designed to test your lecture absorption and familiarity with the readings. There is an independent research essay (40%) designed to extend your analytical and research skills by exploring one of the thematic topics of the course in more detail. And finally there is a three hour final examination (40%) scheduled during the regular examination period, which is designed to test your overall comprehension of the course material.

**Assessment at a glance:**

- Short assignment: 30% (due May 25th)
- Research essay: 40% (due June 15th)
- Final exam: 40% (set during the formal exam period)

Late assignments will be penalized at a rate of **3% per day**, including weekends. Extensions **can only** be granted by the course director. Assignments **will not** be accepted for marking more than 9 days after the due date (in this case, June 3rd and June 24th respectively).

Assignments are to be **handed in** to the course director during the class on the due date. Late assignments may also be deposited in the Department’s drop box, which is emptied at **4pm each day** and date-stamped with that day’s date.

The first assignment, maximum 1000 words and due May 25th, is a reaction piece to a classic article from one of the following authors (all of which are available through the JSTOR portal of the library):


In this assignment, you are asked to outline the main points raised in the reading, discuss and assess their strengths and weaknesses as well as their significance in terms of the themes of the course, and offer a verdict as to whether Benjamin Cohen was correct to include them as one of the pioneers of IPE. You do not need to read and use more than the above reading together with Cohen’s discussion of the author’s work, but your essay will undoubtedly benefit from doing so. In line with Carleton’s early feedback policy, every effort will be made to have the grade
associated with this assignment made available to you before XX. This assignment will not be accepted for grading past 4pm on Friday June 3rd.

The second assignment is a research essay, due June 15th, and is to be a maximum of 2500 words. The Essay Study Guide posted on WebCT contains useful tips on how to construct a strong essay. This assignment will not be accepted for marking past 4pm on Friday June 24th. Please always keep a back-up copy of any written assignment in case it gets lost or misplaced by us – it rarely happens but it is always better to be prepared.

The final exam, which is a three hour exam scheduled during the regular examination period, has questions which cover all of the lecture and reading material for the course, and will ask you to synthesize key thematic concerns that run throughout the entire course. The last class will be a detailed discussion of what may be expected on the exam.

In addition to the lectures, we will on a regular basis also break into small groups for discussion of the lecture material as well as current issues related to the course. While there is no formal grade assigned to your contributions to these discussions, you are encouraged to participate in order to deepen your understanding of the material and to strengthen your oral skills.

In order to facilitate an effective and successful seminar discussion, the following ground-rules for participating are encouraged:

1) complete the readings each week and come to lectures/seminars prepared to ask and respond to questions
2) enter into debate and discussion using an appropriate tone and language (ie keep the tenor of your comments civil and avoid the use of inappropriate language beginning with letters such as ‘f’ or ‘s’ or ‘p’…)
3) participate in an orderly fashion, avoiding interjections that interrupt the contributions of others
4) remember who is responsible for providing a tolerant and open learning environment: the sovereign authority of the instructor is not subject to challenge

**ECONOMIC JARGON**

Although there is no formal economics studied in this course, you will occasionally come into contact with the language of economics. If you are unfamiliar with this language, purchasing a dictionary might be helpful. A good inexpensive example is:


**READING MATERIALS**

Although most of the readings come from the two textbooks assigned to the course, there are a small number of additional readings which are accessible online through the MacOdrum Library. The textbooks can be purchased at the Carleton University Bookstore, and you are strongly urged
to buy them. The 3rd edition of the main textbook is a significant advance on the first two editions, so please be wary of buying earlier editions. The final exam will use the 3rd edition as its benchmark.


**JOURNALS**

Many journals carry articles of concern to students of international political economy. These should be noted and used as necessary:

| European Journal of International Relations | Alternatives |
| International Journal of Political Economy | Capital and Class |
| Review of International Political Economy | Competition and Change |
| Global Society | Global Governance |
| International Affairs | International Journal |
| International Organization | Millennium |
| International Studies Quarterly | Monthly Review |
| New Left Review | New Political Economy |
| Review of International Studies | Review of Radical Economics |
| World Politics | Democracy and Nature |
| Third World Quarterly | World Development |
| International Political Science Review | World Economy |

There are many websites of interest to students of IPE. For a user’s guide see Abhijit Sharma and Richard Woodward, “Political Economy Websites: a researcher’s guide”, *New Political Economy*, Vol. 6, no. 1 (2001): 119-130. Finally, all good quality newspapers carry stories of relevance to students of IPE. In particular, I would recommend the *Financial Times, The Economist*, and the *International Herald-Tribune*. The *Globe & Mail* is also useful, especially for a Canadian perspective. All are available in the library here.

**LECTURE OUTLINE**

[this outline is indicative of the dates on which the topics will be covered; they may be altered during the semester]

**Initial meeting**

(May 9th) course structure, assessment, and study tips; introductory lecture: “IPE as an academic discipline”

**Reading:**

required

**Section 1: Theoretical Foundations**

1: i) **politics, states and power: realist IPE**
(May 11th)

Reading:

required


supplementary

Robert Gilpin, *Global Political Economy: understanding the international economic order*.
Robert Gilpin, *The Political Economy of International Relations*.
Joseph Grieco, *Cooperation Among Nations*.
Robert Keohane, ed., *Neorealism and Its Critics*.
Stephen Krasner, *Defending the National Interest*.
Louis Pauly, *Who Elected the Bankers*.
Susan Strange, *States and Markets*.
Theda Skocpol, *States and Social Revolutions*.
Michael Webb, *The Political Economy of Policy Coordination*.

1: ii) **economics, markets and power: liberal IPE**
(May 16th)

Reading:

required


supplementary
James Caporaso and David Levine, *Theories of Political Economy*, chs. 6-8.
Robert Keohane, *After Hegemony: cooperation and discord in the world political economy*.
Robert Keohane and Joseph Nye, *Power and Interdependence*.
Andrew Moravcsik, *The Choice for Europe: social purpose and state power from Messina to Maastricht*.
Raymond Vernon, *Sovereignty at Bay*.

1:iii) *social forces, structures and power: critical IPE*  
(May 18th)

Reading:

required

Cohen, *International Political Economy*, Ch.3.
Robert Cox, “Social Forces, States and World Orders: beyond international relations theory”,  
Susan Strange, “The Persistent Myth of Lost Hegemony”, *International Organization*,  

supplementary

Christopher Chase-Dunn, *Global Formation: structures of the world-economy*.
Stephen Gill, ed., *Gramsci, Historical Materialism and International Relations*.
Kees van der Pijl, *Transnational Classes and International Relations*.
Mark Rupert, *Producing Hegemony: the politics of mass production and American global power*.
Matthew Watson, *Foundations of International Political Economy*.

Section 2: The Global Political Economy in History

2: i) *The ‘pre-history’ of the global political economy*  
(May 23rd)

Reading

required

supplementary

Geoffrey Baraclough, *An Introduction to Contemporary History*.
Eric Hobsbawm, *Industry and Empire*.
Paul Kennedy, *The Rise and Fall of the Great Powers*.
Karl Polanyi, *The Great Transformation*.
Charles Tilly, *Coercion, Capital and European States*.

2: ii) The ‘long’ 20th Century
(May 25th)

Reading:

required


supplementary

John Agnew and Stuart Corbridge, *Mastering Space: hegemony, territory and international political economy*.
Giovanni Arrighi, *The Long Twentieth Century*
C. Fred Bergsten and C. Randall Henning, *Global Economic Leadership and the Group of Seven*.
Fred Block, *The Origins of International Economic Disorder*.
David Calleo, *The Imperious Economy*.
Jeffry Frieden, *Global Capitalism: its fall and rise in the 20th century*.
David Harvey, *The Condition of Postmodernity*.
Craig Murphy, *International Organization and Industrial Change*.

Section 3: Contemporary developments

3:i) globalization and world order
(May 30th)

Reading:
required


supplementary

Robert Boyer and Daniel Drache, eds., *States Against Markets: the limits of globalization*.
Andrew Gamble and Anthony Payne, eds. *Regionalism and World Order*.
Randall Germain, ed., *Globalization and Its Critics*.
Andrew Hurrell and Louise Fawcett, eds., *Regionalism and World Politics*.
Edward Mansfield and Helen Milner, eds., *The Political Economy of Regionalism*.
Malcolm Waters, *Globalization (2nd ed.)*.

3: ii) *transnational production and multi-national enterprises*  
(June 1st)

Reading:

required

Schwartz, *States versus Markets*, Ch. 10.

supplementary

Peter Dicken, *Global Shift*.
John Dunning, *Global Capitalism at Bay?*
Stephen Hymer, *The Multinational Corporation*.
John Stopford and Susan Strange, *Rival States, Rival Firms*.

3:iii) *global finance*  
(June 6th)

Reading:

required

Schwartz, *States versus Markets*, Ch. 9.
supplementary

Barry Eichengreen, *Globalizing Capital.*
Susan Strange, *Mad Money.*

3:iv) **international trade**
(June 8th)

Reading

required

Schwartz, *States versus Markets,* Chs. 11-12.

supplementary

Theodore Cohn, *Governing Global Trade: international institutions in conflict and convergence.*
David Lake, *Power, Protection and Free Trade.*
Anne O. Krueger, *Trade Policy and Developing Countries.*
Ronald Rogowski, *Commerce and Coalitions.*
Robert Wolfe, *Farm Wars: the political economy of agriculture and the international trade regime.*

3: v) **power in the global economy: the decline of the American empire?**
(June 13th)

Reading

required

Schwartz, *States versus Markets,* Ch. 13.

supplementary

Robert Cox, *Production, Power and World Order.*
Michael Hardt and Antonio Negri, *Empire.*
Robert Keohane, *Power and Governance in a Partially Globalized World.*
David Lake, *Governance in the Global Economy: political authority in transition.*
Herman Schwartz, *Subprime Nation: American power, global finance, and the housing bubble.*
Linda Weiss, *The Myth of the Powerless State*.

3:vi) **governing the global economy**
(June 15th)

**Reading:**

*required*

Schwartz, *States versus Markets*, Ch.14

*supplementary*

Martin Hewson and Timothy Sinclair, eds, *Global Governance Theory*.
Robert O’Brien, Anne Marie Goetz, Jan Aart Scholte and Marc Williams, *Contesting Global Governance*.
Vincent Cable, *Globalization and Global Governance*.
Oran R. Young, *Governance in World Affairs*.
Stephen Krasner, ed., *International Regimes*.

**Final class: overview, teaching evaluations and final exam discussion**
(June 20th)

**Reading**

*required*


**ESSAYS**

Your essay represents **40%** of your assessed work for this course. It is to be a maximum of 2500 words – or 12 pages – in length (word-processed and double-spaced), and must be handed in to the course instructor no later than **4.00pm, Monday June 15th**. Late essays will be penalized **3% per day** unless they have an extension. Essays will not be accepted for marking later than **4.00pm, Friday June 24th**. **Only** the course director can authorize an extension. Please **always** keep a back-up copy of any written assignment in case these get lost or misplaced by us – it rarely happens but it is always better to be prepared.

Please include **only** the title of your essay and your student number on the title page of the essay. This will enable your essay to be blind-marked, which is a proven way of reducing inadvertent
biases in marking. The essays are meant to be critical explorations of a theoretical or historical theme introduced during the lectures and drawn from the list provided below. You are encouraged to discuss your topic with the instructor as it is developed. In general terms, if you treat the essay lightly and do not attempt to engage with your chosen topic within the context of this course, you will not do well in this assignment. If you have any questions about your essay, please see the course instructor.

Approved essay topics

1. How should we understand the relationship between states and markets in IPE, and how has this relationship changed over the past century? Please use examples to illustrate your argument.
2. Compare and contrast the realist and liberal theoretical approaches to IPE. Which do you find most persuasive and why? Please use examples to illustrate your argument.
3. Compare and contrast the realist and any one (1) ‘critical’ theoretical approach to IPE (eg historical materialism, feminism, constructivism, post-modernism). Which do you find most persuasive and why? Please use examples to illustrate your argument.
4. How should we understand the role of class in today’s global political economy? What does an understanding of class help us to explain? Please use examples to illustrate your argument.
5. Could the global political economy experience another ‘Great Depression’? Why or why not? Please use examples to illustrate your argument.
6. How different is the contemporary structure of the global political economy from the Bretton Woods period? What has changed over the past forty years, and what has remained the same? Please use examples to illustrate your argument.
7. What are the sources of state power in the global political economy, and which analytical tradition best explains the role which state power plays in shaping the global political economy? Please use examples to illustrate your argument.
8. How should we understand the changing nature of American ‘power’ in the global political economy, and should we characterize this power as ‘hegemonic’ or not? Please use examples to illustrate your argument.
9. Which is more important for understanding the evolution of the global political economy during the 20th century: North-North relations or North-South relations? Why? Please use examples to illustrate your argument.
10. Are ‘empire’ and ‘imperialism’ still constituent parts of the global political economy? How should we understand their role within the evolution of the global political economy over the past several decades? Please use examples to illustrate your argument.
11. Has the historical record of capitalism always been global in scope, or have nation-states been the key drivers of the global political economy? Please use examples to illustrate your argument.
12. How has the role of any one (1) of these nation-states in the global political economy changed over the past century (i.e. from late 19th century to the early years of the 21st century): Canada; the United States; Great Britain; Japan; China; South Korea; Argentina; Brazil; South Africa. Make sure and relate your case to the material and themes covered during the course.
13. Is global capitalism necessarily unequal in terms of how it develops? Use appropriate theoretical tools to develop your answer, and please use examples to illustrate your argument.

14. Given the severity of the 2007/2009 global financial crisis, has globalization reached its absolute limits? Use appropriate theoretical tools to develop your answer, and please use examples to illustrate your argument.

15. “The nation-state is just about through as an economic unit” (Charles Kindleberger).
   Critically evaluate this claim using material drawn from the course, and please use examples to illustrate your argument.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by (June 10th for June examinations and July 29 for August examinations).

For 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 for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor 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 include a mark of zero for the plagiarized work or a final grade of “F” for the course.
**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

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

**Grades:** Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.

**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.

**Connect Email Accounts:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

**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. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.