

Carleton University  
Department of Political Science

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

**Instructor:** Randall Germain  
**Office:** D689 Loeb  
**Office Hours:** Thursday 2.30-3.30pm  
Friday 2.30-3.30pm  
[or by appointment]  
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**Course Basics**

This course explores the ideas, 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 its current forms of practice. The main goal of the course is for students to acquire a sound working knowledge of global economic governance using analytical tools associated with the academic discipline of 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

The course is delivered online and organized around the asynchronous delivery of lecture material and synchronous participation in small seminar groups. You will prepare for each class by listening to a recorded lecture and completing readings on the topic to be discussed, and then participate in seminar discussion on pre-assigned themes during the scheduled class meeting. Students will work in groups and contribute to discussion through Big Blue Button, as well as participate in an online discussion forum. Students will also complete both collaborative and independent research assignments. The cuLearn site for this course contains detailed information on all aspects of the course; please consult it regularly.

## **Course Evaluation**

<b><u>What</u></b>	<b><u>How much</u></b>	<b><u>When</u></b>
Ongoing class participation (includes discussion board posts)	5%	Throughout semester
Collaborative case study summaries (500 words)	10%	Weekly (10 x 1%) (starts Week 4)
Student self-reflection of collaborative learning	5%	Part 1 due Sept 23 <sup>rd</sup> Part 2 due Dec. 9 <sup>th</sup>
Critical Review Essay (1500 words)	25%	Due October 7 <sup>th</sup>
SWOT Memorandum Outline (500 words)	5%	Due October 21 <sup>st</sup>
SWOT Memorandum (2000 words)	30%	Due November 25 <sup>th</sup>
Final Exam – Take Home (1000 words)	20%	As per exam schedule

**Class participation:** this is worth 5% of your grade and is assessed throughout the entire course. It includes both your seminar participation as well as any posts you make to the course discussion forum. You are expected to contribute to the discussion forum on a regular basis, but not continuously. This grading component helps me to assess your comprehension of the material and your collaborative learning skills.

**Collaborative case study summaries:** these are 500 words in length and are worth 1% of your grade per summary (for a total of 10%). They are to be completed by all small groups after every seminar in which we have organized group discussions, and are to be posted to the course discussion forum within four days of the seminar (which is a Tuesday). They are graded collectively. This grading component helps me to assess your ability to undertake collaborative learning and present the results.

**Student self-reflection:** this is worth 5% of your grade and is 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 the student. 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 a 1500 word essay that is worth 25% of your grade. You will review 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.

**SWOT memorandum outline:** this is a 500 word outline of your proposed essay topic that covers a number of elements which you intend to explore. It is worth 5% of your grade and helps me to assess your ability to plan your research.

**SWOT memorandum:** this is a 2000 word analysis of an area of global economic governance from the perspective of a stakeholder whose viewpoint you will adopt. It is worth 30% of your grade and 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.

**Final exam:** this is a 1000 word take home exam, worth 20% of your final grade. It will be distributed on the last day of classes and is due at the close of the formal examination schedule. This grading component helps me to assess your overall comprehension of the course material.

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

### **Course Text**

*Handbook of Transnational Governance*, eds Thomas Hale and David Held (Polity Press, 2011)

This book is available online through the MacOdrum Library and for purchase at the Carleton bookstore. All readings are available through the Ayers portal on cuLearn.

## Class Schedule

### September 11<sup>th</sup>

[Week 1]

#### **Introduction: Course Organization and Expectations**

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

#### *Reading*

*Handbook of Transnational Governance*, Ch. 1 (Hale & Held on transnational governance); Ch. 5 (Kirton on G-20).

Daniel Drezner, "The System Worked: global economic governance during the Great Recession," *World Politics*, Vol. 66, no. 1 (2014): 123-164.

### September 18<sup>th</sup>

[Week 2]

#### **Lecture-discussion: 'Authority' and 'economy'?**

#### *Readings*

*Handbook of Transnational Governance*, Ch. 1 (Hale & Held on transnational governance).

Geoffrey Underhill, "State, market and global political economy: genealogy of an (inter-?) discipline", *International Affairs*, Vol. 76, no. 4 (2000): 805-24.

### September 25<sup>th</sup>

[Week 3]

#### **Lecture-discussion: Global Economic Governance in Historical Perspective**

#### *Readings*

*Handbook of Transnational Governance*, Ch. 1 (Hale & Held on transnational governance).

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

Craig Murphy and Joanne Yates, "Afterword: The Globalizing Governance of International Communications: market creation and voluntary consensus standard setting," *The Journal of Policy History*, Vol. 27, no. 3 (2015.): 550-558.

### October 2<sup>nd</sup>

[Week 4]

#### **Seminar discussion: data and statistics**

#### Case studies:

Data dissemination standards (IMF)

National accounts (United Nations Statistics Division)

*Readings* (select according to focus of group)

Layna Mosley, “Attempting global standards: national governments, international finance, and the IMF’s data regime,” *Review of International Political Economy*, Vol. 10, no. 2 (2003): 331-362.

John Kendrick, “The Historical Development of National-Income Accounts,” *History of Political Economy*, Vol. 2, no. 2 (1970): 284-315 (especially 304 – 315).

Daniel Mügge, “International Economic Statistics: biased arbiters in global affairs?,” *Fudan Journal of the Humanities and Social Sciences*, Vol. 13, no. 1 (2020): 93-112.

*Further Readings*

Diane Coyle, *GDP: a brief but affectionate history* (Princeton University Press, 2015).

Angus Maddison, *The World Economy: a millennial perspective* (OECD, 2001).

**October 9<sup>th</sup>**

[Week 5]

**Seminar discussion: global standards**

Case studies:

Global standards (ISO)

Internet governance (ICANN)

Voluntary codes (Kimberley Process, CSR etc)

Corporate behaviour (UN Global Compact)

*Readings* (select according to focus of group)

*Handbook of Transnational Governance*, Ch. 21 (Koppell on ICANN); Ch. 29 (Weidner on extractive industries initiative); Ch. 34 (Baker on corporate governance); Ch. 36 (Koppell on ISO); Ch. 37 (Potoski & Elwakiel on ISO); Ch. 38 (Kantz on Kimberly Process); Ch. 46 (Hale on UN Global Compact).

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

**October 16<sup>th</sup>**

[Week 6]

**Seminar discussion: the international organization of credit and debt**

Case studies:

International lender of last resort (IMF)

International debt: the Paris Club and London Club

Credit ratings agencies

*Readings* (select according to focus of group)

- 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 (2009): 7-20.
- Dieter Kerwer, “Holding Global Regulators Accountable: the case of credit ratings agencies,” *Governance*, Vol. 18, no. 3 (2005): 453-475.
- 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.

**October 23<sup>rd</sup>**  
[Week 7]

**Seminar discussion: financial regulation and international investment**

Case Studies:

- Capital mobility (OECD)
- Banking regulation (FSB/BCBS)
- Foreign investment (BITs)
- International money laundering (Financial Action Task Force)

*Readings* (select according to focus of group)

- Handbook of Transnational Governance*, Ch. 2 (Young on BCSB); Ch. 3 (Roberge on FATF); Ch. 4. (Germain on FSB); Ch. 12 (Young on Joint Forum).
- 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.
- 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.
- Richard Eccleston, “The OECD and Global Economic Governance,” *Australian Journal of International Affairs*, Vol. 65, no. 2 (2011): 243-255.

**October 30<sup>th</sup>**

**Reading Week – no meeting**

**November 6<sup>th</sup>** Seminar discussion: trade  
[Week 8]

Case Studies:

- Global trade (WTO)
- Regional free trade agreements and global trade
- Fair trade

*Readings* (select according to focus of group)

- Handbook of Transnational Governance*, Ch. 31 (Macdonald on Fair Trade).  
 Amrita Narlikar, “New Powers in the Club: the challenges of global trade governance,”  
*International Affairs*, Vol. 86, no. 3 (2010): 717–728.  
 Chad Brown, “Mega-regional Trade Agreements and the Future of the WTO,” *Global  
 Policy*, Vol. 8, no. 1 (2017): 107-112.  
 Ronald Cox, “Transnational Capital, The US State and Latin American Trade  
 Agreements,” *Third World Quarterly*, Vol. 29, no. 8 (2008): 1527-1544.

**November 13<sup>th</sup>**      **Seminar discussion: transportation**  
 [Week 9]

Case Studies

- Air travel (IATA and ICAO)
- Shipping (IMO)
- Piracy and transportation (multilateral initiatives)

*Readings* (select according to focus of group)

- Russell Mills, “The Interaction of Private and Public Regulatory Governance: the case of  
 association-led voluntary aviation safety programs,” *Policy and Society*, Vol. 35,  
 no. 1 (2016): 43-55.  
 Rodney Wallis, “The role of the international aviation organisations in enhancing  
 security,” *Terrorism and Political Violence*, Vol. 10, no. 3 (1998): 83-100.  
 Ilker Basran, “The Evolution of the International Maritime Organization's Role in  
 Shipping,” *Journal of Maritime Law and Commerce*, Vol. 47, no. 1 (2016): 101-  
 117.  
 Jane Lister, “Green Shipping: governing sustainable maritime transport,” *Global Policy*,  
 Vol. 6, no. 2 (2015): 118-129.  
 Michael Struett et al, “Navigating the Maritime Piracy Regime Complex,” *Global  
 Governance*, Vol. 19, no. 1 (2013): 93-104.

**November 20<sup>th</sup>**      **Seminar discussion: work and labour**  
 [Week 10]

Case Studies:

- Labour standards (ILO)
- Organized workers (world trade unions)
- Employer rights (International Chamber of Commerce)
- Voluntary labour codes

*Readings* (select according to focus of group)

- Handbook of Transnational Governance*, Ch. 30 (Macdonald on voluntary labour codes);

- Ch. 32 (Egels-Zandén on voluntary labour codes).  
 Frank Hendrickx et al, “The Architecture of Global Labour Governance,” *International Labour Review*, Vol. 155, no. 3 (2016): 339-355.  
 Robert O’Brien, “Workers and World Order: the tentative transformation of the international union movement,” *Review of International Studies*, Vol. 26, no. 4 (2000): 533–555.  
 Dominic Kelly, “The International Chamber of Commerce,” *New Political Economy*, Vol. 10, no. 2 (2005): 259-271.  
 Marieke Louis, “The ILO, Social Partners and the G20: new prospects for social dialogue at the global level?,” *Global Social Policy*, Vol. 16, no. 3 (2016): 235-252.

**November 27<sup>th</sup>**

[Week 11]

**Seminar discussion: intellectual property rights (IPRs)**

## Case Studies:

- Protecting IPRs (WTO/TRIPS)
- IPRs and development (WIPO)
- IPRs and regional organizations (EU)

*Readings* (select according to focus of group)

- Susan Sell, “TRIPS Was Never Enough: vertical forum shifting, FTAs, ACTA, and TPP,” *Journal of Intellectual Property Law*, Vol. 18, no.2 (2011): 448-478.  
 Christopher May, “The World Intellectual Property Organization and the Development Agenda,” *Global Governance*, Vol. 13, no. 2 (2007): 161-170.  
 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.

**December 4<sup>th</sup>**

[Week 12]

**Seminar discussion: accounting and taxation**

## Case Studies:

- International tax competition/evasion (OECD)
- Accounting standards (IASB)

*Readings* (select according to focus of group)

- Handbook of Transnational Governance*, Ch. 6 (Porter & Vega on tax competition/evasion); Ch. 7 (Nölke on ISAB).  
 Michael Webb, “Defining the Boundaries of Legitimate State Practice: norms, transnational actors and the OECD's project on harmful tax competition,” *Review of International Political Economy*, Vol. 11, no. 4 (October 2004): 787-827.  
 Alan Richardson and Berkard Eberlien, “Legitimizing Transnational Standard Setting:

the case of the International Accounting Standards Board,” *Journal of Business Ethics*, Vol. 98, no. 2 (2011): 217-245.

**December 11<sup>th</sup>**

[Week 13]

**Seminar discussion: food**

Case Studies:

Food safety (WHO, FAO and private standards)

Fishing sustainability (Marine Stewardship Council and WTO)

*Readings* (select according to focus of group)

*Handbook of Transnational Governance*, Ch. 27 (Büthe & Harris on food safety); Ch. 39 (Hale on fishing sustainability).

Stefan Ouma, “Global Standards, Local Realities: private agri-food governance and the restructuring of the Kenyan horticulture industry,” *Economic Geography*, Vol. 86, no. 2 (2010): 197-222.

Peter Osterveer, “Governing Global Fish Provisioning: ownership and management of marine resources,” *Ocean and Coastal Management*, Vol. 51, no. 12 (2008): 797-805.

## **Academic Accommodations**

### Pregnancy

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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### Religious obligation

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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its 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)

### 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 compete or perform 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)

## **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 can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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).