

PSCI 2602-B

INTERNATIONAL RELATIONS: GLOBAL POLITICAL ECONOMY

Tuesday 3:35 pm – 5:25 pm

Location: Please confirm location on Carleton Central

Instructor: Ilirjan Shehu
Office Location: TBA
Office Hours: Tuesday 5:30pm – 6pm
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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 scholars, ideas and debates in the field. In the process, students will further develop their critical reading, writing and presentation skills. This will be 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 and 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

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.

Grade Assessment

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

<u>Percentage</u>	<u>Assignment</u>	<u>Due Date</u>
20%	Attendance and participation	Ongoing
20%	1 st written assignment	Due February 13th
30%	2 nd written assignment	Due March 26th
30%	Final exam	Exam period

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.

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 1300 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 on Brightspace 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. 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.

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

Office Hours

Office hours are scheduled shortly after the lecture in order to facilitate access by taking advantage of the fact that everyone is already present on campus. However, I'm also available to meet by appointment either at the office or online (via Zoom) at other agreed upon times if meeting during regular office hours is not possible.

READING MATERIAL AND SCHEDULE

Jan. 9th *Session 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

Jan. 16th *Session 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?

Jan. 23rd *Session 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?

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

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

Feb. 6th ***Session 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?

Questions about Assignment #1.

Feb. 13th ***Session 6: International Institutions in the Global Political Economy***

**** 1st Assignment Due at 11.55pm ****

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 Broughton et al's critique?

Feb. 19-23 Fall Break: No Classes

Feb. 27th *Session 7: 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)

Gurminder Bhambra, "Colonial global economy: towards a theoretical reorientation of political economy," *Review of International Political Economy*, Vol. 28, no. 2 (2021): 307-322. (15 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?

March 5th *Session 8: 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?

March 12th *Session 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?

March 19th *Session 10: IPE and Technology*

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 21st 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?

Questions about assignment #2.

March 26th *Session 11: World Money and Global Finance*
**** 2nd Assignment Due at 11.55pm ****

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?

April 2nd

Session 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. ****

TBA

FINAL EXAM

Appendix

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation

during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

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

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Academic Integrity

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

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;

- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Use of Artificial Intelligence

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

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

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