

PSCI 4805A/5802W
THE POLITICAL ECONOMY OF GLOBAL FINANCE
Wednesday 2.35pm – 5.25pm
Please check Carleton Central to confirm location

Instructor: Randall Germain
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Office Hours: Wednesday 12noon – 2pm (in person)
Friday 9-10am (online by appointment)
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I. LEARNING AIMS, OBJECTIVES AND OUTCOMES

The main aim of this course is to provide students with the knowledge to evaluate critically the organization and structure of the global monetary and financial system using analytical tools derived from the tradition of political economy. Specific objectives include:

- familiarizing students with different approaches to the political economy of global money and finance
- exploring the historical evolution of global money and finance
- examining the changing relationship between public and private authority within the global financial system
- considering select issues associated with the political economy of global money and finance
- developing research skills by conceiving, executing and presenting a major piece of independent research

Upon successful completion of this course, you should achieve three core learning outcomes:

- your knowledge of how money and finance are organized on a global basis, including its history, will be deeper and more systematic
- your understanding of current global financial issues will be deeper and more systematic
- your ability to conduct further research into the political economy of global money and finance will be more advanced and systematic

II. STRUCTURE AND ASSESSMENT

The course meets in person each week unless specified in the outline. Seminars will involve a combination of large and small group formats where discussion is both between the instructor and students and among students (both individually and in

groups). Four of our meetings are devoted to developing students' independent research essays, through presentations and peer review activities.

Seminar format: seminars follow one of three formats: (1) question-led group work on weekly themes and readings; (2) group debates and discussion connected to assigned work; and (3) student presentations of their research.

Every student is expected to read all of the assigned readings each week, about 100 pages on average. These may be found on the Ares tab on Brightspace, as well as through the journal portal of the MacOdrum Library. Beyond this, you are encouraged to consult the Further Readings document to supplement classroom discussion where appropriate, and to use the money and finance bibliography as a research aid for your research assignment. All documents are available on Brightspace.

Course Evaluation Summary

Course element	Percentage of grade	Due date
Class Participation	20%	Throughout semester
Critical review essay 2000/2500 words	20%	Friday February 2 nd
Research essay outline 500/600 words	5%	Friday February 16 th
Preliminary draft of research essay 1000 words	10%	Friday March 8 th
Peer review exercise	included as part of oral participation grade	Wednesday March 13 th
Peer review feedback report	5%	Friday March 15 th
Research essay final draft 4000/5000 words	40%	Friday April 5 th or Monday April 8 th

The shorter word length applies to undergraduate students (PSCI 4805), while the longer one applies to graduate students (PSCI 5802).

Assessment: oral participation

Your oral participation mark assesses your comprehension of the material being covered and your ongoing commitment to the subject. Accordingly, assessment for oral participation is derived from a combination of attendance, the frequency of interventions in class discussions, and the quality of these interventions. I keep a record of seminar attendance/discussion and you may enquire about the status of your oral participation grade at any time.

In addition to your general contributions to seminar discussions, students will be expected to help lead off seminar discussions by providing questions to the class about the weekly readings and by contributing to group work. A number of students will be selected at random each week to provide lead-off questions, which means that you can expect to be called upon to do this once or twice during the semester. Additionally, students are responsible for presenting their research both during the peer review exercise and during one of the final three seminar classes. It is through the combination of lead-off questions, small group work, contributions to seminar discussion and presentations of your essay material (together with the Q & A which follows) that I assemble the assessment of your oral contribution grade.

Please note that it is rare for your oral contribution mark to lower your grade; on the contrary, it is an excellent opportunity to raise your mark. However, in order to do so you must attend seminars and contribute to the discussion in a manner that reflects your comprehension of the material. Please be respectful and professional in your contributions! Finally, your responsibility to contribute to seminar discussions extends also to the weeks devoted to peer review and research seminar presentations. Your questions and comments on your colleagues' presentations will form a part of your oral contribution assessment.

Assessment: written work

Instructions for all assignments are posted to Brightspace.

All written assignments are to be submitted via the appropriate assignment link in Brightspace. **Please include a word count on the title page of each of your essays.**

The first assignment is a 2000/2500 word review of work that interrogates important themes related to global money and finance. It is due on **Friday February 2nd** and is worth 20% of your final grade. You have two options for this assignment. Option 1 is to review a scholarly text from the list provided in the instructions for the assignment. Option 2 is to review two movies that have as a central part of their storyline the world of finance: the 2015 movie 'The Big Short' (directed by Adam McKay) and the 1946 movie 'It's a Wonderful Life' (directed by Frank Capra). If you chose this option, it would be quite valuable also to read the inspiration for the film *The Big Short*, written by Michael Lewis.

The second assignment is a 4000/5000 word research essay on a topic related to the themes and issues of the course. You are responsible for selecting this topic in consultation with the instructor. The topic you choose may follow on from one of the

seminar themes, or it may reflect more closely your own specific research interests. You will develop this essay in stages. First, you must obtain approval for your choice of topic by submitting a maximum 500/600 word outline (worth 5%) containing the title, research question, the organization of the paper, a brief and tentative summary of the argument and a select bibliography. This is due **Friday February 16th**. Second, you must write a 1000 word preliminary draft (worth 10%) of your essay and submit it by **Friday March 8th**. You will then present this draft to your peer group at a special ‘peer review’ seminar held on **Wednesday March 13th**. You will also have been assigned a peer discussant responsibility for this element of the course (worth 5%), the report of which is due **Friday March 15th**. The peer review feedback will be guided by a rubric available on Brightspace, and we will discuss the parameters of this assessment in class. **Please note: if you fail for any reason to participate in the peer review seminar you forfeit this component of the grade (5%).** The research essay itself, which is worth 40% of your final grade, is due on either **Friday April 5th** (undergraduate students) or **Monday April 8th** (graduate students).

In terms of penalties, there are two you need to be aware of. One is a **late penalty of 3% per day including weekends** for all written work handed in after the due date, unless an extension is received from the instructor. A second one is an **over-length penalty of 5%** starting at word 501/601 for the research essay outline, at word 2001/2501 for the critical review essay, at word 1001 for the preliminary draft, and at word 4001/5001 for the research essay. There are no exceptions to this penalty, although references are not included in the word count. **If you do not include a word count on your title page, this penalty will automatically be applied.**

One final item needs to be raised in the era of artificial intelligence (AI) and ‘large language models’ which can generate essays, such as ChatGPT. Use of these models to complete written assignments undermines the learning objectives of this course, which are for you to develop the skills to engage with, learn about and research themes and issues in IPE. If you desire to use an AI program such as ChatGPT as part of your research for this assignment, I encourage you to speak to me about how to do this in line with this course’s learning objectives. Using an AI program as part of your research effort, or as an editing tool, is perfectly acceptable, although you do need to inform me of this on your cover page. If however there is no indication that you have used an AI program as part of your research effort, and I consider your essay to have been AI generated, I will not grade it. Instead, I will invite you to meet with me to discuss the content and process of writing your review essay. If I am not satisfied that you are the author of the essay, you will receive a failing grade. You should therefore keep a record of your notes, and of any material you use to help write your review, as evidence that the work you submit is your own and not generated by an AI program.

III. COURSE OUTLINE

Note: all of the readings are available through the Ares tab on Brightspace, or through the MacOdrum Library journal portal. You should also consult the ‘Further Readings’ and the ‘Political Economy of Money and Finance’ bibliography (both available on Brightspace). These are an especially useful set of scholarly resources to use as you develop your essay.

WEEK 1 *Introductions; me; organization of course; assessment*
 January 10th *Mini-lecture on the basics of global money and finance*

Readings

Benjamin Cohen, "The IPE of Money Revisited," *Review of International Political Economy*, Vol. 24, no.4 (2017): 657-80.

WEEK 2 *Global Money and Finance in Historical Perspective*
 January 17th

Seminar themes: history of global money and finance; 'eras' of money and finance and their differences

Readings

Fred Block, *The Origins of International Economic Disorder* (Berkeley: University of California Press, 1977), Ch. 1, pp 12-31.

Susan Strange, "The Structure of Finance in the World System," in Roger Tooze and Christopher May, eds, *Authority and Markets: Susan Strange's Writings on International Political Economy* (London: Palgrave 1994/Fr2002), pp 87-102.

Simone Polillo, "Money, Moral Authority and the Politics of Creditworthiness", *American Sociological Review*, Vol. 76, no. 3 (2011): 437-464.

Tabbatha Benney and Benjamin Cohen, 'The International Currency System Revisited,' *Review of Keynesian Economics*, Vol. 10, no. 4 (2022): 442-461.

WEEK 3 *Authority, Power and Global Finance I*
 Jan 24th

Seminar themes: connections between global finance, violence and race

Readings

Marc Flandreau and Juan Flores, "The Peaceful Conspiracy: bond markets and International Relations during the Pax Britannica," *International Organization*, Vol. 66, no. 2 (2012): 211-241.

Carol Cohn and Claire Duncanson, "Whose Recovery? IFI prescriptions for postwar states," *Review of International Political Economy*, Vol. 27, no. 6 (2020): 1214-1234.

Ilias Alami and Vincent Guermond, "The Color of Money at the Financial Frontier," *Review of International Political Economy*, Vol. 30, no. 3 (2023): 1073-1097.

Ian Taylor, "France à fric: The CFA zone in Africa and neocolonialism," *Third World Quarterly*, Vol. 40, no. 6 (2019): 1064–1088.

WEEK 4 *Authority, Power and Global Finance II*
 January 31st

Seminar themes: the role of IFIs in the global monetary and financial system; challenges facing IFIs; how do IFIs work?

Readings

- Warren Clarke, "Creating the Financial Stability Forum: what role for existing institutions?", *Global Society*, Vol. 28, no. 2 (2014): 195-216.
- André Broome, "Back to Basics: the Great Recession and the narrowing of IMF policy advice," *Governance*, Vol. 28, no.2 (2015): 147-165.
- Tom Chodor, "The G20 Since the Global Financial Crisis: neither hegemony nor collectivism," *Global Governance*, Vol. 23, no. 2 (2017): 205-23.
- Matthew Stephen and David Skidmore, "The AIIB in the Liberal International Order", *The Chinese Journal of International Politics*, Vol. 12, no. 1 (2019): 61-91.

Work Due Critical Review Essay February 2nd

WEEK 5 *The Global South in the Global Monetary and Financial System* February 7th

Seminar themes: global finance and development; towards a possible power shift in global money and finance

Readings

- Matthew Stephen, "Rising Powers, Global Capitalism and Liberal Global Governance: a historical materialist account of the BRICs challenge," *European Journal of International Relations*, Vol. 20, no. 4 (2014): 912-938.
- William Kring and Kevin Gallagher, "Strengthening the Foundations? Alternative Institutions for Finance and Development," *Development and Change*, Vo. 50, no. 1 (2019): 3-23.
- Adam Hanieh, "New Geographies of Financial Power: global Islamic finance and the Gulf," *Third World Quarterly*, Vol. 41, no.3 (2020): 525-546.
- Jack Taggart, "Global Development Governance in the 'Interregnum'", *Review of International Political Economy*, Vol. 29, no. 3 (2022): 904-927.

WEEK 6 *Global Monetary and Financial Competition: Dollar versus Euro versus Renminbi; or, America versus Europe versus China* February 14th

Seminar themes: the politics of 'world money'; the sources of US dollar dominance; challenges to the US dollar and to American monetary and finance power

Readings

- Hyoung-kyu Chey, "Theories of International Currencies and the Future of the World Monetary Order," *International Studies Review*, Vol. 14, no. 1 (2012): 51-77.
- D. Fields and M. Vernengo, "Hegemonic Currencies During the Crisis: the dollar

versus the euro in a Chartalist perspective”, *Review of International Political Economy*, Vol. 20, no. 4 (2013): 740- 759.

Leslie Elliott Armijo, Daniel Tirone & Hyoung-kyu Chey, "The Monetary and Financial Powers of States: theory, dataset, and observations on the trajectory of American dominance," *New Political Economy*, Vol. 25, no. 2 (2020): 174-194.

Iain Hardie, and Helen Thompson, "Taking Europe Seriously: European financialization and US monetary power," *Review of International Political Economy*, Vol. 28, no. 4 (2021): 775-793.

Work Due	Research Essay Outline	February 16th
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WEEK 7 February 28 th	<i>New Monetary and Financial Issues: Cryptocurrencies and Digital Finance</i>
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Seminar themes: the development, significance and politics of cryptocurrencies and digital finance

Readings

Daniela Gabor and Sally Brooks, "The digital revolution in financial inclusion: international development in the fintech era," *New Political Economy*, Vol. 22, no. 4 (2017): 423-436.

Paul Langley and Andrew Leyshon, "The Platform Political Economy of FinTech: Reintermediation, Consolidation and Capitalisation," *New Political Economy*, Vol. 26, no. 3 (2021): 376-388.

Hyoung-Kyu Chey, "Cryptocurrencies and the IPE of money: an agenda for research," *Review of International Political Economy*, Vol. 30, no. 4 (2023): 1605-1620.

Sheila Dow, "Monetary Reform, Central Banks and Digital Currencies", *International Journal of Political Economy*, Vol. 48, no. 2 (2019): 153-173.

WEEK 8 March 6 th	<i>New Regulatory Issues in Global Finance: ESG as a governance issue</i>
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Guest Appearance: Mr Christopher Peppin (TD Bank Financial Group)

Seminar on Zoom

Seminar themes: ESG as a global governance benchmark

Readings

Ulrika Mörth, "Organizational Legitimation in the Age of Governing by Numbers: the case of regulatory partnerships on ESG issues and financial decisions," *Globalizations*, Vol. 11, no. 3 (2014): 369-384.

John Ruggie and Emily Middleton, "Money, Millennials and Human Rights: sustaining 'sustainable investing'," *Global Policy*, Vol. 10, no. 1 (2019): 144-150.

Background reading (suggested by Mr Peppin)

Kate Raworth, *Doughnut Economics: seven ways to think like a 21st century economist*, pp 10-37 (Ch.1).

Work Due **Preliminary Essay Draft** **March 8th**

WEEK 9
March 13th *Peer Review Feedback Seminar*
Present drafts of your research and receive feedback from your peers

Work Due **Peer Review Feedback** **March 15th**

WEEK 10
March 20th *Student Research Presentations*
(Undergraduate Students)

WEEK 11
March 27th *Student Research Presentations*
(Undergraduate/Graduate Students)

WEEK 12
April 3rd *Student Research Presentations*
(Graduate Students)
Seminar on Zoom (Professor away at conference)

Work Due **Research Essay** **April 5th / 8th**

Appendix

Student Mental Health

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

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

• ***Carleton Resources:***

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

• ***Off Campus Resources:***

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991,
<http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389,
<https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

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

Academic consideration for medical or other extenuating

circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam,

you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

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

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

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

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

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

Sexual Violence Policy

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

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic

integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

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

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Use of Artificial Intelligence

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

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects

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

Intellectual property

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

Submission and Return of Term Work

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

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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