

PSCI 2602-A

INTERNATIONAL RELATIONS: GLOBAL POLITICAL ECONOMY

Friday 4:05 pm – 5:55 pm

Location: Online via BBB

Instructor: Ilirjan Shehu
Office: N/A Due to Covid-19
Online Office Hours: By Appointment – Wednesdays between 11am and 1pm
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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 debates, ideas and scholars in the field. In the process, students will further develop their critical reading, writing and presentation skills. This is 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, the written assignments and by participating in discussion.

In terms of learning outcomes, 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 the main issues and features relating to change 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

After much deliberation, given its content and purpose, I have decided to teach this course synchronously, meaning that I will deliver live online lectures every Friday from 4:05pm to 5:55pm via Big Blue Button. Students are also expected to participate in a weekly discussion group which will also be taught synchronously. Discussion groups will take place in an online environment through BBB.

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. In preparation for each lecture and tutorial, students will be asked to read 30 – 40 pages per week. 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. 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.

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

<u>Percentage</u>	<u>Assignment</u>	<u>Due Date</u>
15%	Attendance and participation	Ongoing
65%	Three short assignments	Due as indicated in syllabus
20%	Final exam	Date to be announced

Please keep in mind that your final grade is a composite of regular, timely and meaningful participation in seminar discussion and 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.**

Written Assignments

There is a written component that comprises three essay assignments, varying between 1000 and 2000 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. Instructions for each assignment will be posted on cuLearn and will also be discussed in class and tutorial seminars. Completed assignments are to be posted to the appropriate cuLearn assignment dropbox 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.**

Attendance and Participation

In class attendance and participation in discussion form an important part of your final grade. Think of it as your opportunity to broadcast and debate your thoughts on relevant course-related themes. Participation is organized around small group work and general discussion. 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. 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.** All the readings are available online through the MacOdrum library and Ares tab on cuLearn. Attendance of the seminar is not compulsory. However, grades cannot be made up after the fact. As with the writing component, exceptions to the rule are normally allowed for medical reasons only. Think of each tutorial session as worth approximately 1.75% of your final grade, and keep in mind that at Carleton every 3-4% equals one letter grade.

Final Exam

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

Reading Materials

There is NO textbook for this course. To ensure that the requirements for this course do not contradict public health guidelines regarding social distancing, all readings for this course will be made available online through the ARES system on CuLearn or the Carleton Library website.

READING MATERIAL AND SCHEDULE

Sept. 11th *Week 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.

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

Sept. 18th *Week 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.

Tutorial Discussion

Introductions. 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?

Sept. 25th *Week 3: Markets, Rules, Norms and Power (Liberal vs. Marxist Polanyian 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.

Hannes Lacher. 1999. "The Politics of the Market: Re-reading Karl Polanyi." *Global Society*. 13, no. 3, pp. 313-326.

Questions about Assignment #1.

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?

Oct. 2nd *Week 4: Social Forces, Structures and Power (Critical IPE)*

**** 1st Assignment Due Sunday Oct. 4th at 11.55pm ****

Reading:

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

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

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 19th – 20th century global political economy do you find more persuasive: Strange, Cox or Gilpin?

Oct. 9th *Week 5: The Political Economy of International Business and Global Governance*

Reading:

Peter Dauvergne, *Will Big Business Destroy Our Planet?* (Polity Press, 2018), ch. 2 and 6.

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

Tutorial Discussion

What are the strengths and weaknesses of Peter Dauvergne's argument in ch. 2 and 6 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?

Oct. 16th *Week 6: The Political Economy of Environment/Role of Technology*

Reading:

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.

Smith A. David, "Technology and the Modern World-System: Some Reflections," *Science, Technology, & Human Values*, Vol. 18, no. 2 (Spring 1993): pp. 186-195

Tutorial Discussion

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? Does David Smith's statement that societies without sophisticated machines and production are dependent for access to technology on more developed countries still hold true today?

Oct. 23rd ***Week 7: International Institutions in the Global Political Economy***

Reading:

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

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.

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.

Questions about assignment #2.

Oct. 30th **Fall Reading Break: NO CLASS OR TUTORIAL DISCUSSION**

Nov. 6th ***Week 8: Capitalism, Inequality and Development***
**** 2nd Assignment Due Sunday Nov. 8th at 11.55pm ****

Reading:

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

Andreas Bieler and Adam David Morton, “Uneven and Combined Development and Unequal Exchange: the second wind of neoliberal ‘free trade’?”, *Globalizations*, Vol. 11, no. 1 (2014): 35-45,

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?

Nov. 13th ***Week 9: Transnational Production***

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.

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?

Nov. 20th ***Week 10: Trade and the Global Trading System***

Reading:

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

Tutorial Discussion

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?

Questions about Assignment #3.

Nov. 27th ***Week 11: World Money and Global Finance***
****3rd Assignment Due Sunday Nov. 29th at 11.55pm ****

Reading:

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

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.

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?
 Last chance to ask questions about Assignment #3.

Dec. 4th ***Week 12: Review of course and explanation of final exam***
***** PLEASE NOTE: NO TUTORIALS THIS WEEK! *****

Academic Accommodations

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:

Accommodations during COVID-19

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

Pregnancy obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious

obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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: carleton.ca/sexual-violence-support

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 must be provided to students who compete or perform 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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

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. 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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.