

PSCI 2602A
INTERNATIONAL RELATIONS: GLOBAL POLITICAL ECONOMY

Friday, 11:35 a.m. – 13:25
Please confirm location on Carleton Central

Instructor: **Cristina Rojas**

Office: Loeb D698

Office Hours: Thursday 2:00 to 4:00 and Friday 13:35 to 3:35

Phone: 613 5202600 x 3131

Email: *cristina_rojas@carleton.ca*

Course description

Content

This course explores different approaches and methodologies to international political economy; it analyses the historical transformation of the international economy from the post-1945 to the contemporary period, known as globalization. The seminar looks in more detail at the effects of globalization on the structures of trade, production and finance; as well as the changing structures of global governance and global inequality and prospects for development.

I hope to relate theoretical discussions with contemporary events in the global economy, including the changing role of the state and the fears of a global recession; the distinct ways in which workers, women and migrants are experiencing the financial crisis; the role of the international institutions in solving the world economic problems; and the appearance of new actors and movements in the world scene such as the indigenous movements, the world social forum, and recent uprisings around the world.

Aims and objectives

By the end of this course students will be able to:

- Appreciate the strengths and weaknesses of the main theoretical approaches to IPE.
- Gain an understanding of some key issues in the structure of the international economy such as the international division of labour and the role of international institutions and civil society in the management of the global economy.
- Appreciate how different concepts and approaches help us to make sense of the trends of the global economy.

Texts

Most of the required readings come from two texts that can be purchased at the Carleton University Bookstore; you are strongly urged to buy them.

Robert O'Brien and Marc Williams, *Global Political Economy: evolution and dynamics*, 3rd edition (Palgrave, 2010). The 3rd edition of the main textbook is a significant advance on the first two editions, so please be wary of buying earlier editions.

Axel Hülsemeyer, *International Political Economy A Reader*, (Oxford University Press, 2010)

Additional readings are accessible online through the MacOdrum Library or at the Web.

Finally, all good quality newspapers carry stories of relevance to students of IPE. In particular, I would recommend the *Financial Times*, *The Economist*, the *New York Times*, the *Guardian*, and journals such as *Globalizations*, *Third World Quarterly*, *Studies in Political Economy* and *International Feminist Journal of Politics*. The *Globe & Mail* is also useful, especially for a Canadian perspective. All are available in the library here.

STRUCTURE, READINGS AND ASSESSMENT

The course is organized around a combination of weekly lectures and seminars.

Students will meet weekly in one-hour seminars. In the seminars, students **present** and **discuss** their written work which consists of two papers. The first is a reflection paper worth 20% of the evaluation. The second is an essay paper worth 30% of the evaluation. Together they make 50% of the course evaluation. 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. As with the lectures, it is expected that you will complete the readings in order to participate knowledgeably. The 10% mark for participation corresponds to your contribution to discussions during the seminars.

The content of the **first** reflection paper refers to the theoretical and methodological approaches to IPE. The students must select **one** of the 'classic' authors in IPE whose names are cited under the sub-heading *Seminar Readings* in sections 2 to 5 of the course outline. The aim of the paper is to situate the selected author in the broader methodological and theoretical debates in the area of political economy. The paper must synthesize the authors' argument and his/her methodological and theoretical standpoint. The student must support the reasons for positioning the author in one approach or methodological perspective and how it differs from competing approaches. Each student must do a **5 to 10 minute presentation** of his/her conclusions in the seminar. Students who do not orally present the paper at the seminar will be penalized with a reduction of 30 percent of the grade obtained. The reflection paper must have a maximum of 1000 words. Good organization, coherence, and persuasiveness are expected in a paper.

The **second** paper is an argumentative essay. The student must select **one section** from October 19 to November 23 and answer **one question** assigned to that section. Papers that do not answer the assigned questions will not be accepted. The essay must have a maximum of 2500 words. The paper should draw on the required and optional readings. Evaluation will be based on students' ability to develop a strong argument, which answers the research question, and convincing supporting evidence. Each student must do a **10 minutes presentation** of his/her conclusions in the seminar. Students who do not orally present the paper at the due date will be penalized with a reduction of 30 percent of the grade obtained.

The due days for oral presentation and handing in the paper are listed in the section "Schedule for Presentations."

Papers are to be handed in to the teaching assistant on the due date. 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 10 days after 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 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.

Assessment Summary

Reflection paper	20% (between September 21 and October 12)
Essay	40% (between October 19 and November 23)
Participation	10% (ongoing)
Final Exam	30% (set during the formal exam period)

Schedule for Lectures and Assigned Readings

Sept 7th Introduction: Making sense of the Global Political Economy: Methods of Explanation

Required readings:

O'Brian & Williams, "Locating the Field", pp. 9-29.
Hülsemeyer, pp. 4 - 9

Sept 14th Approaches to GPE: Liberalism and Nationalism

O'Brian & Williams, "Understanding the Global Political Economy", pp. 17-24
Hülsemeyer, "The Dominant Theories of IPE", pp. 12-14

Seminar Readings

Adam Smith, "An Inquiry into the Nature and the Causes of the Wealth of Nations", in Hülsemeyer, 19-26
Friedrich List, "The National System of Political Economy", in Hülsemeyer, 46-55

Optional Readings

Benjamin J. Cohen, *International Political Economy: an intellectual history* (Princeton: Princeton University Press, 2008), Chapter 4.

Sept 21st Approaches to GPE: Marxism and Neo-Marxism

O'Brian & Williams, "The Critical Perspective", pp. 24-29
Hülsemeyer, pp. 15-17

Seminar Readings:

Frederick Engels, "Outlines of a Critique of Political Economy", in Hülsemeyer, 85-97
Immanuel M. Wallerstein, "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis", in Hülsemeyer, 109-124

Optional Readings

Erik Swyngedouw. "The Marxian Alternative: Historical-Geographical Materialism and the Political Economy of Capitalism". In *A companion to economic geography*. Edited by Eric Sheppard and Trevor J. Barnes. (Blackwell Publishers, 2000), pp 41-59.

Sept 28th Approaches to GPE: Post-Positivism and Feminism

Hülsemeyer, "Post-Positivism", p. 17
O'Brian & Williams, "Gender", pp. 280-306
O'Brian & Williams, "Ideas", pp. 374-397

Seminar Readings

Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics", in Hülsemeyer, 125-144

V. Spike Peterson, "How (the meaning of) Gender Matters in Political Economy" in Hülsemeyer, 145-159

Optional Readings

Georgina Waylen. "Putting Governance into the Gendered Political Economy of Globalization", *International Feminist Journal of Politics*, 6:4, 2004, pp. 557-578.

October 5th University Holiday

October 12th GPE History: World Wars and the Post 1945 Order

O'Brian & Williams, "The 20th Century: World Wars and the Post-1945 Order", pp. 116-144

Optional Readings

Eric Helleiner, "A Bretton Woods Moment? The 2007-2008 Crisis and the Future of Global Finance", *International Affairs*, Vol. 86, no. 3 (May 2010), pp. 619-36.

October 19th GPE History: Globalization and the State

Questions for essay:

1. Does globalization affect state autonomy? Discuss the different theoretical positions and state your own position.
2. Theoretical perspectives differ on the role of the state as compared to the role of the market in contributing to economic growth. How do these perspectives affect policy design? Which perspective do you consider better? Why? Illustrate with examples.

Readings

Hülsemeyer, "Economic Globalization and 'the State', 281-284

Peter Evans, "The Eclipse of the State? Reflections on Stateness in an Era of Globalization", in Hülsemeyer, pp. 285-298

Paul Hirst and Grahame Thompson, "Globalization and the Future of the Nation State", in Hülsemeyer, pp.298-317.

Optional Readings

Robert Boyer, "The Convergence Hypothesis Revisited: Globalization but Still the Century of Nations? in Hülsemeyer, pp. 318-334

Colin Hay. "Globalization's Impact on States", in John Ravenhill, *Global Political Economy*. (Oxford University Press, 2005) pp. 235-262.

October 26th International Trade

Questions for essay

1. Does the right to access the market as proposed by the WTO predominate over other public concerns such as the right to social and environmental protection? What mechanisms are in place to solve this conflict? What else, in your view, should be done?
2. Does the WTO prevent developing countries from pursuing the same policies that industrialized countries adopted when they were developing?

Readings

O'Brian & Williams, "International Trade", pp. 147-183

Robert Hunter Wade, "What Strategies are Viable for Developing Countries Today? The World Trade Organization and the Shrinking of Development Space", in Hülsemeyer, pp.490-502

Optional Readings

Sol Picciotto, "Private Rights vs Public Standards in the WTO", in Hülsemeyer, 192-206

November 2nd Global Finance

Questions

1. What is the difference between the current financial crisis and previous ones? What lessons can be learnt from the past?
2. Does the separation of politics and economics precipitate economic crisis? If yes, what should be done to avoid similar crisis?

O'Brian & Williams, "The Global Financial System", 217-254

Adam Harmes, "Institutional Investors and Polanyi's Double Movement: A Model of Contemporary Currency Crisis", in Hülsemeyer, 224-249.

Recommended Readings:

Eric Helleiner, "A Bretton Woods Moment? The 2007-2008 crisis and the future of global finance", *International Affairs*, Vol. 86, no. 3, 2010, pp. 619-36.

November 9th Global Structures of Production

Questions

1. How has globalization transformed the position and power capacity of women?
2. How has globalization transformed the position and power capacity of workers?
3. Are MNCs rendering the state's policy obsolete?

O'Brian & Williams, "Transnational Production", 184-216.

O'Brian & Williams, "Global Division of Labour", 255-279

Louis Pauly and Simon Reich, "National Structures and Multinational Corporate Behaviour: Enduring Differences in the Age of Globalization", in Hülsemeyer, 261-279

Optional Readings

Lourdes Beneria (2008) "The crisis of care, international migration and public policy" *Feminist Economics* 14:3 1-21

November 16th Globalization, Development and Inequality

Questions

1. Is there a relationship between the internal and external causes of development? What lessons can be drawn for an increasingly globalized world?
2. Are the different benefits of globalization distributed equally between regions, gender and ethnic groups? What measures could be taken to correct inequalities? Answer your question in relation to one of these three groups.

O'Brian & Williams, "Economic Development", 306-343

Shahra Razavi, Camila Arza, Elissa Braunstein, Sarah Cook and Kristine Goulding, "Gendered Impacts of Globalization. Employment and Social Protection", UNRISD paper No. 16, March 2012
http://www.unrisd.org/unrisd/website/document.nsf/%28httpPublications%29/6E16D1DC33F5D82BC12579D000478859?OpenDocument&utm_campaign=ebulletin_16_7_2012&utm_medium=email_html&utm_source=en&utm_content=content_link

United Nations Research Institute for Social Development UNRISD (2010) "Tackling Ethnic and Regional Inequalities", *Combating Poverty and Inequality*, Chapter 3, 81-106.
[http://www.unrisd.org/80256B3C005BCCF9/httpNetITFramePDF?ReadForm&parentunid=CBDC39608A85DEADC12577890031E254&parentdoctype=documentauxiliarypage&netitpath=80256B3C005BCCF9/\(httpAuxPages\)/CBDC39608A85DEADC12577890031E254/\\$file/PovRepCh3.pdf](http://www.unrisd.org/80256B3C005BCCF9/httpNetITFramePDF?ReadForm&parentunid=CBDC39608A85DEADC12577890031E254&parentdoctype=documentauxiliarypage&netitpath=80256B3C005BCCF9/(httpAuxPages)/CBDC39608A85DEADC12577890031E254/$file/PovRepCh3.pdf)

Optional Readings

Arrighi, Giovanni, Beverly J. Silver, and Benjamin D. Brewer. 2003. Industrial Convergence, Globalization, and the Persistence of the North-South Divide. *Studies in Comparative International Development* 38, no. 1:3-31.

November 23rd Governing Globalization

Questions

1. Has globalization diversified the presence of global actors and institutions? What are the implications for democracy?
2. Are developing countries passive recipients of a globalized power?

Readings:

O'Brian & Williams, "Governing the Global Political Economy", pp. 424-450.

Kevin P. Gallagher. "Understanding Developing Countries Resistance to the Doha Round". *Review of International Political Economy*, 15:1, 2008, pp. 62-85.

Optional Readings

L. Weiss. "Global governance, national strategies: How industrialized states make room to move under the WTO." *Review of International Political Economy*, 12:5. 2005, pp. 723-749.

Georgina Waylen. "Putting Governance into the Gendered Political Economy of Globalization", *International Feminist Journal of Politics*, 6:4, 2004, pp. 557-578.

November 30rd Review and Exam guideline

SEMINAR SCHEDULE

September 14: Introduction to the seminars and useful tips on how to construct a strong essay.

September 21: Liberalism and Nationalism

September 28: Marxism and Neo-Marxism

October 12: Post-Positivism and Feminism

October 19: Globalization and the State

October 26: International Trade

November 2: Global Finance

November 9: Changing Global Structures of Production

November 16: Globalization, Development and Inequality

November 23: Governing Globalization

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 **(November 9th, 2012 for December examinations and March 8th, 2013 for April 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.

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

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.