Purpose and Overview of the Course

Global economic integration has been driven and accompanied by the growth of intergovernmental and transnational mechanisms for guiding and regulating economic activity, with key areas of economic activity now shaped by a wide range of governance mechanisms at multiple levels.

This course is intended to help students understand the full range of governance mechanisms at work in the global political economy. We will examine traditional forms of governance, including the (changing) roles of national governments and national economic policy and intergovernmental organizations. We will also examine non-traditional governance mechanisms including transgovernmental networks, transnational governance mechanisms involving governments and non-state actors, private governance by transnational corporations, civil regulation involving non-governmental organizations, and shared understandings (including ideologies) that guide practice.

A key focus of the course is on understanding how the different levels and types of governance relate to each other; another is on understanding why governance arrangements take different forms in different issue areas. We will also evaluate governance arrangements in relation to normative criteria such as democratic accountability, equity, and effectiveness.

Learning objectives

This course is intended to help students develop knowledge and skills in the following areas:

- the structures and processes of governance in the global political economy, including the overall configuration of governance arrangements within which the governance of any particular area of economic activity is located
- the political and economic forces that encourage and impede cooperation among states and non-state actors to address global problems
- the implications of global governance arrangements for different groups of people within and across societies
- development of critical analytical skills, especially in analyzing the concrete practice of governance in the global political economy
- participating in collegial discussion and debate, including presenting ideas clearly and concisely, and providing and receiving constructive criticism
- collaboration in group projects and presentations
Class meets: Mondays and Thursdays, 1:00-2:20, DTB A357

Office Hours: Tuesdays 1:00-2:00 and Wednesdays 11:00-12:00, or by appointment

Contact Info: Office DTB A342, phone 250 721 7492, email mwebb@uvic.ca

Required Readings:
All of the readings listed are required except as noted. There is no textbook. All readings are available on CourseSpaces. Changes to the assigned readings as the course progresses will be announced in class and included in the list of weekly topics and readings on CourseSpaces. Students should use CourseSpaces as the main guide to weekly topics and readings.

Course requirements:

Leading a class discussion of a topic and readings: 10% - each student will be assigned to lead or co-lead the discussion in one class session during Weeks 3-6 and 8-9, including presenting a 10-15 minute summary and assessment of assigned readings to the class – students will select class session in Week 2

Research paper prospectus: 5% - due Wednesday February 6 at 4:30pm
– submit on CourseSpaces

Research paper: 35% - due Monday March 11 for students in groups scheduled to present in Week 11, and Monday March 18 for students in groups scheduled to present in Week 12 – 3000 words – examining a particular dimension of governance of a selected global political-economic issue

Group presentation: 20%

Participation: 10% - based on attendance and regular participation in discussions, including assigned responsibility to bring questions for discussion to specific class sessions

Take-home final exam: 20%

Group Presentation and Research Paper: Each student will be assigned to a group investigating governance of a specific issue in global political economy, and will write their research paper on a dimension of governance in that area. Each group will present to the class an analysis and evaluation of the overall assemblage of governance that shapes the sector or issue in question.
**Expectations:**

Students must complete all assignments in order to get credit for the course. I use the qualitative criteria and numerical scale in the University of Victoria Calendar when grading.

As stated in the UVic Calendar, “Students are expected to attend all classes in which they are enrolled”. Attendance will be taken, and any student who attends fewer than 75 percent of scheduled class sessions will not be permitted to write the final exam or get credit for the course, and will be assigned a grade of N (the percent grade, to a maximum of 49%, depends on the grades on assignments that were completed).

I strictly enforce University Policy on Academic Integrity. This may include using a plagiarism detection software program intended to assist in the detection of plagiarism. The UVic Library has useful information on the appropriate use of sources and avoiding plagiarism.

If you find yourself facing mental or physical health issues or other life challenges that interfere with your ability to successfully complete the requirements for this course, it is important to deal with them in a timely fashion. UVic offers many services to support students, including learning supports and resources for health and wellness. Information about academic concessions is available from the Registrar’s Office. Feel free to contact me regarding issues related to this course and guidance regarding other supports available at UVic.

**The Learning Environment:**

As stated in the UVic Calendar, “The University of Victoria is committed to promoting critical academic discourse while providing a respectful and productive learning environment. All members of the university community have the right to experience, and the responsibility to help create, such an environment”. Students have diverse views on the issues discussed in this course, and I seek to create an environment in which all perspectives – including my own – can be analyzed critically in a respectful fashion.

The use of phones for talk or text is prohibited while this class is in session. Mobile devices and personal computers are to be used only for course-related purposes.

**Course Experience Survey (CES):**

I value your feedback on this course. Towards the end of term, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage (http://uvic.ca/mypage). You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
Week 1 (January 7, 10)

I INTRODUCTION

a) the purposes of the course, overview, assignments (January 7)

b) mapping governance in the global political economy: players and mechanisms (January 10)

Required Readings:


Week 2 (January 14, 17)

c) power in global governance (January 14)

Required Readings:


d) paradigms in global governance (January 17)

Required Readings:

Week 3 (January 21, 24)

e) democracy and economic globalization (January 21)

Questions for discussion: Can democracy survive economic globalization? Can governance beyond the state enhance democracy?

Presenter: Alex Nicholson

Discussants: Andrea Farmer, Nik Sociedade, Daniel Skinner


Thursday January 24: Students meet in groups to plan group projects

Week 4 (January 28, 31)

f) governance and global justice (January 28)

Questions for discussion: What ethical criteria should we use to evaluate governance in the global political economy? How do current governance mechanisms reflect specific philosophies of global justice, implicitly or explicitly?

Presenter: Spencer Lachmanec

Discussants: Koby Grewal, Katie Curry


II INSTITUTIONS AND MECHANISMS OF GOVERNANCE IN THE GLOBAL POLITICAL ECONOMY

a) the changing roles of states: Global North (January 31)

Question for discussion: Is the neo-liberal competition state a myth?

Presenter: Daniel Skinner

Discussants: Alex Nicholson, Blake Glassford

- Philip G. Cerny, *Rethinking World Politics: A Theory of Transnational Neopluralism* (Oxford University Press, 2010), Chapter 8 (pp. 157-74) on the neo-liberal state

**Week 5 (February 4, 7)**

**b) The changing roles of states: Global South (February 4)**

Questions for discussion: *How does economic globalization affect the potential for developmental states? Does economic globalization undermine the potential for welfare states in the global South?*

Presenter: Emily Bennett, Blake Glassford

Discussants: Noah Conrad, Koby Grewal

- Reading on welfare states in the global South to be assigned.

**c) Intergovernmental Organizations and the global financial crisis (February 7)**

Questions for discussion: *Did the system work? How, why, and for who?*

Presenter: Greg Schindler

Discussants: Spencer Lachmanec, Katie Curry, Connor Maultsaid-Blair


**Week 6 (February 11, 14)**

**d) The Group of 20 (February 11)**

Question for discussion: *Can the G20 serve effectively in its self-identified role as “the premier forum for … international economic cooperation”?*

Presenter: Katie Curry

Discussants: Alex Nicholson, Emily Bennett


**e) Emerging economies and international cooperation (February 14)**

Presenter: Andrea Farmer

Discussants: Blake Glassford, Emily Bennett

**i) South-South Cooperation**

Question for discussion: *How is South-South cooperation different from or similar to (or both) traditional North-South cooperation?*


**Week 7 – Reading Break – No classes (February 18, 21)**

**Week 8 (February 25, 28)**

**e) Emerging economies and international cooperation, cont’d (Feb 25)**

**ii) China-US-BRICS dynamics and the future of multilateral economic cooperation**

Question for discussion: *Will relations between China, the BRICS, and the US be characterized by conflict, cooptation, or co-existence? What are the key forces shaping the future of economic cooperation among these states?*

Presenter: Savannah Mayer

Discussants: Greg Schindler, Nik Sociedade


**f) Transnational governance, public-private networks, and experts (February 28)**
Questions for discussion: Why are private actors playing larger roles in transnational governance networks? Can these networks and mechanisms avoid being captured by transnational business?

Presenter: Nik Sociedade

Discussants: Greg Schindler, Daniel Skinner, Savannah Mayer


**Week 9 (March 4, 7)**

**g) Multinational Corporations as global governors; global value chains (March 4)**

Questions for discussion: Do MNCs themselves “govern” in global political economy? Are global value chains necessarily exploitative?

Presenters: Noah Conrad, Connor Maultsaid-Blair

Discussants: Andrea Farmer, Savannah Mayer

Readings to be selected from:

- Steven McGuire, “Multinationals and NGOs amid a changing balance of power”, *International Affairs*, 89 (3). pp. 695-710.

**h) Civil Society, NGOs and civil regulation (March 7)**

Questions for discussion: To what extent do NGOs present a counter-hegemonic challenge to global economic governance? Can civil regulation serve as an effective response to gaps in binding regulation by governments and IGOs?

Presenter: Koby Grewal

Discussants: Noah Conrad, Connor Maultsaid-Blair

Readings to be determined; possibilities include:

Week 10 (March 11, 14)

III GOVERNANCE OF SPECIFIC AREAS OF ECONOMIC ACTIVITY AND POLICY

Topics and readings for Week 10 will be determined after students select topics for group presentations.

Week 11 and 12 (March 18, 21, 25, 28)

Student group presentations

Each group will identify one reading to accompany its presentation.

Week 13 (April 1, 4)

IV REFLECTIONS ON THE PAST, LOOKING TO THE FUTURE

No assigned readings.
RESEARCH PAPERS AND GROUP PRESENTATIONS:
GOVERNANCE OF AN ISSUE OR ACTIVITY IN GLOBAL POLITICAL ECONOMY

Each student will write a research paper on governance of a particular issue or activity in global political economy, and students will be assigned to groups with other students studying related topics to prepare a presentation to the class on the overall configuration of governance in the general area.

Step 1: Students identify issues of interest, and I assign students to groups based on shared interests. Using the attached form, please identify the three general areas of governance in the global political economy that most interest you, in ranked order, choosing from:

1. International macroeconomic imbalances
2. Environmental protection and the global commons
3. The gendered division of labour
4. Multilateral and regional trade agreements
5. Financial regulation in the wake of the global financial crisis
6. Regulating relations between multinational corporations, states, and societies
7. International labour regulation
8. Economic development in the global South
9. International capital flows, borrowing and lending, and debt
10. Economic inequality
11. Food (agriculture) or water or both

Within each of the three general areas, identify the dimension(s) of each issue of greatest interest to you (eg, a student could rank “international labour regulation” as her top interest, and identify “child labour” or “collaboration among unions” as the aspects of that issue in which she is most interested).

Please return the form to me in class on Monday January 21.

Step 2: I will use the preferences expressed on the form to assign students to groups, which will meet in class on Thursday January 24. Groups will use that class time to discuss their proposed research papers and begin planning the group presentation. It is important to find a topic for the group presentation that integrates all group members’ specific research topics and contributes to broader debates about governance in the global political economy. The presentation should be integrated, not separate presentations on each student’s research paper. Each student and group also needs to ensure enough information about the politics of the issue is available in scholarly sources for viable papers and presentation. Fulfilling these multiple requirements may require a willingness to compromise in the interest of the group’s collective success. I will consult with each group to ensure that their choices are appropriate.

Once I know the topics each group plans to address, I will finalize the syllabus for the remainder of the term.
Step 3: On the basis of discussion with other group members, preliminary research, and consultation with me, each student will prepare a research paper prospectus for submission on CourseSpaces by **Wednesday February 6 at 4:30pm**. Each group will submit an outline of its proposed presentation at the same time. I will provide feedback on the prospectuses and group presentation outlines by **Thursday February 14** (immediately before reading break).

Step 4. Research papers are due either Monday March 11 (for students in groups scheduled to present in Week 11) or Monday March 18 (for students in groups scheduled to present in Week 12).

Step 5. Each group presents to the class on its selected issue, and identifies a reading for me to assign to the class.
POLITICAL SCIENCE 444, GOVERNANCE IN THE GLOBAL POLITICAL ECONOMY

Student Name: __________________________ Email address: ________________________

Issue-areas for group presentations

1. International monetary relations and macroeconomic imbalances
2. Environmental protection and the global commons
3. The gendered division of labour (in production, social reproduction, or both)
4. Regional trade agreements, the WTO, or both
5. Financial regulation before and after the global financial crisis
6. Regulating relations between multinational corporations, states, and societies
7. International labour regulation
8. Economic development in the global South
9. International capital flows, borrowing and lending, and debt
10. Economic inequality
11. Food (agriculture) or water or both

From the above list, please rank three categories of issues on which you would like to do an individual report and group project. Within each of the three general areas you select, identify the dimension(s) of each issue of greatest interest to you.

Bring the completed form to class on **Monday January 21.**

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