International political economy (IPE) is the study of the relationships between politics and economics at a level beyond that of an individual country. It encompasses both the politics of international economic relations among countries and the politics of transnational interactions among states, markets and people. A starting point for the study of IPE is recognition of the structural disjuncture between a world political system based on territorial states and a world economic system that is increasingly non-territorial. Many argue that we are currently in an era of “economic globalization”, by which is meant a process of broadening and deepening of economic connections that transcend national borders. If so, the structural disjuncture is also widening, giving rise to new forms of governance beyond the sovereign state and in some cases generating a nationalist backlash.

As an advanced introduction to international political economy, this course is intended to introduce students to the range of theoretical perspectives and analytical arguments developed by scholars, and to introduce students to the key features of contemporary global political-economic interactions. Section 1 introduces the scope of the study of global political economy and provides a brief historical background to the contemporary structures and dynamics we focus on in this course. Section 2 examines key actors and structures, looking in each case at theoretical perspectives that emphasize the actors or structure in question. Section 3 continues this approach, focusing on international and transnational actors. Section 4 looks in more detail at a small number of additional issues selected to illustrate how the dynamics identified in sections 2 and 3 play out in other issue areas. I will consult the class before finalizing the list of issues to be examined in section 4. Students interested in exploring a wider range of issues in greater depth are encouraged to consider taking Poli 444, “Governance in the Global Political Economy”, offered in spring 2021.

I expect that students will take away from the course an understanding of scholarly theories and of key economic dynamics that shape – and are shaped by – contemporary political practice, as well as a critical attitude to all perspectives and an ability to use theory and evidence to make sense of global political economy.

Lectures: Tuesdays, Wednesdays and Fridays, 12:30-1:20, Cornett A225
Office Hours: Tuesdays 11:00-12:00 and Thursdays 10:30-12:00, or by appointment
Contact Info: Office DTB A342, phone 250 721 7492, email mwebb@uvic.ca

Required Readings:

The required reading list includes chapters from a textbook that provide basic information on theories and issues (Cohn, Global Political Economy), a book reviewing recent developments (Green, Is Globalization Over?), and a variety of readings from other sources that address issues and perspectives not addressed in the two books (available on CourseSpaces). The reading list is designed to incorporate a wide range of perspectives on
global political economy, and to introduce students to the writings of some leading scholars. Exam questions will draw from readings available on CourseSpaces to the same degree as chapters from the books.

The books are:

- Theodore H. Cohn, *Global Political Economy*, 7th edition. Routledge, 2016. This is available for purchase in the bookstore, or can be purchased as an e-book through the publisher.

**Course requirements and expectations:**

Comparing theories – two-part worksheet:

- Part I (liberalism, mercantilism, social constructivism) **due Friday February 7 @ 12:30pm**
- Part II (transnational historical materialism, feminism, post-colonialism) **due Wednesday March 4 @ 12:30pm**
- Each part is graded on a pass/fail basis: students who fail to complete the table adequately the first time will have an opportunity to revise and resubmit the Part

Mid-term exam – 25% of course grade – **Wednesday February 12**

Paper prospectus – 5% of course grade – see pp. 8-9, below – **due Friday February 28 @ 12:30pm** – submit on CourseSpaces, bring printed copy to class - late prospectuses will be penalized

Term paper – 35% of course grade – 10-12 pages (2500-3000 words) – see pp. 8-12, below – each student will develop her or his own topic in consultation with me – **due Tuesday March 31 @4:00pm** – submit on CourseSpaces, bring printed copy to class - late papers will be penalized

Final exam – 35% of course grade – scheduled as part of exam period; **do not make travel plans until the final exam schedule is announced.**

Students must complete all assignments in order to get credit for the course. I use the qualitative criteria and numerical scale in the University of Victoria Calendar when grading.

As stated in the UVic Calendar, “**Students are expected to attend all classes in which they are enrolled**”. Attendance will be taken, and any student who attends fewer than 70 percent of scheduled class sessions will not be permitted to write the final exam or get credit for the course, and will be assigned a grade of N (the percent grade, to a maximum of 49%, depends on the grades on assignments that were completed).

I strictly enforce University Policy on Academic Integrity. This may include using a plagiarism detection software program intended to assist in the detection of plagiarism. The UVic Library has useful information on the appropriate use of sources and avoiding plagiarism.

If you find yourself facing mental or physical health issues or other life challenges that interfere with your ability to successfully complete the requirements for this course, it is important to deal with them in a timely fashion. UVic offers many services to support students, including learning supports and resources for health and wellness (see
Information about academic concessions is available from the Registrar’s Office. Feel free to contact me regarding issues related to this course and guidance regarding other supports available at UVic.

The Learning Environment:

As stated in the UVic Calendar, “The University of Victoria is committed to promoting critical academic discourse while providing a respectful and productive learning environment. All members of the university community have the right to experience, and the responsibility to help create, such an environment”. Students have diverse views on the issues discussed in this course, and I seek to create an environment in which all perspectives – including my own – can be analyzed critically in a respectful fashion.

The proliferation of wireless communications technologies increases the potential for distractions that undermine the learning environment for all students. The use of phones for talk or text is prohibited while this class is in session. Mobile devices and personal computers are to be used only for course-related purposes.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage (http://uvic.ca/mypage). If you do not receive an email invitation, you can go directly to http://ces.uvic.ca. You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
Schedule of Topics and Readings
(changes will be posted on Coursespaces)

I. INTRODUCTION TO THE STUDY OF INTERNATIONAL AND GLOBAL POLITICAL ECONOMY

Week 1 (January 7, 8, 10)

a) the purposes of the course; "international" and "global" political economy
- Read: Cohn, Chapter 1, pp. 1-16.

b) historical overview
- Read: Cohn, Chapter 2, pp. 18-23 only.

Week 2 (January 14, 15, 17)

b) historical overview, continued
- Read: O'Brien and Williams, and Green, from Week 1

II. THEORETICAL UNDERSTANDINGS OF KEY ACTORS AND STRUCTURES

Week 3 (January 21, 22, 24)

a) theory in the study of international and global political economy
- Read: Cohn, introduction to Part II, “Theoretical Perspectives”, pp. 51-54

b) i) States and their interests (liberalism, neomercantilism)
- Read: Cohn, Chapter 3 and Chapter 4

b) ii) States and their power (liberalism, neomercantilism)
- Read: Cohn, Chapter 3 and Chapter 4
- Read: Golub, “From the New International Economic Order to the G20” (from Week 2), pp. 1010-1015

Week 4 (January 28, 29, 31)

b) ii) States and their power, continued
- Read: Cohn, Golub, from Week 3

b) iii) Interests, power, and the US-China trade “war”
- Read: Green, Is Globalization Over? Chapter 4, pp. 82-109 only

**Week 5 (February 4, 5, 7)**

c) *The social construction of global political economy (constructivism)*

- Read: Review Cohn, pp. 52-54; Chapter 5, pp. 114-116
- Review: Beneria from Week 1
- Read: Rawi Abdelal, "Constructivism as an Approach to International Political Economy", in Mark Blyth, ed., *Handbook of International Political Economy*, (London: Routledge, 2009), *not including* "The construction of security and insecurity" (pp. 64-65) and "Subjectivity as the basis of construction" (pp. 74-75).

d) *The structure of global capitalism (transnational historical materialism):*


**Theory Worksheet Part I due Friday February 7 @ 12:30pm**

**Week 6 (February 11, 12, 14)**

d) *The structure of global capitalism, continued*

- Read: Overbeek from Week 5

**Mid-Term Exam Wednesday February 12**

**Research paper and paper prospectus (February 14)**

Week 7 (February 18, 19, 21) Reading Break, no classes

Week 8 (February 25, 26, 28)

e) Women, men, and the gendered division of labour (feminism):

f) Race in global political economy (post-colonialism)

* * Paper Prospectus due Friday February 28 @ 12:30pm * *

Week 9 (March 3, 4, 6)

III. INTERNATIONAL AND TRANSNATIONAL ACTORS

a) *International organizations (IOs), focusing on the World Trade Organization (WTO)*
   - Read: Cohn, Chapter 4, pp. 86-90 (liberal theory of international cooperation); Chapter 2, pp. 17-22 (on IOs); Chapter 8, pp. 215-34, 236-54 (on the WTO).

* * Theory Worksheet Part II due Wed. March 4 @ 12:30pm * *

b) *Transgovernmental networks (TGNs), focusing on the Group of Twenty (G20)*

Week 10 (March 10, 11, 13)

b) TGNs, focusing on the G20, continued

c) *Global civil society, NGOs, and transnational governance*

Week 11 (March 17, 18, 20)
d) Rising powers and the future of global economic governance (group discussion March 17)

- Review: Golub, “From the New International Economic Order to the G20” (from Week 2), especially pp. 1007-1013.

IV. SELECTED CONTEMPORARY ISSUES

Topics and Readings for this section of the course are subject to change. I will consult students in class to help me decide which issues to address. The listings below, and for Weeks 12 and 13, are tentative. Updates will be posted on CourseSpaces.

a) The International Monetary System: Currencies, Exchange Rates, and Macroeconomic Policy

- Read: Cohn, Ch 6, pp. 131-40, 157-63.
- Read: Michael Webb, “The international monetary system, exchange rates, and macroeconomic policy” (lecture notes, 2020).

Week 12 (March 24, 25, 27)
a) The International Monetary System: Currencies, Exchange Rates, and Macroeconomic Policy, continued

- Read: Cohn, and Webb, both from Week 12.

Week 13 (March 31, April 1, 3)

* * * Paper due Tuesday March 31 @ 4:00pm * * *
Submit on CourseSpaces by the deadline, bring a copy to class no later than Wednesday April 1

b) Development, debt, and the persistence of poverty and inequality

- Read: Cohn, Ch 2, pp. 31-39; Ch 7, pp. 174-81, 185-90, 192-94; Ch 6 pp. 142-45.

Looking Ahead: The Future of the Global Political-Economic System (April 3)

- Read: Green, Is Globalization Over?, Ch 6
The purpose of the assignment

The purpose of this assignment is to explain why something is happening in a specific area of international or global political economy, using at least two of the theoretical perspectives studied in this course (liberalism, neomercantilism, historical materialism, social constructivism, feminism, and post-colonialism). Each student will identify a topic and explanatory question of interest to them, identify at least two relevant perspectives, and draw on evidence about the situation to provide a persuasive explanation for what is happening. The two or more perspectives can be ones that appear in sources you consult during your research, or that you believe should be able to explain what is happening. The assignment is intended to help students develop skills in critical analysis by engaging with scholarship in international and global political economy. Critical analysis involves identifying and questioning assumptions as well as considering alternative theories and evidence highlighted by alternative theories. Investigation of theoretical arguments should focus on the explanatory dimension of theory, the search for understanding and explaining why things are as they are (or why something happened as it did). For this assignment, it is also important to carefully examine empirical evidence to assess the accuracy of the explanatory arguments made from alternative theoretical perspectives. The idea is to simultaneously subject theoretical or analytical claims to rigorous empirical investigation and use theoretical arguments to guide understanding the contemporary practice of global political economy in a specific area.

There are no set topics. Finding an appropriate question that interests you is part of the assignment. The topic should be contemporary, defined for this assignment as the past decade (i.e., since 2010). I am happy to consult with you about possible topics, and will provide feedback on the suitability and feasibility of the topic outlined in the research proposal. The main theoretical approaches are outlined in the course syllabus. The paper need not be framed as a debate between theories; it could, instead, focus on other kinds of analytical debates that cut across theoretical categories (eg, debates about the power of intergovernmental organizations or global civil society), or argue that more than one perspective is needed to fully explain what is happening. I will provide examples of suitable topics when we discuss the assignment in class on February 14.

Research Paper Prospectus

The first step in the process is the research paper prospectus, which is intended to help you think carefully about the process of research. The prospectus should include:

- The research question, including both the concrete issue (the empirical focus of the paper) and the theoretical question to be examined. Explain why you think this is an interesting research question. Research for an assignment like this should begin with a research question, and a thesis statement should be developed only after you have done the research and completed your analysis. Often the thesis only emerges during the writing process, as the writer works out how to integrate evidence into a coherent explanatory story. Some guides to essay writing describe a process in which the writer gathers information and formulates a thesis statement before starting to write, but that works only for simple topics. Academic writing normally involves multiple drafts, with the thesis evolving as the writer figures out how different pieces of evidence and analysis best fit together.
• Describe how you plan to develop the argument, and the kinds of evidence you will look for in order to assess the merits of the different analytical claims. An important part of a research project is the design, considering in advance what questions must be answered and information gathered in order to make a persuasive argument.

• Identify at least five sources other than assigned course readings that you will use in writing your paper. The research paper itself must draw on at least ten sources; the reason for identifying at least five now is to ensure the topic is viable. The five sources should consist of either scholarly sources such as articles in scholarly journals or serious research by non-academics. The latter can include reports from inter-governmental organizations (eg, the World Bank) and NGOs (eg, Oxfam). For each source, you must explain in a sentence or two how you expect it to be useful for your research. This means you need to consult the sources before submitting your prospectus, not just download bibliographic information from the library website.

The paper prospectus should be about 300-500 words, not including the annotated list of sources. The paper prospectus is due Friday February 28 @ 12:30pm. Submit your prospectus on CourseSpaces and bring a printed copy to class. A late prospectus will be penalized one point out of five per day.

I encourage you to talk to me about your ideas while developing the prospectus, and am available during office hours or by appointment. You also need to select a topic for which you can find enough information in available sources. If you cannot find enough sources on a topic, you need to choose another topic. So begin the research early.

Grading Criteria

In grading the essays, I will be looking for the following qualities:

1. A clear argument that uses empirical evidence to address the analytical question. “Clear” does not mean taking one side or another in an analytical debate unless you believe that the evidence supports such a conclusion; equally valid could be a more complex argument about the interaction of different factors in a particular case.

2. A clear understanding of relevant theoretical arguments. Scholarly sources usually identify their theoretical perspectives, and you can also apply theoretical ideas drawn from course readings to the issue you are examining. The paper should not include a general overview of each theory – assume your reader is familiar with theories of PIER and GPE, though perhaps not with the application of those theories to the issue you are examining.

3. Substantial empirical research, with evidence about your case drawn from a variety of sources written from more than one analytical perspective (note that “empirical” means “based on systematic observation”, not “quantitative”). The research paper itself must use at least ten sources. These should either be scholarly sources such as articles in scholarly journals, or present serious non-academic research.

4. Serious engagement with scholarly debates, indicated in part by effective use of scholarly sources (journal articles and books).

5. University-level writing skills. Stylistic errors (grammar, spelling, etc.) that interfere with the presentation of the argument will result in a lower grade, as will a failure to adequately document your sources (see below regarding citations). The English Department's Academic Writing Essentials is an excellent source of on academic writing. You are also welcome to consult the Centre for Academic Communication (https://www.uvic.ca/learningandteaching/cac/) for help improving your writing skills.
Sources

The Cohn text provides extensive bibliographic suggestions, while the Green text and many of the readings on CourseSpaces have useful footnotes or bibliographies. I find Academic Search Complete (a.k.a. Ebscohost) the most useful of the databases available on the Libraries website. Keyword searches are a useful tool, but do not always generate relevant sources. I find it is often more useful once one has found a couple of relevant sources to use the bibliographies of those sources as a basis for further searching. Additional suggestions for finding sources can be found on the subject guide for political science research available at http://libguides.uvic.ca/polisci.

Students should consult relevant scholarly journals as well as books. Journal articles typically contain contemporary research in a more accessible format than many books. Your research prospectus must identify at least five scholarly sources (including journal articles accessed online) that you will use in your paper. The most important scholarly sources are articles in peer-reviewed journals and books written by scholars (including edited collections). A good way to find a relevant topic and sources is to review recent issues of scholarly journals that cover international and global political economy. Here are some important journals:

- Review of International Political Economy
- Global Governance
- International Affairs
- International Organization
- World Politics
- New Left Review
- International Studies Quarterly
- New Political Economy
- Globalizations
- European Journal of International Relations
- Economy and Society
- Feminist Review
- Third World Quarterly
- International feminist journal of politics

These and many other scholarly journals are available online in full text through either the Library Catalogue or the Academic Search Complete database. Internet searches will turn up an infinite variety of sources, but your paper should be based primarily on scholarly sources (including scholarly journals accessed through the Internet). Wikipedia is not an acceptable source for a university-level research essay.

Citations

Proper citations are essential for identifying the sources of information and ideas that you have learned from others, and are an essential part of the process of distinguishing your own ideas from those of others. Arguments should be made in your own words (with appropriate citations), and direct quotations should be used only when they are particularly telling. You are welcome to use either of the two main types of citation styles – what the Chicago Manual of Style calls the “Notes and Bibliography Style” and the “Author-Date Style” (the English Department’s Academic Writing Essentials calls these the CMS style and the APA style, respectively). Be especially careful to cite Internet sources as described in these guidelines.
For an excellent, concise guide to the two styles, see Chicago-Style Citation Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html. For either style, you must include the page number where you found the information being cited; the only time a page number is not necessary is when you are referring to the overall argument of the source. Papers must include a bibliography listing all of the sources you consulted in writing the essay, including sources that you used only for background knowledge and therefore did not footnote.

**Plagiarism and Academic Integrity**
Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

**The responsibility of the institution** - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

**The responsibility of the student** - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found in the Undergraduate Calendar at: https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html.

I take academic integrity seriously. Careful citation of sources, following the guidelines above, will help avoid plagiarism and suspicion of plagiarism. Students should retain notes used in preparing the essay and electronic versions of drafts of the essay until all essays are graded and returned. If you have any questions about using sources appropriately, please talk to me.

The UVic Library has useful information on the appropriate use of sources and avoiding plagiarism; see http://www.uvic.ca/library/research/citation/plagiarism/index.php. I prefer well-documented papers, but consult the Library website to ensure you aren’t cluttering up your paper with unnecessary citations.

**Paper Format and Due Date**

In general, the paper should follow the essay model outlined in the English Department’s publication Academic Writing Essentials (see especially the section “Writing an Essay”, pp. 88-93 of the second edition, corrected). However, while that publication makes the thesis statement central, it is more important for this assignment to emphasize the research question, which should be explained in the introduction. Use an active rather than passive voice, and you are welcome to write in the first person when presenting your own argument and conclusions.

Assume the audience for your paper consists of upper-level undergraduate students and Master’s students in political science. The audience is familiar with the general
literature on international and global political economy, but knows little about your specific
topic or the details of the analytical arguments you are using in the paper.

Papers **must be typed double-spaced and single-sided**, 10-12 pages in length (2500-3000 words) not including bibliography. Submit papers in the appropriate drop box on CourseSpaces no later than **Tuesday March 31 @ 4:00PM**. A printed copy of the paper identical to that submitted on CourseSpaces must be submitted in class no later than Wednesday April 1. Keep a copy for your files. Late papers will be penalized three percentage points per day. Exceptions will be made only in documented cases of serious illness or family emergency.