

**PSCI 2602-A**

**INTERNATIONAL RELATIONS: GLOBAL POLITICAL ECONOMY**

**Monday and Wednesday 11:35 am – 14:25 pm**

**Location: Online via Zoom**

**Instructor:** Ilirjan Shehu  
**Office:** N/A Due to Covid-19  
**Online Office Hours:** By Appointment – See syllabus  
**E-Mail:** ilirjan.shehu@carleton.ca

**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**

### **Course Organization**

After much deliberation, given its content, purpose and timeframe, I have decided to teach this course in a blended format, meaning that the course will be composed of both asynchronous and synchronous components. The course will consist 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.

The course will be structured as follows:

- First hour of scheduled course session:
  - o 11:35 – 12:25: Independent learning. Students will use this time to review assigned readings and lecture notes to prepare for the discussion groups.
- Second hour of scheduled course session:
  - o 12:35 – 1:25: Online Discussion Group. Students will get together in assigned groups with instructor and TA.
- Third hour of scheduled course session:
  - o 1:35 – 2:25: The third hour of each scheduled session will be set aside as an Office Hour. Meetings will take place online by appointment. Please send an email at least 24 hours in advance of the office hour to book an appointment. If you would like to talk to me after the Discussion Group has ended, you can. However, those with an appointment will take precedence.

### **Grade Assessment**

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

<b><u>Percentage</u></b>	<b><u>Assignment</u></b>	<b><u>Due Date</u></b>
<b>20%</b>	Attendance and participation	<b>Ongoing</b>
<b>20%</b>	1 <sup>st</sup> written assignment	<b>Due July 16<sup>th</sup></b>
<b>30%</b>	2 <sup>nd</sup> written assignment	<b>Due August 6<sup>th</sup></b>
<b>30%</b>	Final exam	<b>Date to be announced</b>

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. As you might know, due to the Covid-19 pandemic, instead of a doctor's note you can complete the [self-declaration form](#) available on the Registrar's Office website to request academic accommodation for missed course work.

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 1000 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 posted to the appropriate 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.**

### **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. 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 Brightspace or the Carleton Library website.

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*.

The book is also available as a 1 user e-book. 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).

Again, buying this book is completely voluntary and not required for the course.

## **READING MATERIAL AND SCHEDULE**

**July 5<sup>th</sup>**      ***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. (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**

**July 7<sup>th</sup>**      ***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. (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?

**July 12<sup>th</sup>**      ***Week 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)

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

### **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?

Questions about Assignment #1.

**July 14<sup>nd</sup>**      ***Week 4: Social Forces, Structures and Power (Critical IPE)***

**\*\* 1<sup>st</sup> Assignment Due Friday, July 16<sup>th</sup> at 11.55pm \*\***

*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: Strange, Cox or Gilpin?

**July 19<sup>th</sup>**      ***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

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?

**July 21<sup>st</sup>      *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. (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?

**July 26<sup>th</sup>      *Week 8: 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)

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, (10 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?

**July 28<sup>th</sup>**      ***Week 6: 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?

**Aug. 2<sup>nd</sup>**      **Statutory Holiday: No classes taking place**

**Aug. 4<sup>th</sup>**      ***Week 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?

Questions about assignment #2.

Aug. 9<sup>th</sup>

*Week 10: IPE and Technology*

**\*\* 2<sup>nd</sup> Assignment Due Friday, Aug. 6<sup>th</sup> at 11.55pm \*\***

*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)

Dwane 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?

Aug. 11<sup>th</sup>

*Week 11: World Money and Global Finance*

*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?

Aug. 16<sup>th</sup>

*Week 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. \*\***

**Academic Accommodations**

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**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](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](https://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](https://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](mailto: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](https://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](https://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](http://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
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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.