

**PSCI 3703A**  
**GOVERNING THE GLOBAL ECONOMY**  
**Friday 11.35am – 2.25pm**  
**SA 520**  
**Please confirm location on Carleton Central**

**Instructor:** Randall Germain  
**Office:** D689 Loeb  
**Office Hours:** Monday 1 – 2.30pm  
Friday 2.30 – 4pm  
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**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 course is organized around a lecture-discussion format delivered in-person except where noted in the syllabus. You will prepare for classes by completing the assigned readings, and then participate in discussion using this material together with information delivered in a short lecture at the start of most classes. Students will undertake both collaborative and independent research assignments, and you will be assessed on these efforts in combination with your ongoing contribution to classroom discussion.

## Summary of Course Evaluation

Course element	Percentage of grade	Due date
Class Participation	15%	Throughout semester
Self-Reflection on collaborative learning	5%	Part I due Sept 20 <sup>th</sup> (1 page) Part II due Nov 16 <sup>th</sup> (2 pages) both @ 11.55pm
SWOT Memorandum Outline (500 words)	5%	Due October 11 <sup>th</sup> @ 11.55pm
Critical Review Essay (1500 words)	20%	Due October 18 <sup>th</sup> @ 11.55pm
Collaborative Case Studies (2@ 2000 words)	15% (7.5% each)	Weeks 8-11 Due Nov 14 <sup>th</sup> & 28 <sup>th</sup> @ 11.55pm
SWOT Memorandum (2000 words)	30%	Due November 22 <sup>nd</sup> @ 11.55pm
In-class Review Exercise	10%	Due December 2 <sup>nd</sup> @ 2.25pm

## Course Assessment Details

**Participation:** your participation is assessed throughout the entire course. It includes your seminar participation 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.

**Student self-reflection:** this is assessed through a two-part reflection on your experience of collaborative learning. Part I 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 II is due in late November and is a reflection (maximum two pages) on your experience with your first case study group work. It should discuss how well your group matched your initial expectations (from Part I), and what if any lessons you derive from this experience. You must complete both Parts I and II to receive a grade. 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. This grading component helps me to measure what you learn from this experience. I also hope that this reflection will help guide your contribution to the second case study group work.

**Collaborative case studies:** this is assessed through two case study summaries completed from weeks 8-11. They are each 2000 words in length and are posted to the discussion forum for that assignment in Brightspace on the Monday following the concluding seminar for that topic. I will assign you to work in small groups over two classes for each case, and each group will have a facilitator to guide discussion and post the summary. Summaries are graded collectively. Groups will also present their deliberations to the class before completing and posting the final version. This grading component helps me to assess your ability to undertake collaborative learning, conduct research and present the results.

**Critical review essay:** this is assessed through a 1500 word essay that reviews a text assigned by me on global economic governance. This year we will be reviewing *The Meddlers: sovereignty, empire and the birth of global economic governance*, by Jamie Martin You will have an opportunity to discuss this work amongst your peers prior to submitting your review for grading, and we will meet the author in Week 7. This grading component helps me to assess your comprehension of the course material as well as your writing skills.

**SWOT memorandum outline:** this is assessed through a 500 word outline of your proposed topic that covers a number of elements which you intend to explore. It helps me to assess your ability to plan your research and affords me 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. Although you will receive direct feedback from me on your outline, 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. This grading component helps me to assess your comprehension of the material and your ability to undertake independent scholarly research.

**Final Review Exercise:** this is assessed through a set of in-class essays written online during our final meeting and due at the end of the class. It is a time-limited 'open-book' exercise, meaning you will have access to all course-related material while you write it. There are two questions which you will receive several hours prior to the start of the class, and they ask you to review different elements of the course material. Please note that there is no way to make-up this exercise, so if you miss it you forfeit this mark. This grading component helps me to assess your ability to respond to feedback on a previous assignment, and provides me with the opportunity to consider 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

There is no course text assigned for PSCI 3703. You may however wish to purchase *The Meddlers* for your own use. It is available as an e-book through the library, but there is no substitute for owning quality scholarship!

Jamie Martin, *The Meddlers: sovereignty, empire and the birth of global economic governance*, (Harvard University Press, 2022).

## Class Schedule

**September 9<sup>th</sup>**                      **Introduction: Course Organization and Expectations**  
 [Week 1]                              **Lecture-discussion I: Why Study Global Economic Governance?**

### *Reading*

James Rosenau, "Governance in the Twenty-first Century," *Global Governance*, Vol. 1, no. 1 (1995): 13-43  
 Campbell Craig, "The Resurgent Idea of World Government," *Ethics & International Affairs*, Vol. 22, no. 2 (2008): 133–142.

**September 16<sup>th</sup>**                      **Lecture-discussion II: 'Understanding Global Economic Governance: authority and economy'**  
 [Week 2]

### *Reading*

Craig Murphy, "Global Governance: poorly done and poorly understood," *International Affairs*, Vol. 76, no. 4 (2000): 789–803.  
 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.

**Work due on Tuesday September 20<sup>th</sup>:    Self-Reflection Part I**

**September 23<sup>rd</sup>**                      **Lecture-discussion III: Global Economic Governance in Historical Perspective**  
 [Week 3]

### *Readings*

Douglas Howland, 'An Alternative Mode of International Order: the international

administrative union in the nineteenth century,' *Review of International Studies*, Vol. 41, no.1 (2015): 161-183.

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.

**September 30<sup>th</sup>**      **Lecture-Discussion IV: Contemporary Issues and Themes in Global Economic Governance**  
[Week 4]

*Reading*

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

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

**October 7<sup>th</sup>**      **Taking Stock: who leads global economic governance?**  
[Week 5]      **Small group discussion + class debate**

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

*Reading*

Prepare by reviewing previous weeks' readings in combination with *The Meddlers*.

**Work due on Tuesday October 11<sup>th</sup>:      SWOT Outline**

**October 14<sup>th</sup>**      **Debating Global Economic Governance**  
[Week 6]      **Small group discussion + debate**

We will use this meeting to discuss *The Meddlers*, first in small groups, and then as the whole class. It will be most productive if you have already started drafting your review essay!

*Reading*

Jamie Martin, *The Meddlers: sovereignty, empire and the birth of global economic Governance*

**Work due on Tuesday October 18<sup>th</sup>: Critical Review Essay**

**October 21<sup>st</sup>**

[Week 7]

**Guest Appearance + Discussion**

**Professor Jamie Martin (Georgetown University)**

**\*\* Note: this session meets on-line through Zoom \*\***

*Reading*

Jamie Martin, *The Meddlers: sovereignty, empire and the birth of global economic governance*

**October 28<sup>th</sup>**

**Reading Week – no meeting**

**November 4<sup>th</sup>**

[Week 8]

**Case Study 1: the global governance of credit and debt**

Case studies:

International lender of last resort

Credit ratings agencies

Sovereign Wealth Funds

*Reading* (please read the three articles which focus on your 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.

Daniel McDowell, "The US as 'Sovereign International Last-Resort Lender': the Fed's currency swap programme during the Great Panic of 2007–09," *New Political Economy*, Vol. 17, no. 2 (2012): 157-178.

Timothy Sinclair, "Passing Judgement: credit rating processes as regulatory mechanisms of governance in the emerging world order," *Review of International Political Economy*, Vol. 1, no. 1 (1994): 133-159.

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.

Daniel Drezner, "Sovereign Wealth Funds and the (In)Security of Global Finance," *Journal of International Affairs* 62, no. 1 (2008): 115–30.

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 11<sup>th</sup>**  
[Week 9]

**Case Study I (cont'd): the global governance of credit and debt**

Case studies:

International lender of last resort  
Credit ratings agencies  
Sovereign Wealth Funds

*Reading*

Review previous week's readings and conduct your own research

**Work due on Monday November 14<sup>th</sup>: Case Study I Summary**  
**Work due on Thursday November 16<sup>th</sup>: Self-Reflection Part II**

**November 18<sup>th</sup>**  
[Week 10]

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

Case Studies:

Internet governance (ICANN)  
IPRs and multilateralism (WTO/TRIPS)  
IPRs and development (WIPO)

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

J.P. Singh, "Multilateral Approaches to Deliberating Internet Governance," *Policy and Internet*, Vol. 1, no. 1 (2009): 91-111.

Madeline Carr, "Power Plays in Global Internet Governance," *Millennium: Journal of International Studies*, Vol. 43, no. 2 (2016): 640-659.

Manuel Becker, "When public principals give up control over private agents: the new independence of ICANN in internet governance," *Regulation & Governance*, Vol. 13, no. 4 (2019): 561-576.

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.

Cédric Durand & William Milberg, "Intellectual monopoly in global value chains," *Review of International Political Economy*, Vol. 27, no. 2 (2020): 404-429.

Madison Cartwright, "Business Conflict and International Law: the political economy of copyright in the United States," *Regulation & Governance*, Vol. 15, no. 2 (2021): 152-167.

Debra 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.

Christopher May, "The World Intellectual Property Organization and the Development Agenda," *Global Governance*, Vol. 13, no. 2 (2007): 161-170.

Kenneth Shadlen, "Intellectual Property, Trade, and Development: can foes be friends?" *Global Governance*, Vol. 13, no. 2 (2007): 171-177.

**Work due on November 22<sup>nd</sup>: SWOT essay**

**November 25<sup>th</sup>**

[Week 11]

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

**+ review of final review exercise**

Case Studies:

Internet governance (ICANN)

IPRs and multilateralism (WTO/TRIPS)

IPRs and development (WIPO)

*Reading*

Review previous week's readings and conduct your own research

**Work due on Monday November 28<sup>th</sup>: Case Study II Summary**

**December 2<sup>nd</sup>**

[Week 12]

**In-class Review Exercise – Note we meet online through Zoom**

**Work due at 2.25pm**

## **Appendix**

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### **Covid-19 Pandemic Measures**

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

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



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

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

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

### **Student Mental Health**

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

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

- **Carleton Resources:**

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

- **Off Campus Resources:**

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

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

### **Requests for Academic Accommodation**

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

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

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

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

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://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](https://carleton.ca/sexual-violence-support).

## **Plagiarism**

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

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources 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. 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:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
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.