

PSCI 2602B
INTERNATIONAL RELATIONS: GLOBAL POLITICAL ECONOMY
Monday 12.35pm – 14.25pm
Please confirm location on Carleton Central

Instructor: Randall Germain
Office: D689 Loeb
Office Hours: Monday 2.30 – 4pm
[or by appointment]
Telephone: 613-520-2600 ext 8553
E-Mail: randall.germain@carleton.ca

OBJECTIVES AND LEARNING OUTCOMES

The main objectives of this course are to introduce students to the academic study of international political economy (IPE), to study the organization and operation of key features of the global political economy, and to further develop a range of critical reading, writing and oral expression skills. We do this by canvassing leading theoretical approaches to IPE and the concepts employed by these approaches, by examining the historical development of the global political economy to outline its main structural features, and by exploring selected issues and developments. Students will develop their analytical and comprehension skills by completing the assigned readings, written assignments and final examination; and by participating in tutorial discussion.

In terms of learning outcomes, students who successfully complete this course should be able to:

- engage with the disciplinary history of IPE and its leading theoretical approaches
- demonstrate a working knowledge of the historical development of the global political economy
- identify the main structural features of the global political economy and explain how they are changing
- assess the significance for the global political economy of selected issues and/or developments

By taking this course students will prepare themselves for more advanced study in IPE.

ORGANIZATION OF COURSE

The course is organized around a combination of weekly lectures and tutorials. You are asked to read a certain amount of material for each lecture and tutorial topic, normally around 25-40 pages per week. This is not an onerous amount of reading, so the expectation is that you will be able to complete them prior to our weekly meeting. Each week also features a further contextual reading, which you are encouraged to take up, especially if you are doing an assignment connected to that week's theme. Completing these readings in advance will not only help you to understand the lectures, it will also prepare you to participate in tutorial discussions. For the final exam I expect you to be fully conversant with an appropriate cross-section of these readings and to be able to demonstrate their relevance to the exam questions which you answer.

Attendance at lectures and tutorials is not mandatory; however, it is highly advisable and strongly encouraged. In the case of tutorials, moreover, if you do not attend you forfeit the opportunity to earn oral participation marks.

Course Evaluation Summary

Course element	Percentage of grade	Due date
Class Participation	15%	Throughout semester
Assignment 1 1000 word reaction paper	15%	Thursday February 9 th
Assignment 2 1500 word review	20%	Thursday March 2 nd
Assignment 3 2000 word essay	30%	Friday March 30 th
Final Exam	20%	During Exam Period

Your assessment is spread across three different components. There is an oral contribution component worth 15% of your final mark that is assessed during tutorials. Your oral participation is evaluated to assess your comprehension of the material being covered and your ongoing commitment to the subject. Accordingly, assessment for oral participation is evenly divided between attendance, the quantity of interventions in tutorial discussion and the quality of these interventions. Conduct during tutorial discussion is expected to conform to normal rules of civil

engagement; inappropriate and/or unacceptable behaviour will be subject to disciplinary action and/or penalty from the instructor.

The tutorial component of the course runs from Monday January 16th until Monday April 3rd and covers eleven topics. Each tutorial seminar is about one hour and focuses on a set of discussion questions that connect that week's reading to the lecture topic. **Please note that you are expected to have completed the readings in advance of the discussion.** The tutorial seminars will be organized around a combination of small group work and general discussion. You will also have the opportunity to discuss the assignments. All the readings are available online through the MacOdrum Library or through the Ares tab on the Brightspace platform for this course. While attendance at tutorials is not compulsory, your grade **cannot be made up after the fact**. Each tutorial you miss will affect your final grade. Think of each tutorial session as worth almost 1.5% of your final grade, where every 3-4% equals one letter grade. In other words, for every 2-3 tutorial seminars that you miss, you lose a grade which you cannot make up.

The written component for the course is spread across three 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 are posted to Brightspace and will also be discussed in class and tutorial seminars. Completed assignments are to be posted to the appropriate Brightspace assignment dropbox by 11.59pm 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 about 5 minutes after your essay is due. Extensions can only be granted by the instructor, and you must request them in advance. Please also note that your assignments will not be accepted for marking more than 10 days after the due date (unless you have been granted an extension). Finally, 3) for the third assignment there is a 5% penalty if you use less than five (5) scholarly references.

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.

The final component of your assessment is an 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 MATERIAL

There are two books used at different points throughout the course, and both are available through MacOdrum Library:

Jürgen Kocka, *Capitalism: a short history* (Princeton University Press, 2016)
(This is available as an e-book and can also be downloaded via the Ares portal in Brightspace)

Peter Dauvergne, *Will Big Business Destroy Our Planet?* (Polity Press, 2018)
(This book is only available as a hard copy through Reserves)

Only three students may access *Capitalism* at any one time, so you are encouraged to download what you wish to read to your device so others may also access it. However, it is an inexpensive book, so I encourage you to consider purchasing it either through the publisher or your preferred online retailer. The library has only one copy of *Will Big Business Destroy Our Planet*, so you will need to purchase it, either through the publisher or your preferred online retailer. Both books are widely available and will be shipped immediately, so please do not delay. The authors will thank you!

LECTURE AND TUTORIAL OUTLINE

[Please note that lecture dates often overlap]

Jan. 9th ***Introduction and course details***
Week 1 ***Lecture: IPE as a modern academic discipline***

Reading:

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.

Thomas Oatley, "Regaining Relevance: IPE and a changing global economy," *Cambridge Review of International Affairs*, Vol. 34, no. 2 (2021): 318-327.

Further reading

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

No Tutorial Discussion

Jan. 16th ***Politics, States and Power (Realist IPE)***
Week 2

Reading:

Jürgen Kocka, *Capitalism: a short history*, ch.1 (pp 1-24).

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

Further reading

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

Tutorial Discussion

Introductions. How does capitalism make states 'powerful'? Is Gilpin correct to argue that non-state actors do not have the capacity to contest state power? Where does 'power' come from? If you have read the Strange article, is her critique of Gilpin persuasive?

Jan. 23rd ***Markets, Rules, Norms and Power (Liberal IPE)***
Week 3

Reading:

Jürgen Kocka, *Capitalism: a short history*, ch.2 (pp 25-53).
 John G. Ruggie, "International Regimes, Transactions and Change: embedded liberalism in the postwar economic order," *International Organization*, Vol. 36, no. 2 (1982): 379-415.

Further reading

Eric Helleiner, "The life and times of embedded liberalism: legacies and innovations since Bretton Woods," *Review of International Political Economy*, Vol. 26, no. 6 (2019): 1112-1135

Tutorial Discussion

How has capitalism changed over time? Is Ruggie's argument about 'norm-governed' change persuasive? How are the 'social purposes' of international regimes different from the interests of powerful states? If you have read the Helleiner article, is his critique of Ruggie persuasive? Questions about Assignment #1.

Jan. 30th ***Social Forces, Structures and Power (Critical IPE)***
Week 4

Reading:

Jürgen Kocka, *Capitalism: a short history*, ch.3 (pp 54-94).
 Robert Cox, "Gramsci and International Relations Theory: an essay in method," *Millennium*, Vol. 12, no.2 (Summer 1983): 162-75.

Further reading

Randolph B. Persaud, “Neo-Gramscian Theory and Third World Violence: a time for broadening,” *Globalizations*, Vol. 13, no. 5 (2016): 547-562.

Tutorial Discussion

Does critical IPE challenge realist and liberal conceptions of IPE? Whose account of the 19th and early 20th century global political economy do you find more persuasive: Gilpin, Ruggie, or Cox? If you have read the Persaud article, is his critique of Cox persuasive? Last chance to ask questions about Assignment #1.

Feb. 6th ***Global Capitalism, Inequality and the Household***
Week 5 **** 1st Assignment Due Thursday February 9th at 11.59pm ****

Reading:

Genevieve LeBaron, “The Political Economy of the Household: neoliberal restructuring, enclosures, and daily life,” *Review of International Political Economy*, Vol. 17, no. 5 (2010): 889-912.

Branko Milanovic, “Global income inequality in numbers: in history and now,” *Global Policy*, Vol. 4, no. 2 (2013): 198–208.

Further reading

Jennifer Bair, (2010) “On Difference and Capital: Gender and the Globalization of Production,” *Signs*, Vol. 36, no. 1 (2010): 203– 226.

Tutorial Discussion

Could capitalism survive without gender inequality? Is inequality getting worse or better, and how should we measure it? If you have read Bair’s article, is her argument about gender as a constitutive feature of globalization persuasive (ie, is global capitalism dependent upon gender inequality?).

Feb. 13th ***Global Capitalism, Economic Growth and Development***
Week 6

Jürgen Kocka, *Capitalism: a short history*, ch.4-5 (pp 95-169).

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

Further reading

Andrew Phillips & JC Sharman, "Company-states and the Creation of the Global International System," *European Journal of International Relations*, Vol. 26, no. 4 (2020): 1249 -1272.

Tutorial Discussion

Is economic growth the same thing as 'development'? How has development taken place under capitalism? Who is 'responsible' for development today? If you have read the Phillips and Sharman article, what does their argument add to our understanding of how capitalism operates?

Feb. 20th **Reading Break** **NO CLASS OR TUTORIAL DISCUSSION**
 [Either read Peter Dauvergne, *Will Big Business Destroy Our Planet?*, or complete Jürgen Kocka, *Capitalism: a short history*, and write the first draft of your critical review essay]

Feb 27th ***The Political Economy of the Environment***
Week 7 **** 2nd Assignment Due Thursday March 2nd at 11.59pm ****

Reading:

Peter Dauvergne, *Will Big Business Destroy Our Planet?* (Polity Press, 2018).
 Jennifer Clapp and Eric Helleiner, "International Political Economy and the Environment: back to the basics?" *International Affairs*, Vol. 88, no. 3 (2012): 485-501.

Further reading

Matthew Paterson, "Climate Change and International Political Economy: between collapse and transformation," *Review of International Political Economy*, Vol. 28, no. 2 (2020): 394-405.

Tutorial Discussion

What are the strengths and weaknesses of Peter Dauvergne's book? How do Clapp and Helleiner's arguments challenge Dauvergne's argument? If you have read Patterson's article, where does his argument fit in to this debate?
 Questions about assignment #2.

March 6th ***International Institutions in the Global Political Economy***
Week 8

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.

Further reading

Jack Taggart, “Global Development Governance in the ‘Interregnum’,” *Review of International Political Economy*, Vol. 29, no. 3 (2022): 904-927.

Tutorial Discussion

To what extent can international institutions help to resolve the world’s economic and political problems? How powerful are international economic institutions? If you have read Taggart’s article, what does he say about the possibility of moving ‘beyond’ the Bretton Wood’s institutions?

March 13th Transnational Production
Week 9

Reading:

Frederick Mayer and Nicola Phillips, “Outsourcing governance: states and the politics of a ‘global value chain world’,” *New Political Economy*, Vol. 22, no. 2 (2017): 134-152.

Further reading

Diane Coyle and David Nguyen, “No plant, no problem? Factoryless manufacturing, economic measurement and national manufacturing policies,” *Review of International Political Economy*, Vol, 29, no. 1 (2022): 23–43.

Tutorial Discussion

Can transnational firms and their value chains operate without the support of states (think Gilpin versus Mayer and Phillips here)? If you have read the Coyle and Nguyen article, do they provide a compelling account of transnational production?
Questions about Assignment #3.

March 20th International Trade

Week 10*Reading:*

Kirsten Hopewell, "Trump and Trade: the crisis in the multilateral trading system," *New Political Economy*, Vol. 26, no. 2 (2021): 271-82.

Further reading

James Scott and Rorden Wilkinson, "Re-globalizing Trade: progressive global governance in an age of uncertainty," *Globalizations*, Vol. 18, no. 1 (2021): 55-69.

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? Thinking back to Week 9, how important is a multilateral trading system in a world of global value chains and factoryless production? Questions about Assignment #3.

March 27th World Money and Global Finance

Week 11 **3rd Assignment Due Thursday March 30th at 11.59pm **

Reading:

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

Further reading

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? If you have read the Helleiner article, what do you think of his argument that the biggest threat to the global role of the dollar comes domestic politics within the United States? Last chance to ask questions about Assignment #3.

April 3rd *Globalization and Power*
Week 12

Reading:

Sean Starrs, “American Economic Power hasn’t Declined—It Globalized! Summoning the data and taking globalization seriously,” *International Studies Quarterly*, Vol. 57, no. 4 (2013): 817–830.

Christopher Layne, “The US–Chinese Power Shift and the End of the Pax Americana,” *International Affairs*, Vol. 94, no. 1 (2018): 89–111.

Tutorial Discussion

Who has the more compelling argument about the future of American power: Starrs or Layne?

April 10th *Week 13: Review of course and explanation of final exam*

No Tutorial Discussion

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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 for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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. <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.

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.

Plagiarism

Carleton's [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 using proper citations when using another's work and/or failing to use quotations marks.

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.

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 to instil 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.