

PSCI 2602A
INTERNATIONAL RELATIONS: GLOBAL POLITICAL ECONOMY
Mondays 9:35am – 11:25am

Instructor: Laura Macdonald
Office hours: Mondays 2:30 to 4:30 pm (on line). Or email me to arrange an in-person meeting at another time or day
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.

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

Course Description

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.** 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

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%
Midterm	15% (October 16 th , in class timeslot, in lecture hall)
Research essay proposal:	10% (due November 2 nd at 11:55 pm)
Final research essay:	35% (due November 24 th at 11:55 pm)
Final Exam	30% (will take in person place during formal exam period December 10 to 22. Do not schedule travel during this period. Exam schedule will be available October 6 th .)

All assignments will be submitted and graded on Brightspace. 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/help-centre/get-microsoft-office-for-students/>

Texts:

There is one **required** text for this course, which will be available through Haven Books. Haven Books is located at 43 Seneca Street. See this site for information on purchasing textbooks:

<https://www.shophaven.ca>

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. This edition of the text has been around for a bit so you might be able to find used copies online.

I may post some short articles related to world events on the Brightspace site to supplement the assigned readings.

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 in person.** 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) In-class Midterm: 15%

On October 16th, you will write a mid-term text (50 minutes) in the lecture hall, in the first half of the class (9:35 a.m. to 10:25 a.m.). The test will consist of a mix of multiple choice and short answer questions. It is designed to evaluate your knowledge and understanding of key concepts and theories. The term test will be based on the content found within the required readings of the previous class sessions, the lectures provided by the instructor, and the discussions on the readings and lectures in your TA group.

3) Research essay proposal (due November 3rd – 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.

Generative AI and this course (adapted from Peter Andree’s course outline)

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google’s Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. Generative AI can be used as a guide to new topics, but no more. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about, much as one might use Wikipedia. As with Wikipedia, the validity of which also varies, text written by Generative AI tools should not be copied into a student’s assignment, or even quoted from directly. Instead, students should find and work from original sources to inform their papers, and then cite those original sources in their list of references cited.

The instructor reserves the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

All research papers should refer to at least one assigned reading on the course outline. Also, I encourage you to express your own opinions and arguments (supported by arguments), to avoid “robot-speak”.

Contact Policy - Email is the best way to get in touch with Professor Macdonald or your 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 (e.g. 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 11 - Course Details and Introduction: What is Global Political Economy?

No Tutorial Discussion this week

- What is GPE?
- Why is it important and useful for you to know about GPE?
- What are some of the key debates and issues that currently shape the field? What is the general direction of the global political economy?

O'Brien and Williams, Chapter 2

Films:

“Has Globalization Failed Us?” CNBC International,
<https://www.youtube.com/watch?v=IPNhSOVs-BU>

Week 2: September 18 - 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 25 - 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 2 - 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.

October 9th - Thanksgiving - no class

Week 5 - October 16 - Globalization Debate

First half of class: Mid-term

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?
- Are we de-globalizing now?
- What are the implications of the rise of China for the GPE?

O'Brien and Williams, Chapter 5.

Joseph Stiglitz, "The overselling of globalization," *Business Economics*, 52, 2017, 129-137.

Foreign Policy, no. 249, Summer 2023, pp. 9-14 (Matthew Duss and Ganesh Sitaraman, "The era of neoliberal foreign policy is over"; Aude Dernal, "US Foreign Policy must consider the Global South"; Adam Tooze, "America has dictated its economic peace terms to China").

FALL BREAK - October 23-27 - NO CLASS

Week 6 - October 30 - Global Trade

Research paper proposal due November 3rd, 11:55 pm

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

Ngozi Okonjo-Iweala, "Why the world still needs trade: The case for reimagining – not abandoning – globalization," *Foreign Affairs*, 102:4, 2023.

Week 7: November 6th - The Rise of Transnational Production and Transnational Corporations

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 13th - Global Finance

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 20th - 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 27th - Global Division of Labour

Final research paper due November 24, 11:55 pm Eastern.

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?

What are the implications of outsourcing production for class, race, and gender inequalities in the global economy?

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.

Week 11: December 4th - 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: FRIDAY December 8th – Climate Change and Global Economic Governance

How does climate change help us think about global economic governance?

What are some possible scenarios for future global economic governance?

O'Brien and Williams, Chapters 12 and 15

Matthew Paterson, "Climate change and international political economy: between collapse and transformation," *Review of International Political Economy*, 28:2, 2021, 394-405.

Appendix

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.dcottawa.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>

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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 [click here](#).

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 details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will 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. For more information, please [click here](#).

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.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy 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, websites, 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.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question 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. 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.
