



Lakehead University  
*Global Political Economy (2024)*

POLI-4615-WA

*Thursday 2:30-5:30PM – RB-3027*

Winter 2024

Instructor: Dr. Benjamin Maiangwa  
Office: RB 2041  
Hours: by appointment  
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### **Course Description**

This course focuses on the intersection between politics (power) and economics (wealth). It explores the political implication of international economic relations on the basis of trade, imperialism, global finance, development, gender, global security, global governance, health, race, among others. The course considers the evolution of the global political economy through several historical eras that laid the foundation for the contemporary political-economic order. We will also assess and debate the relative merits of the leading theoretical schools and explanatory frameworks (realist, neoliberalism, liberal institutionalist, and critical theory) that attempt to account for these shifting trends in the global political economy.

### **Course Objectives**

By the end of the course students should be able to:

- Develop a high-level critical understanding of Global Political Economy (GPE)
- Understand how history has shaped the development of the GPE
- Be familiar with the major theoretical approaches to the GPE
- Demonstrate in-depth knowledge of one particular facet of the GPE

## **Required Materials and Texts**

This course uses the following textbook as the primary material.

Robert O'Brien, R & Williams, M. (2020). *Global Political Economy: Evolution and Dynamics*, 6<sup>th</sup> Edition. New York: Palgrave.

Additional materials are specified in each lecture week in the course schedule.

## **Evaluation**

Documentary Analysis: 20%

Research Paper: 35%

Seminar Presentation: 30%

Research Paper Presentation: 12%

Participation: 3%

## **Class Format**

This course is delivered in person, inclusive of weekly lectures and seminars. Each week's lecture includes a synthesis of the reading material and additional information that advances knowledge of the week's topic.

**Course Structure and Work Requirements Course Structure:** Class will hold once a week for a total of three hours. Weekly activities will vary (see the schedule, below) but a major emphasis is on seminar presentation. Students are expected to read all assigned materials and take an active part in discussions.

## **Assignments:**

- 1) **Documentary Analysis** (Due February 15<sup>th</sup>): Students will prepare a PowerPoint presentation on a Netflix documentary titled Rotten. In particular, students will analyze four episodes of this documentary: Troubled Water, Bitter Chocolate, Garlic Breath, and Milk Money. Questions to be answered/discussed include what is the dominant issue in the documentary? Who are the actors? What is the connection to the GPE? What solutions can you propose?
- 2) **Research Paper** (Due March 28<sup>th</sup>) 4000 to 4500 words or 15 pages in length, including the bibliography. Minimum of 12 scholarly sources. The Research Paper will address in depth a historical or contemporary issue in the GPE.
- 3) **Research Paper Presentation** (Due March 7<sup>th</sup>). Each student will prepare a 10 min (minimum) presentation discussing their research project. The presentation will address the main elements of the project: 1) the topic, 2) the research question and hypothesis, and 3) the main themes drawn from the literature. The purpose of the presentation is to seek input from the class on how to improve the project in anticipation of preparing the final version of the Research Paper.
- 4) **Class Participation** (Ongoing): Participation is an essential feature of the course. This course is largely discussion based so attendance and preparation are critical.
- 5) **Seminar Presentation** (Ongoing): Students are expected to participate consistently in ongoing class seminars. Participation constitutes 30% of your final mark, and therefore it will be unlikely for you to succeed in the course if you are unable to participate consistently. Each week you are expected to produce a critical response that 1) identifies the most important insights you have learned from the course material of the week and 2) provides a minimum of 2 question prompts for discussion. Your response should **NOT** be a summary of the reading(s). It should be 300-350 words in length and should be submitted in MyCourseLink. Each response is worth 3%. **No late responses will be accepted.**

## **Evaluation of Written Assignments/Projects:**

80-100% (A range): Shows advanced competency in meeting the research and/or analytical and/or communications and/or cognitive and/or technical requirements of the assignment. The work is of exceptional quality. The work is insightful, detailed, articulate, grammatically correct, technically correct, and well organized.

70-79% (B range): Exhibits a good effort in meeting the requirements of the assignment or examination. The work may be less focused, detailed, organized or less widely researched than a paper worthy of a higher grade or communicates fewer ideas with less detailed analysis than an assignment worthy of a higher grade.

60-69% (C range): Average approach and level of success in communicating analysis, factual material, and ideas. The work offers less detailed analysis and/or a lack sufficient research, and /or a less articulate or less clearly focused argument and/or may have technical flaws

50-59% (D range): A poor level of competency in meeting the requirements of an assignment or examination. The work is poorly organized and/or written, features generalized statements, lacks supporting details and/or critical analysis, and features significant technical flaws

Below 50% (F): Failure to meet the requirements of the assignment.

### **Please Note:**

- Students should come up with their essay topics based on their individual interests. Such topics should first be cleared with the instructor.
- All essays should have a title page indicating the title of the essay, the name of the student, the course number, the name of the instructor, and the department.
- In terms of formatting, all essays should be doubled-spaced, Times New Roman 12-point fonts, 1 inch margin and should be handed in on or before the due date in class. Manipulating the margins or font size will be penalised.
- All written assignments must be submitted on time, otherwise a 2 per cent penalty will apply each day the essay is late.
- For citation and referencing, please use the APA referencing style 7<sup>th</sup> edition for all written work. Failure to follow these instructions will affect your grade.
- The essays will be evaluated based on grasp of the topic, quality of argument, depth of analysis, originality of approach, familiarity with the issues and literature, as well as structure, organisation, grammar, referencing and formatting.

### **Students with Special Needs**

Students with special needs may request accommodations in accordance with the Senate Policy on Students with Disabilities. Such students should at the earliest opportunity advise the Student Accessibility Services (formerly the Learning Assistance Centre) and the instructor of such needs so that appropriate arrangements can be made to accommodate their needs. Those who encounter extenuating circumstances which may interfere with the successful completion of the course should, as soon as possible, discuss these circumstances with the instructor and the Student Accessibility Services.

### **Lakehead Policy on Academic Dishonesty**

As academic integrity is crucial to the pursuit of university education, students are expected to uphold the academic honour code at all times and are advised to familiarise themselves with the university's policy on academic dishonesty, especially in relation, but not limited, to plagiarism, cheating, impersonation etc. In order to make sure that a degree awarded by Lakehead University is a reflection of the honest efforts and individual academic achievement of each student, Lakehead University treats cases of academic dishonesty very seriously and severely penalises those caught in violation of the university's policy on academic honesty.

### **Policy on Electronic Devices**

Cell phones are distracting and therefore should be turned off and kept out of sight during lectures. A visible phone will be assumed to be used. In such a scenario, the instructor may ask the offending student to leave the class. Except where prior permission is sought from the instructor and given, no audio or video recording of lectures is allowed. Where permission is sought and granted, such recordings should be only be for the student's private use.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (Jan 11)**

#### **Course Introduction: What is GPE?**

Günter Walzenbach, A. (2016) What is the Global Political Economy? [Global Political Economy \(e-ir.info\)](http://www.e-ir.info)

### **Week 2 (Jan 18)**

#### **Theories and Methods**

Readings: Required textbook Ch1&2

Leander, A. (2009) Why we need multiple stories about the global political economy. *Review of International Political Economy* Vol 16:2, 321-328.

Renée Marlin-Bennett, 2010. *International Political Economy: Overview and Conceptualization*. <https://doi.org/10.1093/acrefore/9780190846626.013.239>

Notes: Week 2 response due 6PM (EST) on the day prior to class

### **Week 3 (Jan 25)**

#### **Asia, Africa, and European Expansionism**

Readings: Ch3

Maiangwa, Benjamin; Muhammad Dan Suleiman; and Chigbo Arthur Anyaduba (2018) The Nation as Corporation: British Colonialism and the Pitfalls of Postcolonial Nationhood in Nigeria. *Peace and Conflict Studies*: Vol. 25: No. 1.

Falola T. (2022) Africa and the World Before the Second World War. In: Oloruntoba S.O., Falola T. (eds) *The Palgrave Handbook of Africa and the Changing Global Order*. Palgrave Macmillan, Cham. [https://doi-org.uml.idm.oclc.org/10.1007/978-3-030-77481-3\\_3](https://doi-org.uml.idm.oclc.org/10.1007/978-3-030-77481-3_3)

Notes: Week 3 response due 6PM (EST) on the day prior to class.

## **Week 4 (Feb 1) Imperialism and War**

Readings: Ch4

Steinsson, J. 2021. How Did Growth Begin? The Industrial Revolution and its Antecedents. University of California, Berkeley October 5, 2021. <https://eml.berkeley.edu/~jsteinsson/teaching/originsofgrowth.pdf>

Ardalan K. (2019) Global Political Economy and War: Four Paradigmatic Views. In: Global Political Economy. Springer, Cham. [https://doi-org.uml.idm.oclc.org/10.1007/978-3-030-10377-4\\_8](https://doi-org.uml.idm.oclc.org/10.1007/978-3-030-10377-4_8)

Notes: Week 4 response due 6PM (EST) on the day prior to class.

## **Week 5 (Feb 8)**

### **Post-War Political Economy**

Readings: Ch5;

Domşodi D., Poenaru F. (2022) Life in Transition and in Crisis. The Political Autobiography of a Generation. In: Gagyi A., Slačálek O. (eds) The Political Economy of Eastern Europe 30 years into the 'Transition'. International Political Economy Series. Palgrave Macmillan, Cham. [https://doi-org.uml.idm.oclc.org/10.1007/978-3-030-78915-2\\_2](https://doi-org.uml.idm.oclc.org/10.1007/978-3-030-78915-2_2)

Majstorović D., Vučkovac Z. (2022) Bosnia and Herzegovina After the Transition: Forever Postwar, Postsocialist and Peripheral?. In: Gagyi A., Slačálek O. (eds) The Political Economy of Eastern Europe 30 years into the 'Transition'. International Political Economy Series. Palgrave Macmillan, Cham. [https://doi-org.uml.idm.oclc.org/10.1007/978-3-030-78915-2\\_5](https://doi-org.uml.idm.oclc.org/10.1007/978-3-030-78915-2_5)

Notes: Week 5 response due 6PM (EST) on the day prior to the next class

## **Week 6 (Feb 15)**

### **International Trade/ Rotten – Documentary Analysis**

Readings: Ch6

Amusan T. (2022) Sub-Saharan Africa in the International Trading System: Understanding the Recent Trends. In: Oloruntoba S.O., Falola T. (eds) The Palgrave Handbook of Africa and the Changing Global Order. Palgrave Macmillan, Cham. [https://doi-org.uml.idm.oclc.org/10.1007/978-3-030-77481-3\\_18](https://doi-org.uml.idm.oclc.org/10.1007/978-3-030-77481-3_18)

Helleiner E. A. 2010. Bretton Woods moment? The 2007-2008 crisis and the future of global finance. *International Affairs* 86(3):619-36.

Notes: Week 6 response due 6PM (EST) on the day prior to class.

### **Presentation**

## **Week 7 (Feb 22) Reading Week**

## **Week 8 (Feb 29)**

### **Globalization and Finance**

Readings: Ch8

Ripsman, N. 2021. Globalization, Deglobalization and Great Power Politics. *International Affairs* Vol 97(5): 1317-1333.

Robert O. Keohane and Joseph S. Nye, Jr. 2000. Globalization: What's New? What's Not? (And So What?) *Foreign Policy*, No. 118 (Spring, 2000), pp. 104-119

Notes: Week 10 response due 6PM (EST) on the day prior to class.



## **Week 9 (Mar 7)**

### **Gender**

Readings: Ch10

Griffin, P. 2010. Gender Governance and the Global Political Economy. *Australian Journal of International Affairs* Vol 64: 84-104.

Waylen, G. 2006. You still don't Understand: why troubled engagements continue between feminists and (critical) IPE. *Review of international studies*. 32 (1):145-164.

Notes: Week 9 response due 6PM (EST) on the day prior to class.

### **Presentation Due**

## **Week 10 (Mar 14)**

### **Economic Development**

Readings: Ch11

Busumtwi-Sam J. (2019) International Migrations, Diasporas, and Remittances. In: Shaw T., Mahrenbach L., Modi R., Yi-chong X. (eds) *The Palgrave Handbook of Contemporary International Political Economy*. Palgrave Handbooks in IPE. Palgrave Macmillan, London. [https://doi-org.uml.idm.oclc.org/10.1057/978-1-137-45443-0\\_12](https://doi-org.uml.idm.oclc.org/10.1057/978-1-137-45443-0_12)

Farias, D. 2019. Outlook for the “Developing Country” Category: A Paradox of Demise and Continuity. *Third World Quarterly*, 40(4): 1360-2241.

Notes: Week 8 response due 6PM (EST) on the day prior to class.

## **Week 11 (Mar 21)**

### **Race and the Global Political Economy**

Lake David. 2016. “White Man’s IR: An Intellectual Confession.” *Perspectives on Politics* 14 (4): 1112–22. <https://doi.org/10.1017/s153759271600308x>.

Loken, Meredith, and Kelebogile Zvbogo. 2020. "Why Race Matters in International Relations." *Foreign Policy* 237: 11–13.

Sen, Maya, and Omar Wasow. 2016. "Race as a Bundle of Sticks: Designs That Estimate Effects of Seemingly Immutable Characteristics." *Annual Review of Political Science* 19 (1): 499–522. <https://doi.org/10.1146/annurev-polisci-032015-010015>.

Notes: Week 11 response due 6PM (EST) on the day prior to class.

## **Week 12 (Mar 28) Security and The Emerging Economies (Guest Lecture – Yumna Vaid)**

Readings: Ch14

UNODC (2005). *The Globalization of Crime: A Transnational Organized Crime of Human Security*.

Colgan, J.D. 2021. Oil and Security: The Necessity of Political Economy. *Journal of Global Security Studies*, Volume 6, Issue 1, ogaa008, <https://doi-org.uml.idm.oclc.org/10.1093/jogss/ogaa008>

Notes: Week 12 response due 6PM (EST) on the day prior to class.

## **Research Paper Due**

### **Week 13 (Apr 4)**

#### **Global Governance: Governing the Global Political Economy**

Readings: Ch15

Head, Ivan L. South-North Dangers. *Foreign Affairs*; Summer 1989

Ikenberry, GJ. 2015. The Future of Multilateralism: Governing the World in a Post-Hegemonic Era. *Japanese Journal of Political Science*. Vol 16(3): 399-413.

## LAKEHEAD RESOURCES

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! If it is about an issue beyond this class, please contact your academic advisors, or get help from any number of other support services on campus, including:

**The Student Success Centre** has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. They provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development. More information is available here <https://www.lakeheadu.ca/current-students/student-success-centre>.

**The Lakehead Library** provides access to resources, study rooms, and research support both online via chat and in person with more details available here <https://library.lakeheadu.ca/>.

**Public Computer Labs** are available on campus where you may write and/or print out your work. For more details go to <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/computer-labs>.

**Student Life and Services** offers health and wellness resources both on and off campus, as well as opportunities for involvement in health and wellness activities. More information is available here <https://www.lakeheadu.ca/current-students/student-services/or>.

**Office of Human Rights and Equity.** You have the right to an education that is free from any form of discrimination. A wide variety of resources are available here <https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/resources>.