

**PSCI 2602A**  
**INTERNATIONAL RELATIONS: GLOBAL POLITICAL ECONOMY**  
**Tuesdays 11.35am – 1.25 pm**  
**Please confirm location on Carleton Central**

**Instructor:** Randall Germain  
**Office:** D689 Loeb  
**Office Hours:** Tuesday 2pm – 4pm  
Wednesday 12noon – 2pm  
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**OBJECTIVES AND LEARNING OUTCOMES**

The main objectives of this course are to introduce students to the academic study of international political economy (IPE), to study the organization and operation of the global political economy, and to further develop a range of critical reading, writing and oral expression skills. We do this by canvassing leading theoretical approaches to IPE and the concepts employed by these approaches, by examining the historical development of the global political economy, by outlining the main structural features of the global political economy and how they are changing, and by exploring selected current developments. Students will develop their analytical and comprehension skills by completing the assigned readings, written assignments and final examination; and by participating in tutorial discussion.

In terms of learning outcomes, students who successfully complete this course should be able to:

- demonstrate a working knowledge of the disciplinary history of IPE and its leading theoretical approaches
- demonstrate a working knowledge 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.

**ORGANIZATION AND ASSESSMENT**

The course is organized around a combination of weekly lectures and tutorials. You are asked to read a certain amount of material for each lecture and tutorial topic, normally between 50-75 pages per week. You are expected to be conversant with this material, and to use it as the basis for your contribution to tutorial discussions and as one part of the resources you use to complete

the assignments. Please note that for the final exam you are expected to be fully conversant with all of these readings and able to demonstrate their relevance to the exam questions.

Attendance at lectures and tutorials is not mandatory; however, it is highly advisable and strongly encouraged. In the case of tutorials, moreover, if you do not attend you forfeit the opportunity to earn oral participation marks.

**Assessment at a glance:**

oral participation in tutorials	15%	(ongoing via tutorial attendance/discussion)
3 short assignments	65%	(due as indicated in the syllabus)
final exam	20%	(set during the formal exam period)

Your assessment is spread across three different components. There is an oral contribution component worth 15% of your final mark that is assessed during tutorial seminar discussions. Your oral participation is evaluated in order to assess your comprehension of the material being covered **and** your ongoing commitment to the subject. Accordingly, assessment for oral participation is evenly divided between attendance, the quantity of interventions in tutorial discussion and the quality of these interventions. Conduct during tutorial discussion is expected to conform to normal rules of civil engagement; inappropriate and/or unacceptable behaviour will be subject to disciplinary action and/or penalty from the instructor.

The tutorial component of the course runs from Tuesday September 15<sup>th</sup> until Tuesday November 24<sup>th</sup> (ie ten meetings). Each tutorial is one hour long and focused on a discussion question connected to a lecture topic. They will consist of a combination of small group work and general discussion. There is also the opportunity in tutorial seminars to discuss your assignments. In order to maximize the grade associated with the tutorial seminars, you will be expected to have completed the readings in order to participate knowledgeably. All of the readings except the textbook are available online through the MacOdrum Library. While attendance at tutorials is not compulsory, your grade **cannot be made up** after the fact. Each tutorial you miss will affect your final grade. Think of each tutorial session as worth 1.5% of your final grade, and keep in mind that every 3-4% at Carleton equals one letter grade. Effectively, that means that if you attend and contribute to two tutorial sessions you have gained an entire letter grade for your final mark.

There is a written component that comprises three short essay-style assignments, varying between 1000 and 1500 words in length and differentially weighted at 15%, 20% and 30% of your final grade. They are designed to test your lecture absorption and familiarity with the readings as well as to allow you to develop your analytical, research and writing skills. Study guides and instructions for each assignment will be posted on cuLearn. We will also discuss the parameters of each assignment in class.

Completed assignments are to be posted to the appropriate cuLearn assignment dropbox by 11.55pm on the due date. Late assignments will be penalized at a rate of **3% per day**, including weekends, beginning from 12.00am on the first calendar day following the due date (ie, approximately 5 minutes after your essay is due). Extensions can only be granted by the

instructor, and are normally only granted for medical reasons. Please note that assignments will not be accepted for marking more than 10 days after the due date without an extension.

It is of course always advisable to store copies of your work in a place that is separate from your laptop, such as a desktop computer, an external hard drive or a cloud account. You should back up your work on a regular basis.

The final component of your assessment is a three hour final exam scheduled during the regular examination period, and which is designed to test your overall comprehension of the course material. It is worth 20% of your final mark. The last class of the semester will be a detailed discussion of what may be expected on the exam.

### **READING MATERIAL**

The readings come from the textbook assigned to the course as well as a number of additional readings which are accessible online through the MacOdrum Library. The textbook can be purchased at the Carleton University Bookstore, and you are strongly urged to buy it. Please note that previous editions of the textbook will not prepare you as well for the final exam as the most recent edition.

John Ravenhill, ed, *Global Political Economy* (OUP, 2014); **fourth edition**.

### **LECTURE AND TUTORIAL OUTLINE**

[Please note that these dates may overlap during the semester]

**Week 1:**        *course details*  
(Sept. 8<sup>th</sup>)        *introductory lecture: IPE as an academic discipline*

*Readings:*

Ravenhill, *Global Political Economy*, Ch.1.  
Benjamin Cohen, "The Transatlantic Divide: why are American and British IPE so different," *Review of International Political Economy*, Vol. 14, no. 2 (2007):  
197-                219.

### **No Tutorial Discussion**

### **Theoretical Foundations**

**Week 2:**        *politics, states and power (realist IPE)*  
(Sept. 15<sup>th</sup>)

*Readings:*

Ravenhill, *Global Political Economy*, Chs 2-4.  
 Robert Gilpin, "The Politics of Transnational Economic Relations," *International Organization*, Vol. 25, no.3 (Summer 1971): 398-419.

**Tutorial Discussion**

Is power the property of the state? Where does it come from? How should we measure it?

Questions about Assignment #1.

**Week 3:**        *markets, rules and power (liberal IPE)*  
 (Sept. 22<sup>nd</sup>)

*Readings:*

Ravenhill, *Global Political Economy*, Chs.2-4.  
 John G. Ikenberry, "The Future of the Liberal World Order," *Foreign Affairs*, Vol. 90, no. 3 (May/June 2011): 56-68.

**Tutorial Discussion**

What are the main differences between realism and liberalism? Do you agree with Ikenberry that the future of the global political economy is 'liberal'?

Questions about Assignment #1.

**Week 4:**        *social forces, structures and power (critical IPE)*  
 (Sept. 29<sup>th</sup>)     \*\* 1<sup>st</sup> Assignment Due Friday October 2<sup>nd</sup> at 11.55pm \*\*

*Readings:*

Ravenhill, *Global Political Economy*, Chs 2-4.  
 Robert Cox, "Social Forces, States and World Orders: beyond international relations theory," *Millennium*, Vol. 10, no.2 (Summer 1981): 126-55.

**Tutorial Discussion**

Does Cox go 'beyond international relations theory'? Whose account of the 19<sup>th</sup> century global political economy – Cox or Gilpin – do you find more persuasive?

Last chance to ask questions about Assignment #1.

## The 20<sup>th</sup> Century History of the Global Political Economy

**Week 5:**        *from 'Bretton Woods' to the end of the Cold War*  
(Oct. 6<sup>th</sup>)

*Lecture readings:*

Ravenhill, *Global Political Economy*, Ch. 9.

John G. Ruggie, "International Regimes, Transactions and Change: embedded liberalism in the postwar economic order," *International Organization*, Vol. 36, no. 2 (1982): 379-415.

### **Tutorial Discussion**

Would Ruggie agree that the 'embedded liberalism' of the Bretton Woods global order is now completely gone? How should we describe the 'social purpose' of the contemporary global political economy? Can the global political economy have a 'social purpose'?  
Questions about Assignment #2.

**Week 6:**        *globalization, governance and world order*  
(Oct. 13<sup>th</sup>)

*Readings:*

Ravenhill, *Global Political Economy*, Ch. 10.

Daniel Drezner, "The System Worked: global economic governance during the great Recession," *World Politics*, Vol. 66, no. 1 (2014): 123-64.

### **Tutorial Discussion**

Did the 'system' work? Do you think Drezner is correct? Does Drezner belong to the liberal or the realist tradition in IPE?  
Questions about Assignment #2.

**Week 7:**        *power in the global economy and the 'decline' of the United States*  
(Oct. 20<sup>th</sup>)        **\*\* 2<sup>nd</sup> Assignment Due Friday October 23<sup>rd</sup> at 11.55pm \*\***

*Readings:*

Michael Mastanduno, "System Maker and Privilege Taker: US Power and the International Political Economy", *World Politics*, Vol. 61, no. 1 (2009): 121-54.

Susan Strange, "The Persistent Myth of Lost Hegemony," *International Organization*, Vol. 41, no.4 (Autumn 1987): 551-74.

### **Tutorial Discussion**

Although these articles were written at different times, who do you think provides a better account of 'power': Mastanduno or Strange? Which tradition of theory in IPE is most helpful for our understanding of 'power'?

Last chance to ask questions about Assignment #2.

**Reading Break**      **NO CLASS OR TUTORIAL DISCUSSION**  
(Oct. 27<sup>th</sup>)

### **Contemporary Developments**

**Week 8:**                      *capitalism, inequality and development*  
(Nov. 3<sup>rd</sup>)

*Readings:*

Ravenhill, *Global Political Economy*, Chs 12-13.  
Sophie Harman and David Williams, "International Development in Transition",  
*International Affairs*, Vol. 90, no. 4 (2014): 925-41.

### **Tutorial Discussion**

What is more problematic: inequality within national economies, or between national economies? Who is 'responsible' for development today? Is genuine development within global capitalism possible?

Questions about Assignment #3.

**Week 9:**                      *transnational production*  
(Nov. 10<sup>th</sup>)

*Readings:*

Ravenhill, *Global Political Economy*, Ch. 11.

### **Tutorial Discussion**

What makes transnational production possible? Can transnational firms operate without the support of states? How would Gilpin respond to Thun's argument about global value chains?

Questions about Assignment #3.

**Week 10:**                      *the international trading system*  
(Nov. 17<sup>th</sup>)

*Readings:*

Ravenhill, *Global Political Economy*, Chs 5-6.

**Tutorial Discussion**

What is more significant today: regional or multilateral trade agreements? How would Ikenberry respond to Ravenhill's claims about the strength of regional trade agreements? Questions about Assignment #3.

**Week 11:** *the global monetary and financial system*  
(Nov. 24<sup>th</sup>) \*\* 3<sup>rd</sup> Assignment Due Friday November 27<sup>th</sup> at 11.55pm \*\*

*Readings:*

Ravenhill, *Global Political Economy*, Chs 7-8.

**Tutorial Discussion**

Is the global monetary and financial system stronger today than in 2008? How would Strange respond to the arguments of Helleiner and Pauly? Last chance to ask questions about Assignment #3.

**Week 12:** *review of course and explanation of final exam*  
(Dec. 1<sup>st</sup>)

**Academic Accommodations**

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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*).

**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](http://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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

**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
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**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.

**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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**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 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, visit <https://www.facebook.com/groups/politicalsciencesociety/> 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.