

PSCI 3703A
GOVERNING THE GLOBAL ECONOMY
Monday 1135am – 2.25pm
Please confirm location on Carleton Central

Instructor:	Randall Germain
Office Hours:	Monday 2.30-3.30pm (via Zoom/BBB) Or by appointment (via Zoom/BBB)
Telephone:	613-520-2600 ext 8553
E-Mail:	randall.germain@carleton.ca

Course Basics: learning outcomes and organization

PSCI 3703 explores the idea, history and practice of global economic governance. We will study different ways to understand global economic governance, its principal characteristics and historical manifestations, as well as a selection of its current forms of practice. The main aim of the course is to provide students with a sound working knowledge of global economic governance using analytical tools associated with the academic disciplines of International Relations (IR) and International Political Economy (IPE). Specific objectives of the course include familiarizing students with theoretical approaches to global economic governance, with its history, and with contemporary governance practices in select issue areas. Successful completion of this course should enable students to:

- understand the principal ideas that inform global economic governance
- relate the history of global economic governance to contemporary examples of its form
- demonstrate a working knowledge of select features of global economic governance
- further develop skills associated with collaborative learning
- further develop skills associated with research and scholarship

This year the course is delivered online and organized around a lecture/discussion framework delivered synchronously. You will prepare for classes by completing the assigned readings and then participate in discussion on the basis of this material and a short lecture delivered at the start of each class. We will meet via Zoom/BBB, using the Brightspace learning platform, which serves as the meeting space for this course. Students will undertake both collaborative and independent research assignments, and you will be assessed on both efforts, together with your ongoing participation in the seminar.

Course Evaluation

<i>What</i>	<i>How much</i>	<i>When</i>
Participation	10%	Throughout semester
Collaborative case study summaries 3 @ 1200 words each (5% per case study)	15%	Weeks 6-11
Student self-reflection of collaborative learning	2.5%	Part 1 due Sept 22 nd Part 2 due Dec. 1 st
Critical Review Essay (1500 words max)	25%	Due October 13 th
SWOT Memorandum Outline (500 words max)	2.5%	Due October 20 th
SWOT Memorandum (2000 words max)	30%	Due December 1 st
In-class Final Exam (1000 words max)	15%	Friday Dec 10 th

Participation: your participation is assessed throughout the entire course. It includes your seminar participation (whether audio or chat) as well as any posts you make to the course discussion board. You are expected to contribute to these discussions on a regular basis, but not continuously. I also include under participation any meetings we have throughout the semester as well as your role (if asked) to facilitate a case summary. This grading component helps me to assess your comprehension of the material, your collaborative learning skills, and your commitment to the course.

Collaborative case study summaries: this is assessed through three case study summaries completed from weeks 6-11. They are 1200 words in length and together with a presentation of the results they are worth 5% each. You work in small groups over two classes, and after presenting your deliberations to the class you will complete and post the summaries to the course discussion forum within two days of the concluding seminar for the topic. They are graded collectively. This grading component helps me to assess your ability to undertake collaborative learning, conduct research and present the results.

Student self-reflection: this is assessed through a reflection on your experience of collaborative learning. Part 1 is due near the end of September, and is a one page reflection on what you see to be the most important factors for successful collaborative learning in a group context. This should set out what you consider to be the integral elements of how to learn together as a group. Part 2 is due in early December, and is a reflection (maximum two pages) of one experience of group work, chosen in advance by you. It should discuss how well your chosen group matched your initial expectations (from Part 1), and what if any lessons you derive from this experience. Parts 1 and 2 are graded together, and this grading component helps me to measure what you

learn from this experience. Please note: this is not an assessment of your peers, but rather it is a reflection on your experience of collaborative learning and the lessons you take away from this experience.

Critical review essay: this is assessed through a 1500 word essay that reviews a text chosen from a prescribed list of books on global economic governance. This grading component helps me to assess your comprehension of the course material as well as your writing skills. Although the choice of the text is yours to make, I encourage you to consult with me about how you will approach the review.

SWOT memorandum outline: this is assessed through a 500 word outline of your proposed essay topic that covers a number of elements which you intend to explore. It helps me to assess your ability to plan your research and provides me with an opportunity to offer guidance on your chosen subject.

SWOT memorandum: this is assessed through a 2000 word analysis of an area of global economic governance from the perspective of a stakeholder whose viewpoint you will adopt. It helps me to assess your comprehension of the material and your ability to undertake independent scholarly research. Although you are responsible for choosing the institution and stakeholder perspective, I encourage you to consult with me about these choices throughout the process of designing and executing your research. Please note that you cannot use material from other courses unless explicitly approved by the instructor.

Final exam: this is assessed through a maximum 1000 word in-class exam that is written during our final meeting. It is a time-limited ‘open-book’ exam, meaning you will have access to all course-related material while you write it. It is due at the end of our final class, at 2.25pm. There are two questions and you will receive them several hours prior to the start of the class. Please note that there is no make-up exam, so if you miss this exam you forfeit this mark. This grading component helps me to assess your overall comprehension of the course material.

Further instruction on each element of the course is available on Brightspace, and we will discuss all of my expectations for these assignments in class. Please note that there are penalties for late and/or over-long submissions for all written assignments.

Course Text

Rethinking Global Governance, Mark Beeson (Macmillan, 2019).

Although this book is available through the library, only one user may borrow it at a time. It is also available for purchase online or at the Carleton bookstore. Given that we are going to meet the author in week 5, I very strongly encourage you to purchase it, since it is not an expensive book. All other weekly readings are available through the Ares portal on Brightspace.

Class Schedule

September 13th

[Week 1]

Introduction: Course Organization and Expectations

Lecture-discussion: Beyond the G-World (G7/G10/G20)

Reading

Rethinking Global Governance, Intro & chs 2 & 10.

Kenneth Abbott and Duncan Snidal, "International Regulation without International Government: improving IO performance through orchestration," *Review of International Organization*, Vol. 5, no. 3 (2010): 315-344.

If this lecture topic interests you, consider reviewing these books for your first assignment:

David Held, *Global Covenant: the social democratic alternative to the Washington Consensus* (Polity 2004).

Peter Dauvergne and Genevieve Lebaron, *Protest Inc.: the corporatization of activism* (Polity Press 2014).

Ronald Diebert, *Reset: reclaiming the internet for civil society* (Anansi Press 2020).

or *Rethinking Global Governance* (Mark Beeson)

September 20th

[Week 2]

Lecture-discussion: 'Authority' and 'Economy'

**** Reflection Part I due Wednesday September 22nd ****

**** Case Study Groups must be chosen by Wednesday September 22nd ****

**** Part 2 Case Study must be chosen by Wednesday September 22nd ****

Readings

Rethinking Global Governance, chs 1 & 7.

Thomas Weiss and Rorden Wilkinson, "Rethinking Global Governance: complexity, authority, power, change," *International Studies Quarterly*, Vol. 58, no.1 (2014): 207-215.

Ian Hurd, "Legitimacy and Contestation in Global Governance: Revisiting the Folk Theory of International Institutions," *Review of International Organizations*, Vol. 14, no. 4 (2019): 717-729.

If this lecture topic interests you, consider reviewing this book for your first assignment:

David Held, *Global Covenant: the social democratic alternative to the Washington Consensus* (Polity 2004).

Peter Dauvergne and Genevieve Lebaron, *Protest Inc.: the corporatization of activism* (Polity Press 2014).

or *Rethinking Global Governance* (Mark Beeson).

September 27th
[Week 3]

Lecture-discussion: Global Economic Governance in Historical Perspective

Readings

Rethinking Global Governance, ch. 6.

Craig Murphy, "The Last Two Centuries of Global Governance," *Global Governance*, Vol. 21, no. 2 (2015): 189-96.

Orfeo Fioretos and Eugénia C. Heldt, "Legacies and innovations in global economic governance since Bretton Woods," *Review of International Political Economy*, Vol. 26, no. 6 (2019): 1089-1111.

If this lecture topic interests you, consider reviewing these books for your first assignment:

Craig Murphy, *International Organization and Industrial Change: global governance since 1850*.

Mark Mazower, *Governing the World: the history of an idea*.
or *Rethinking Global Governance* (Mark Beeson).

October 4th
[Week 4]

Seminar discussion: debating global economic governance

Debate question: Who 'leads' global economic governance: states, the private sector, civil society, or some combination of these?

This seminar will break into debating groups to consider this question, and after a period of engagement we will reconvene as a full class for further discussion.

Readings

Rethinking Global Governance, chs 3-5.

(you may also review previous weeks readings)

October 11th

No class: Thanksgiving holiday

**** Critical Review Essay due Wednesday October 13th ****

October 18th
[Week 5]

Guest Appearance/Discussion

Professor Mark Beeson (University of Western Australia)

**** SWOT Outline due Wednesday October 20th ****

October 25^h

Reading Week – no meeting

November 1st

[Week 6]

Case Study 1: the international organization of credit and debt

Case studies:

- International lender of last resort (IMF)
- Paris Club (official creditors)
- Capital mobility (OECD)
- Credit ratings agencies
- Sovereign Wealth Funds

Readings (please read the articles which focus on your chosen group's case study)

Forrest Capie, "Can there be an international Lender of Last Resort?" *International Finance* 1, no. 2 (1998): 311-325.

Barry Eichengreen et al, "Multilayered Governance and the International Financial Architecture: the erosion of multilateralism in international liquidity provision," *Global Policy*, Vol. 9, Supplement 1 (2018): 7-20.

Rawi Abdelal, "Writing the Rules of Global Finance: France, Europe and capital liberalization," *Review of International Political Economy*, Vol. 13, no. 1 (2006): 1-27 (especially pages .

Richard Eccleston, "The OECD and Global Economic Governance," *Australian Journal of International Affairs*, Vol. 65, no. 2 (2011): 243-255.

Daphné Josselin, "Regime Interplay in Private-Public Governance: taking stock of the relationship between the Paris Club and private creditors between 1982 and 2005," *Global Governance*, Vol. 15, no. 4 (2009): 521-538.

José Antonio Alonso, "Two Major Gaps in Global Governance: international tax cooperation and sovereign debt crisis resolution," *Journal of Globalization and Development*, Vol. 9, no. 2 (2018): 1-17 (especially pp 9-14 on sovereign debt).

Dieter Kerwer, "Holding Global Regulators Accountable: the case of credit ratings agencies," *Governance*, Vol. 18, no. 3 (2005): 453-475.

Eric Helleiner & Hongying Wang, "Limits to the BRICS' challenge: credit rating reform and institutional innovation in global finance," *Review of International Political Economy*, Vol. 25, no. 5 (2018): 573-595.

Benjamin Cohen, "Sovereign Wealth Funds and National Security: the great trade-off," *International Affairs*, Vol. 85, no. 4 (2009): 713-731.

Herman Mark Schwartz, "Political Capitalism and the Rise of Sovereign Wealth Funds," *Globalizations*, Vol. 9, no. 4 (2012): 517-530.

November 8th

[Week 7]

Case Study 1 (cont'd): the international organization of credit and debt

Case studies:

- International lender of last resort (IMF)
- Paris Club (official creditors)

Capital mobility (OECD)
 Credit ratings agencies
 Sovereign Wealth Funds

Readings Review previous week's readings and conduct your own research
 (Case Study Summaries due Wednesday November 10th)

November 15th
 [Week 8]

Case Study 2: international trade and investment

Case Studies:

Global trade (WTO)
 Regional preferential trade agreements
 Illicit trade
 Foreign investment (BITs and ISDS)
 International money laundering (Financial Action Task Force)

Readings (please read the articles which focus on your chosen group's case study)

- Amrita Narlikar, "New Powers in the Club: the challenges of global trade governance," *International Affairs*, Vol. 86, no. 3 (2010): 717–728.
- Leslie Johns and Krzysztof Pelc, "Free Riding on Enforcement in the World Trade Organization," *The Journal of Politics*, Vol. 80, no. 3 (2018): 873–89.
- Chad Bown, "Mega-regional Trade Agreements and the Future of the WTO," *Global Policy*, Vol. 8, no. 1 (2017): 107–112.
- Michael Sampson, "The Evolution of China's Regional Trade Agreements: power dynamics and the future of the Asia-Pacific", *The Pacific Review*, Vol. 34, no. 2 (2019): 259–289.
- Peter Stoett, "The International Regulation of Trade in Wildlife: Institutional and Normative Considerations," *International Environmental Agreements: Politics, Law and Economics*, Vol. 2 (2002): 195–210.
- Rosalind Reeves, "Wildlife Trade, Sanctions and Compliance: lessons from the CITES regime," *International Affairs*, Vol. 82, no. 5 (2006): 881–897.
- Greg Anderson, "How did investor-state dispute settlement get a bad rap? Blame it on NAFTA, of course," *World Economy*, Vol. 40, no. 12 (2017): 2937–2965.
- Heng Wang, "The Future of Deep Free Trade Agreements: the convergence of TPP (and CPTPP) and CETA?," *Journal of World Trade*, Vol. 53, no. 2 (2019): 317–342.
- Mark Nance, "The Regime that FATF Built: an introduction to the Financial Action Task Force," *Crime, Law, and Social Change*, Vol. 69, no. 2 (2018): 109–129.
- Inês Sofia de Oliveria, "The Governance of the Financial Action Task Force: an analysis of power and influence throughout the years," *Crime, Law and Social Change*, Vol. 69, no. 2 (2018): 153–172,

November 22nd
[Week 8]

Case Study 2 (cont'd): international trade and investment

Case Studies:

Global trade (WTO)
Regional preferential trade agreements
Illicit trade
Foreign investment (BITs and ISDS)
International money laundering (Financial Action Task Force)

Readings

Review previous week's readings and conduct your own research
(Case Summaries due Wednesday November 24th)

November 29th
[Week 10]

Case Study 3: internet governance and intellectual property rights (IPRs)

**** SWOT Essay due Wednesday December 1st ****

Case Studies:

Internet governance (ICANN)
IPRs and multilateralism (WTO/TRIPS)
IPRs and development (WIPO)
IPRs and PTAs (NAFTA/CETA/CPTPP)

Readings (please read the articles which focus on your chosen group's case study)

- J.P. Singh, "Multilateral Approaches to Deliberating Internet Governance," *Policy and Internet*, Vol. 1, no. 1 (2009): 91-111.
- Dwayne Winseck, "The Geopolitical Economy of the Global Internet Infrastructure," *Journal of Information Policy*, Vol. 7 (2017): 228-267.
- Peter Drahos, "Securing the Future of Intellectual Property: intellectual property owners and their nodally coordinated enforcement pyramid," *Case Western Reserve Journal of International Law*, Vol. 36, no. 1 (2004): 53-77.
- Benjamin Daßler, Andreas Kruck and Bernhard Zangl, "Interactions between hard and soft power: the institutional adaptation of international intellectual property protection to global power shifts," *European Journal of International Relations*, Vol. 25, no. 2 (2019): 588-612.
- Christopher May, "The World Intellectual Property Organization and the Development Agenda," *Global Governance*, Vol. 13, no. 2 (2007): 161-170.
- Debora J. Halbert, "The world intellectual property organization: past, present and future," *Journal of the Copyright Society of the U.S.A.*, Vol. 54, nos 2-3 (2007): 253-284.
- Daniel Robinson and Chris Gibson, "Governing Knowledge: discourses and tactics of the European Union in trade related intellectual property negotiations," *Antipode*, Vol. 43, no. 5 (2011): 1883-1910.

Debora Halbert, “The Curious Case of Monopoly Rights as Free Trade: The TPP and Intellectual Property and Why It Still Matters,” *Journal of Information Policy*, Vol. 7 (2017): 204-227.

December 6th

[Week 11]

Case Study 3 (cont'd): internet governance and intellectual property rights (IPRs)

Readings

Review previous week’s readings and conduct your own research
(Case Study Summaries due Wednesday December 8th)

December 10th

[Week 12]

In-class Final Exam

Please note: this is a FRIDAY

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

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

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This 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, 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.

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. During the COVID-19 pandemic, 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.