Global Economic Governance Beyond 2015
Political Science 4***/9****

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Course Description

Global economic governance will reach a critical juncture in 2015. In July, the International Conference on Financing for Development will be held in Addis Ababa; in September, a summit of Heads of State will adopt the Sustainable Development Goals at the United Nations in New York; in December, seven years of climate change negotiations will culminate in the 21st Conference of the Parties to the UNFCCC in Paris, as negotiators try to eke out a trade deal at the World Trade Organization’s 10th Ministerial Conference in Nairobi. Meanwhile, growing inequalities, deepening environmental damage and stark imbalances in economic and commercial opportunities signal the failure of multilateralism to produce welfare gains for all.

Against this backdrop, this seminar brings together readings in international political economy (IPE) and development studies to interrogate two questions: What global economic governance do we have in 2015? What global economic governance do we want beyond 2015? Students will critically assess contemporary theoretical and public policy debates relating to the governance of the global economy through a series of case studies ranging from development and poverty, trade, modern slavery, gender equality, health and intellectual property rights, illicit financial flows, and food production. In so doing, students will engage both the practical and ethical challenges associated with transforming global economic governance post-2015.

Course Learning Objectives

1. Students will learn to identify and situate the main actors and institutions involved in the governance of the global economy.

2. Students will learn to engage and critically evaluate major (theoretical and policy) debates about the governance of the global economy.

3. Students will improve their fluency with the key theoretical assumptions that underpin a range of mainstream and heterodox approaches to IPE and development studies.

4. Students will use theoretical debates to frame and structure arguments about the governance and reform of the global economy. They will demonstrate their ability to conduct empirical research and analysis of a range of issue areas.
Recommended Texts

1. All required readings will be available on the course website


Organization

The class will meet for two hours each week. This is a seminar course. Our meetings will be driven mainly by discussions and debates. We will explore our readings in depth, evaluating their logic and implications. We will engage in informed discussion to enhance our practical and conceptual understanding of the issues outlined above. All participants in the course must attend the seminars and come prepared to discuss the day’s assigned readings. Participation will account for 20% of your course grade and will be evaluated every day we meet. 2% will be deducted from your final grade for each (non-excused) absence. In the event that a student has a legitimate reason for missing class, they will have the option of completing an additional writing assignment.

Participation will be judged on the basis of seminar leadership, oral participation, demonstrated knowledge of course readings and the observed level of analytical and communicative skill during discussions. All other evaluation will be made on the basis of independent research and submitted written work. (See below for details).

During each class, I will begin by introducing the weekly topic(s) and providing an overview of key issues and concerns. Students are responsible for “leading” the subsequent discussion by providing a presentation and commentary on the assigned readings and issue area. Each person will be enrolled in this capacity once during the course. Additional details will be provided in class.

Evaluation and Due Dates

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Date or Date Due</th>
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<tbody>
<tr>
<td>Seminar Participation</td>
<td>20%</td>
<td>Ongoing evaluation</td>
</tr>
<tr>
<td>Discussion Memos (2) (750-1000 words each)</td>
<td>20%</td>
<td>Ongoing evaluation; due each week on Friday at 6pm</td>
</tr>
<tr>
<td>Presentations (1) (undergraduate students will work in pairs, graduate students will work solo)</td>
<td>20%</td>
<td>Ongoing evaluation</td>
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Assignments
Note: Finer details and grading rubrics will be made available on the course website.

Discussion Memos and Presentations
Each student will prepare two 3-4 page (double spaced) discussion memos throughout the course. Students may double up on a reading only after all the others for the term are spoken for. This assignment is designed to help students prepare for our seminar discussions, to critically appraise the assigned readings and to generate debate and discussion. The discussion memos are not summaries. Instead, they should include a critique, questions for discussion, points for further clarification, suggestions for further research etc. The articles have been selected because they speak to one another. This assignment requires you to comment on ONE assigned article but students should make connections/comparisons between ALL of the assigned articles.

Students should a) explore some aspect of the reading or the authors’ argument you find interesting; b) critically evaluate its internal and external logic AND; c) reflect on its broader implications for the themes in our course. You should also provide 3 well developed, provocative, insightful, discussion-generating questions. Discussion Memos are due at 6pm each Friday. They should be emailed to the professor at ehannah2@uwo and they will be posted on the course website in advance of our seminar. NOTE: Late Discussion Memos will not be accepted.

Once per term, students will work in a Seminar Presentation/Leadership Role. You should prepare a creative presentation on the day’s topic, using in-class technology and media where appropriate. You should assume that your classmates have read the required readings and the discussion memos in advance of our meeting. As such, your presentation should not simply summarize the readings. You should look beyond the readings to make a clearly articulated argument and to reflect critically on the issues at stake (and, where appropriate, the issues raised in your classmates’ discussion memos). In this area, your mark will based upon the clarity and creativity of your presentation, the cogency of your arguments, and the manner in which you orchestrate class discussion and debate.

Research Essay
A list of research topics/questions will be provided by the professor. Students also have the option to develop their own research topics in consultation with the professor. In both cases, students must prepare a research proposal with the following components and discuss it, in person, with the professor:

(a) Identification of the research topic;
(b) A one-sentence statement of the principal research question;
(c) One paragraph justifying the need for this research project (why is this an interesting and important question to study?);
(d) One paragraph summarizing the theory and/or debate guiding this research topic;
(e) One paragraph outlining the principal hypotheses derived from the theory and/or debate;
(f) One paragraph outlining the data to be used in evaluating the hypotheses.

Students must schedule a meeting with the professor to discuss the paper proposal before the specified deadline. Failure to meet this criteria will result in a failing grade on this assignment. Further details and a grading rubric are available on the course website.

Seminar Participation Evaluation
Since there is such a high percentage of the grade devoted to participation, and there is no final examination, your attendance, continuous productivity and preparation of the assigned readings are essential to your success in this course. To this end, I offer some guidelines below to help students understand the criteria for assessing participation. A participation grading guide is also available on the course website.

1. You must come prepared to evaluate the assigned material through classroom discussion and questions posed in the discussion memos, while acknowledging that one of the prime objectives of this class is to learn about and understand the topics discussed each class. I may ask you direct, reading-related questions to reassure us of your preparedness.

2. We should attempt to create an atmosphere of respect for one another's ideas through critical analysis with mutual support.

3. We want to acquire new knowledge through participation by exchanging ideas within a comparative framework.

4. There is not a "politically correct" line in this class and we should expect a variety of implicit and explicit value assumptions throughout our discussions.

Positively Evaluated:
Responding to others' remarks or questions in a serious and thoughtful manner; drawing together ideas to create new ones; showing respect and interest for other arguments and points of view; engaging others in pertinent and informed dialogue; curiosity in the origin of other points of view; wit and insight.

Negatively Evaluated:
The domination of class discussion by means of volume, tone or sarcasm; 100% speaking or 100% listening with little attempt to balance both; refusal to acknowledge other points
of view; not listening, or appearing to listen; intemperate interruptions; uninformed or glib answers; lack of weekly preparation.

Seminar Schedule and Readings

Seminar 1: Global Economic Governance – An Introduction


Seminar 2: Poverty, the MDGs, and the Post-2015 Development Agenda


Supplementary:  

Seminar 3: Finance, Crisis and the Power of (Bad?) Ideas


Seminar 4: Financial Regulatory Reform


Seminar 5: Debt and Development


Seminar 6: Taxes and Illicit Financial Flows


Seminar 7: Mega-regionals and the Decline of Multilateralism


**Seminar 8: Slavery and Exploitation in Global Supply Chains**


**Supplementary:**


Capturing the Gains [http://www.capturingthegains.org](http://www.capturingthegains.org)

**Seminar 9: Gender Equality and Transnational Business Feminism**


**Seminar 10: Public Health and Intellectual Property Rights**


**Seminar 11: The Politics and Pitfalls of Market-Driven Social Justice in Food Production**


**Seminar 12: Global Economic Governance – After Neoliberalism?**


