

**PSCI 2602-A**

**INTERNATIONAL RELATIONS: GLOBAL POLITICAL ECONOMY**

**Friday 2:35 pm – 4:25 pm Online**

**Instructor:** **Ilirjan Shehu**  
**Office Hours:** **Monday 1pm - 2pm**  
**Friday 4:30pm – 5:30pm**  
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**OBJECTIVES AND LEARNING OUTCOMES**

International Political Economy (IPE) is an approach to political science that fuses together politics, economics and history in the study of international relations. Thus, the study of IPE is an interdisciplinary approach that defies the separation between fields and applies a more holistic method of inquisition. The main objective of this course is to provide students with introductory knowledge of the main scholars, ideas and debates in the field. In the process, students will further develop their critical reading, writing and presentation skills. This will be achieved through a critical engagement with leading theoretical approaches dealing with concepts of state, power, market, development and governance in the context of a globalized political economy. We will study a diverse range of authors who question the direction, drive and necessity of different approaches to IPE and their relation to individuals, groups and states in the international political system. Students will develop their analytical and comprehension skills by completing the assigned readings and the written assignments and by participating in discussion.

Students who successfully complete this course will be able to:

- demonstrate knowledge of the history of ideas in IPE and the main theoretical approaches
- demonstrate knowledge of the historical development of the global political economy
- identify main issues and features in the global political economy and explain how they are changing
- learn to identify the underlying assumptions and to critically engage with various arguments in an IPE context
- assess the significance of selected issues and/or developments

**COURSE REQUIREMENTS AND ASSESSMENT**

The course consists of a combination of weekly readings, participation in discussion and written assignments. Students are expected to attend class regularly and to actively contribute to class discussion.

## Course Organization

After much deliberation, given its content, purpose and timeframe, I have decided to teach this course in a synchronous format.

The course will be structured as follows:

- 2:35 – 3:15: First period of scheduled weekly lecture
- 3:15 – 3:25 Ten-minute break
- 3:25 – 4:10: Second part of lecture
- 4:10 – 4:25 Q & A session/discussion. Some tutorials take place before the weekly schedule. This is an opportunity to ask questions or raise issues not discussed during tutorial.

## Grade Assessment

Grade assessment for this course will be based on the following contributions:

<u>Percentage</u>	<u>Assignment</u>	<u>Due Date</u>
20%	Attendance and participation	Ongoing
20%	1 <sup>st</sup> written assignment	Due February 13 <sup>th</sup>
30%	2 <sup>nd</sup> written assignment	Due March 27 <sup>th</sup>
30%	Final exam	Date to be announced

Please keep in mind that your final grade is a composite of regular, timely and meaningful participation in discussion as well as on-time submission and quality of written work. Both will require forward thinking, preparation and research, **so it is unwise to come unprepared for class or wait until the due date to begin work on your assignments.**

## Attendance and Participation

Attendance and participation in discussion groups are an integral part of the course and an important part of your final grade. Think of it as your opportunity to engage critically with the course to broadcast and debate your thoughts on relevant course-related themes. Through discourse with your instructor, TA and fellow students you will be able to develop a better and more nuanced understanding of the assigned readings.

Participation is organized around a combination of general discussion, presentations and small group work. Assessment of your participation grade is evenly divided between class attendance and quantity and quality of contributions to in-class debate. Students are expected to provide thoughtful comments based on their reflections on reading assignments, current events and other relevant topics. Keep in mind each tutorial session is worth approximately 1.8% of your final grade and note that at Carleton every 3-4% equals one letter grade. Attendance of the seminar is not compulsory. However, grades cannot be made up after the fact. Exceptions to the rule are normally allowed for medical reasons only.

Conduct during tutorial discussion is expected to conform to normal rules of civil engagement. Each class will focus on relevant discussion questions that connect the week's readings to broader theoretical and practical themes. You will also have the opportunity to discuss the assignments. **Please note that you are expected to have completed the readings in advance of the discussion.**

## Written Assignments

There is a written component that comprises two essay assignments of 1300 and 2000 words in length and differentially weighted at 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.

Instructions for each assignment will be posted on Brightspace and will also be discussed in class and tutorial seminars. Completed assignments are to be uploaded to the appropriate assignment dropbox on Brightspace by 11.55 pm on the due date. Please note the following penalties: 1) there is an over-length penalty of 5%, starting at the first word past the maximum length – **there are NO exceptions to this penalty**; 2) there is a late penalty 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 granted for medical reasons only. Please also 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.**

### **Final Exam**

The final component of your assessment is a three-hour exam worth 30% of your grade and scheduled during the regular examination period. It is designed to test your overall comprehension of the course material. For the final exam students are expected to be fully conversant with all the readings and able to demonstrate their relevance to the exam questions. The last class of the semester will be a detailed discussion of what may be expected on the exam.

### **Reading Materials**

In preparation for each lecture and tutorial, students will be asked to read approximately 30 – 40 pages per week (there are a couple of exceptions to this). Please note that the readings are the basis for your contribution to in-class discussions and form an important element of your written assignments and final exam. It is very important for you to complete the readings. They help you to better understand the lecture as well as enhance your ability to meaningfully participate in tutorial discussion. Keeping on top of your readings will also make your final exam preparations easier.

There is **NO textbook required** for this course. All readings for this course will be made available online through the ARES system on Brightspace or the Carleton Library website free of charge. There is a recommended textbook (helpful for understanding initial concepts, ideas and approaches for those who might find the readings intimidating at first): Robert O'Brien and Marc Williams. *Global Political Economy: Evolution and Dynamics*. Buying this book is completely voluntary and not required for the course.

The book is also available as a 1-user e-book through the Carleton Library website. Here is a short video on e-book etiquette so that you do not block access for other students:

[https://mediaspace.carleton.ca/media/ebook+etiquette/1\\_pubms14p](https://mediaspace.carleton.ca/media/ebook+etiquette/1_pubms14p).

### **Office Hours**

Office hours are scheduled shortly after the lecture in order to facilitate access by taking advantage of the fact that everyone is already present. I've also scheduled another hour on Mondays to give students who attend tutorials right after lecture the opportunity to meet with me. If both those times don't work, I'm also available to meet by appointment either at the office or online (via Zoom) at other agreed upon times if meeting during regular office hours is not possible.

### **AI Policy**

The core principle of academic integrity is that work students submit for evaluation must be theirs alone. Completely delegating a task that you were assigned to perform to an algorithm is no different than delegating it to another person. Hence, it violates academic integrity. Furthermore, there is little, if any, benefit to students in terms of their education if they submit AI produced work and there is no point in instructors and TAs grading

such work. In this regard, please also keep in mind that I have already fed the essay prompts to several AI tools and have an idea of what the results are.

This said, if used appropriately, AI can be a very helpful assistant in your research, idea generation process, comprehension of topic or concepts and even in the composition of your work (and, of course, citation). Therefore, for this course, students may use AI tools for ideas, clarifying challenging concepts or getting started on projects. Some acceptable uses include:

- Generating essay topics with ChatGPT, using Microsoft Word's Smart Lookup or Copilot to find inspiration and related topics.
- Creating outlines (e.g. using AI to structure an essay or presentation flow, using Microsoft Word's Outline View with AI suggestions.)
- Providing helpful definitions or explanations of complex concepts (e.g. using AI to explain a difficult theory or to find relevant information). For this one, please keep in mind that you should evaluate how correct the definitions and explanations presented by AI are and structure text to suit the assignment and reflect your own ideas and writing style.

Make sure to review, edit and ensure accuracy and originality of final submissions. Finally, please keep in mind that more specific instructions on the use of AI might be included in the assignments themselves.

## **READING MATERIAL AND SCHEDULE**

**Jan. 9<sup>th</sup>**      *Session 1: Course Details and Introductory Lecture:  
IPE as an academic discipline*

*Reading:*

Geoffrey Underhill, “State, market and global political economy: genealogy of an (inter-?) discipline”, International Affairs, Vol. 76, no. 4 (2000): 805-24. (19 pages)

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. (22 pages)

**No Tutorial Discussion / In-class questions about course organization and materials**

**Jan. 16<sup>th</sup>**      *Session 2: Politics, States and Power (Realist IPE)*

*Reading:*

Robert Gilpin, “The Politics of Transnational Economic Relations,” International Organization, Vol. 25, no.3 (Summer 1971): 398-419. (21 pages)

### **Tutorial Discussion**

What are some of the assumptions of realist IPE? What makes states ‘powerful’? Is Gilpin correct to argue that non-state actors do not have the capacity to contest state power? Would he have written the same kind of article (and made the same kind of argument) today?

**Jan. 23<sup>rd</sup>**      *Session 3: Markets, Rules, Norms and Power (Liberal IPE)*

*Reading:*

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

Shehu, I., & Germain, R. (2025). Karl Polanyi and critical IPE: great transformations, the state and the importance of controlling the 'rate of change.' *Review of International Political Economy*, 32(5), 1696–1711.

### **Tutorial Discussion**

What are the main differences between realism, liberalism and Polanyian perspectives? What is the relationship between norms and interests for Ruggie? What does he mean by "embedded liberalism"? Do you agree with him that free market capitalism became "embedded" post-WWII? Or do you side with Lacher's view of Polanyi that free market liberalism cannot be "embedded" unless fundamental changes are implemented?

### **Jan. 30<sup>th</sup>      Session 4: Social Forces, Structures and Power (Critical IPE)**

*Reading:*

Susan Strange, "The Persistent Myth of Lost Hegemony," *International Organization*, Vol. 41, no.4 (Autumn 1987): 551-74. (23 pages)

Robert Cox, "Gramsci and International Relations Theory: an essay in method," *Millennium*, Vol. 12, no.2 (Summer 1983): 162-75. (13 pages)

### **Tutorial Discussion**

How has the role of the United States in the global political economy changed over the post-1945 period? How does Cox challenge realist and liberal conceptions of IPE? Whose account of the 19<sup>th</sup> – 20<sup>th</sup> century global political economy do you find more persuasive: Ruggie, Strange, Cox or Gilpin?

### **Feb. 6<sup>th</sup>      Session 5: The Political Economy of International Business and Global Governance**

*Reading:*

Peter Dauvergne, *Will Big Business Destroy Our Planet?* (Polity Press, 2018), ch. 2

Daniel Drezner, "The System Worked: global economic governance during the Great Recession," *World Politics*, Vol. 66, no. 1 (2014): 123–64. (41 pages)

### **Tutorial Discussion**

What are the strengths and weaknesses of Peter Dauvergne's argument in ch. 2 of his book *Will Big Business Destroy Our Planet?* Keeping in mind previous readings and current events, do you agree or disagree with Drezner that the system worked? How do you evaluate current responses regarding the relationship between business and global relations?

Questions about Assignment #1.

**Feb. 13<sup>th</sup>**      ***Session 6: International Institutions in the Global Political Economy***

**\*\* 1<sup>st</sup> Assignment Due at 11.55pm \*\***

*Reading:*

Miles Kahler, “The Global Economic Multilaterals: will eighty years be enough?” *Global Governance*, Vol. 22, no. 1 (2016): 1-9. (9 pages)

James Boughton, Dominec Lombardi, and Anton Malkin, “The Limits of Global Economic Governance after the 2007–09 International Financial Crisis,” *Global Policy*, Vol. 8, Supplement 8 (2017): 30–41. (11 pages)

### **Tutorial Discussion**

To what extent can international institutions help to resolve the world’s economic and political problems? Do we need to move ‘beyond’ the Bretton Woods institutions; how might this be done? How powerful are international economic institutions? How would Kahler respond to Boughton et al’s critique?

## **Feb. 16-20 Winter Break: No Classes**

**Feb. 27<sup>th</sup>**      ***Session 7: Capitalism, Inequality and Development***

*Reading:*

Sophie Harman and David Williams, “International Development in Transition”, *International Affairs*, Vol. 90, no. 4 (2014): 925-41. (16 pages)

Gurminder Bhambra, “Colonial global economy: towards a theoretical reorientation of political economy,” *Review of International Political Economy*, Vol. 28, no. 2 (2021): 307-322. (15 pages)

### **Tutorial Discussion**

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

**March 6<sup>th</sup>**      ***Session 8: The Political Economy of Environment***

*Reading:*

Tim Di Muzio and Matt Dow. 2019. “Carbon Capitalism and World Order.” In T. M. Shaw et al. (eds.), *The Palgrave Handbook of Contemporary International Political Economy*, Palgrave Handbooks in IPE: 555 – 567 (Ch. 34) (12 pages)

Steffen Böhm, Maria Ceci Misoczky, and Sandra Moog, “Greening Capitalism? A Marxist Critique of Carbon Markets,” *Organization Studies*, Vol. 33, no. 11 (2012): 1617-38. (21 pages)

Peter Dauvergne, *Will Big Business Destroy Our Planet?* (Polity Press, 2018), ch. 6

### **Tutorial Discussion**

What are some of the theoretical differences between main IPE approaches regarding the environment? How do you critically evaluate their main arguments? What is the role of big business regarding the environment and what changes, if any, would you like to see happen? A carbon trading system works with the market economy and it offers the best prospects of reversing climate change. Do you agree or disagree with this statement?

### **March 13<sup>th</sup>    *Session 9: Transnational Production and the Global Trading System***

*Reading:*

Peter Buckley and Roger Strange, “The Governance of the Global Factory: location and control of world economic activity,” *Academy of Management Perspectives*, Vol. 29, no. 2 (2015): 237-49. (12 pages)

Andrew Brown and Robert Stern, “Free Trade Agreements and Governance of the Global Trading System,” *World Economy*, Vol. 34, no. 3 (2011): 331-54. (23 pages)

### **Tutorial Discussion**

What makes transnational production possible? Can transnational firms operate without the support of states? How should the benefits of transnational production be shared? Given that multilateral free trade seems under threat in today’s global political economy, what should Canada do: pursue bilateral or regional trade agreements? How might Canada do either?

### **March 20<sup>th</sup>                    *Session 10: IPE and Technology***

*Reading:*

David Noble. 2011. *Forces of Production: A Social History of Industrial Automation*. Transaction Publishers. London. Read Ch. 2 The Setting: The War at Home, pp. 21 – 41 and Ch. 4 The Automatic Factory. pp. 57 – 76 (39 pages)

Dwayne Winseck. 2019. “Internet Infrastructure and the Persistent Myth of U.S. Hegemony.” In Haggart, Henne, Tusikov, eds., *Information Technology and Control in a Changing World: understanding power structures in the 21<sup>st</sup> century*. Palgrave – Macmillan, pp. 93 – 116 (23 pages)

### **Tutorial Discussion**

How are technological advancement and power related? How has technology helped shape political and economic order internally and internationally? Do you agree with Winseck (thinking of not only the Internet but also of other technological aspects of IPE) that the international balance of power in terms of technological development is shifting?

Questions about assignment #2.

### **March 27<sup>th</sup>                    *Session 11: World Money and Global Finance***

**\*\* 2<sup>nd</sup> Assignment Due at 11.55pm \*\***

*Reading:*

Paola Sabucchi, "Who is in Control of the International Monetary System?" *International Affairs*, Vol. 86, no. 3 (2010): 665-80. (15 pages)

Eric Helleiner, "Downsizing the Dollar in the Age of Trump? The Ambiguities of Key Currency Status," *Brown Journal of World Affairs*, Vol. 23, no. 2 (2017): 9-27. (18 pages)

### **Tutorial Discussion**

Are the world's monetary and financial systems really global (and multilateral), or are they still overwhelmingly reliant on the United States and the exercise of American power? Can another currency replace the US dollar as world money?

**April 3<sup>rd</sup>**

*Session 12: Review of course and explanation of final exam*

**\*\* No tutorial discussion / We will get together to review the course, discuss the exam and answer questions. \*\***

**TBA**

**FINAL EXAM**

## 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:

### Student Mental Health

As a university 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. Here is a list that may be helpful:

#### **Emergency Resources (on and off campus):**

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **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: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dccottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>

Good2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

#### **Academic consideration for medical or other extenuating circumstances:**

Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** 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 accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** 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 [click here](#).

#### **Academic Accommodations for Students with Disabilities:**

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, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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*).

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its 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: <https://carleton.ca/equity/sexual-assault-support-services>.

**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 will be provided to students who compete or perform at the national or international level. Write to me 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.

#### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

#### **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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

#### **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

#### **OFFICIAL FINAL EXAMINATION PERIOD**

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

#### **GRADING SYSTEM**

The grading system is described in the Undergraduate Calendar section [5.4](#).

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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.

#### **ACADEMIC INTEGRITY**

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

#### **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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student.