

Department of Political Science, University of Toronto
Winter, 2017

POL 362H1 (S) Global Political Economy II: Policy and Analysis

Wednesdays / 10:00 am – 12 noon / SSH 1074

Instructor: Dr. Malcolm Campbell-Verduyn

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Office Hours: Wednesdays 12:30 - 2:30pm, or by appointment

Course Description

This course builds on themes introduced in *Global Political Economy 1: History and Theory* (POL 361 H1 F). It focuses on key aspects of world economic order, like policies governing trade, capital flows, migration, development, and the environment. Methods for analyzing the background and implications of such policies are introduced. Students will carry out their own policy analysis in a term long group research project. Although part of the political science curriculum, the content covered is relevant to students of business and economics, sociology and history, amongst others. A grounding in international relations (POL 208 or equivalent) and familiarity with basic principles of economics (ECO 100 or 105 or equivalent) are prerequisites. The course is organized in the lecture and discussion format around required readings.

Course Materials

In this course academic readings are combined with online newspaper and magazine articles. All readings are available online through Blackboard or the library webpage. Students who did not take POL 361 H1 F are highly encouraged to review the main theories and topics presented in:

O'Brien, Robert and Marc Williams. 2013. *Global Political Economy: Evolution and Dynamics*, 4th edition. New York: Palgrave.

All students are encouraged to keep track of and familiarise themselves with current events that may be drawn on in class discussions. In addition to leading media sources, a number of blogs provide useful commentary on the global political economy, such as <http://www.nakedcapitalism.com/> , <http://ppesydney.net/> , <https://www.project-syndicate.org/> and <https://baselinescenario.com/> , <http://www.e-ir.info/>. Students are encouraged to share relevant media and scholarly articles on Blackboard and to check the site regularly for possible class announcements.

Relevant Scholarly Journals

Review of International Political Economy; New Political Economy; Economy and Society; International Organization; Contributions to Political Economy; Business and Politics; Regulation and Governance; Competition and Change; Business and Society; Journal of Cultural Economy; The International Economy; Millennium: Journal of International Studies; Global Governance, International Affairs; European Journal of International Relation; Alternatives; Review of International Studies; World Politics; International Studies Quarterly; International Journal; Global Society: Global Policy; International Political Sociology

Besides these largely political science journals, students are encouraged to explore content from journals in other social sciences disciplines, particularly from anthropology, economics, sociology, law and labour studies that are available through the university library.

Course Evaluation

Assessment	Due Date	Weight
1. Participation consisting of: a) In-class participation b) Five two-page reflections	a) Every class b) At the beginning of class	a) 10% b) 20%, each worth 4%
2. Group research project consisting of four components: a) Essay proposal b) First draft of short essay c) 10-minute presentation of the draft essay d) Revised final essay	a) Class 4 b) Class 9 c) Classes 10 through 12 d) Class following your presentation	each of the four components are worth 10%, for a total of 40%
3. Final exam	Exam Period	30%

Description of Evaluation Criteria

1. Participation

Participation is key to successful completion of this course. There are two components to participation. First, is weekly class discussion. Participation will be graded out of 10 based on the *quality* rather than *quantity* of contributions in each class. You will receive 0 for non-attendance; 5 for attendance; 7 for minimum participation; and between 7.5-10 based on the quality of participation. Evaluation will be based on the critically engagement with the readings and ability to convey ideas in an organised and thoughtful manner, using respectful language, and incorporating as well as responding to the ideas of other class participants. Needless to say, attendance at every class is mandatory. If you know that you will be unable to attend a class due to illness or have another similar documented reason, please contact the instructor *in advance* of the class. Tardiness, mobile phone disruptions and abuse of technology (e.g., web browsing or instant messaging) will all adversely affect your participation grade.

The second component of class participation involves two page reflections. Due in hard copy at the beginning of class are two page reflections responding to the main framing questions of each class as well as commenting on the strengths and weakness of the weekly readings. Reflections of two doubled-spaced pages will link class content to your understanding of current global events that you consider relevant to your own life. In total you will submit five reflections throughout the term. There are therefore four weeks in which reflections need not be completed. Reflections provide opportunities to practice writing as well as to link theory, empirical issues and everyday practices. The central objective is to *analyze* rather than simply to *summarize* the material covered. Reflections will be assessed based on the quality of your analytic insight; your demonstrated knowledge of the readings; and the clarity and coherence of your writing. You are welcome to be creative.

2. Group Research Project

The Group Research Project is an opportunity to conduct your own policy analysis. It is a group effort in which each member must contribute. *Grades are given to the group as a whole; no individual grade is allotted.* Students are encouraged to seek the advice of the instructor at any stage of the project, particularly if any unresolvable issues arise amongst group members.

a) Group Formation and Topic Identification

In the first week of the course students will list two to three topics they are broadly interested in further exploring. These issues can go beyond those discussed in this course or in POL 361 H1. However they must broadly relate to global political economy. Based on the interests indicated by each student the instructor will assign groups comprising of three or four students. In Class 2 group members will meet and identify a specific topic they would like further explore. This topic must not be too broad and should address a topic broadly related to global political economy. Students are encouraged to come discuss topics with the instructor during office hours or to make an appointment outside of those hours.

b) Research Essay Proposal

In Class 4 each group will submit a short research essay proposal. The proposal is a requirement for your research essay. Without exception, research essays will *not* be accepted if a proposal has not been submitted and approved. Due in hard copy the proposal is a ‘road map’ to guide subsequent research. It should clearly outline the topic to be explored and the strategy pursued to research it. The 2 page, doubled-spaced, proposal will include a provisional title; a brief description of a precise topic and why it interests you; a specific research question (a *why* or *how* question, rather than a *what* question) addressing a central problem, puzzle, dilemma or contradiction; a tentative argument or hypothesis you intend to pursue; and a brief literature review of a minimum of 5 academic sources (journals or books) you intend to read. Written feedback will subsequently be provided by the instructor in Class 5.

c) Short Research Essay

On the basis of the feedback received on your research proposal, groups will prepare a draft research essay to be submitted to the instructor in hard copy at the start of class Week 9. This *analytic*, rather than simply descriptive, essay will critically engage existing literature; pose a specific question about your chosen topic; provide an original argument; use convincing evidence to support that argument; and use proper citation styles. Where necessary, contested terms should be defined, particularly those terms listed in the title of your research essay. This can be done by citing existing literature or by deriving your own definitions. The draft research essay will be no less than 8 pages and no more than 10 pages in length, double-spaced, including a bibliography consisting of a minimum of 6 academic sources (journal articles, books, book chapters). The use of headings and subheadings is encouraged but not required.

c) Short Research Essay Presentation

Oral presentations of draft research essays will take place during Classes 10 through 12. The scheduling of the order of presentations will be determined in Class 6. Presentations are expected to be no shorter than 8 minutes and no longer than 10 minutes in length. Research essays should *not* simply be read out loud. Presentations should *summarise* your main arguments, findings, and suggestions for further research. Power point and visual components are suggested but not required. In line with the standard procedure of most academic conferences, presentations will be followed by another 5 minutes of questions and comments from peers. Presenters will be evaluated not only by their presentation but also on their responses to the questions and comments of their peers. *Each group member* must participate in the presentation.

d) Short Research Essay Re-Submission

On the basis of the feedback received from the instructor and your peers, groups will submit a revised version research essay at the start of the class that follows their presentation. Groups presenting in Class 10 will submit revised essays in Class 11. Groups presenting in Class 11 will submit revised essays in Class 12. Groups presenting in Class 12 will submit revised essays to the instructor in office hours on April 12th. In addition to the revised essay, groups should include the marked copy of their draft research essay and marked essay proposal. Also included

must be a *two page double-spaced appendix* detailing the comments and criticisms that received as well as reasons for which suggestions were either accepted or rejected. Revised research essays will be evaluated on the extent to which students have provided adequate responses this feedback.

Evaluation Rubric for Analytic Research Essays

%	<i>Insight</i>	<i>Research</i>	<i>Mechanics</i>
90s (A+)	Argumentation is very sophisticated and relevant. Explores a general issue or problem deeply by focusing in-depth on insights and evidence regarding a key dimension or example. Paper is streamlined with a powerful and thoughtful thesis that suggests rationale for the argument.	Deeply and critically engages with research sources. Clearly demonstrates close, independent and active reading. Demonstrates attention to the nuances of research sources. Artful use of quotes and recaps. Synthesizes multiple sources at a time in a way driven by the author’s own original argument or analysis.	Writing is very polished and precise. Evidence of smart editing and trimming. Proof-reading and revision is apparent. Stylishly composed. Introduction and conclusion are effective and efficient. Insights and arguments are articulated precisely and artfully.
80s (A)	A thesis is clearly stated, developed, and supported based on critical thinking and the evaluation of evidence. Engages well with relevant arguments and ideas. Relates the topic to a wider issue or debate.	Resources clearly sought out because of direct applicability to topic. Demonstrates an attentive study of research sources. Efficient use of quotes and summaries. Analyses and builds upon points drawn from research sources.	Writing is generally strong. Clear sentences; well-structured paragraphs. Words and phrases are carefully chosen for clarity and precise meaning. Citations are clean and well done. Minimal typos.
70s (B)	Introduction indicates argument even if thesis is vague, underdeveloped, or is replaced by a purpose statement. Shows reasoned judgment based on evidence, even if a bit general or broad. Analysis has breadth of coverage, but perhaps could use more focus/depth. Some prominent relevant ideas and arguments are not considered deeply.	Uses sources fairly well. Includes intelligent quotes but not to the detriment of the paper. Captures ideas well when summarizing good points without direct quotes. Some structural issues. Segments derive from one source at a time rather than connecting insights from multiple sources. Draws on strong research but without synthesizing or contextualizing facts and insights.	Writing is good. Forgivable awkward phrases or sentences. Sentences are effective even if sometimes unwieldy and unfocused. Word choice is sensible even if sometimes generic or imprecise. Citations are complete if unpolished. Introduction and/or conclusion may need reworking. Perhaps some issues with paragraph transitions or size.
60s (C)	Neither thesis statement nor main argument is clear in introduction. Topic is explored in a way that reports facts but offers insufficient analytic insight. (Or: argues broadly without offering sufficient evidence). The discussion repeats, wanders, or lacks focus. Counterpoints not engaged deeply. Conclusion is underdeveloped.	Relatively shallow selection or use of sources. Shows a basic use of research. Perhaps leans too much on long quotes. Draws facts from research sources, but engages with few ideas and/or arguments. Research sources seem to have limited direct applicability to chosen topic and/or issue. Relies on generalizations rather than details and evidence.	Frequent writing gaffes detract from readability. Major awkward phrases or transitions. Sentences are unclear, vague or incomplete. Citations are formatted inappropriately, inconsistently or incompletely. Paragraphs are structured oddly. Some wording or phrasing borrowed verbatim without proper quotation, though perhaps cited.
50s (D)	Thesis statement is missing. Does not address the relevant topic or issue in a sufficiently thoughtful way. Shallow analysis and/or use of evidence. Thoughtful analytical conclusion is missing.	Insufficient use of academic sources. Does not engage with research resources deeply enough to indicate thoughtful reading. Too many web sources. Choice of sources indicates selection bias, ignoring relevant counterevidence.	Writing is unclear or ambiguous. Paper seems unedited. Writing style is inappropriately informal. Length of paper is outside range. Citations are problematic. List of works cited is incomplete or problematic.
Fail (F)	Fails to formulate a thoughtful thesis statement or coherent analysis.	Fails to use research in a way expected in academic essays. Idea structure or sentences copied directly from research	Fails to meet minimum standards of readability and/or academic citation. Phrasing copied without quotation or

	sources without proper citation.	citation.
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3. Description of Final Exam and Its Evaluation Criteria:

The final two-hour closed book exam covers material discussed in lectures and readings from the entire course. The purpose of the exam is to demonstrate what you have learned rather than quizzing you on specific details of every aspect of the course. Students will receive in the final class a list of 12 potential exam questions, two of which will appear on the final exam. The exam will evaluate your ability to think both critically and synthetically about the material in the course. Further details on specific evaluation criteria will be provided in Class 12.

Course Schedule

This course covers a number of topics quite rapidly. You should complete readings *prior* to class to ensure that you are able to actively listen and participate (e.g. think and evaluate the material rather than just taking notes). The mandatory readings total approximately 60-100 pages per class. You are advised to not only keep up on the readings but to look ahead and familiarize yourself with a particular topic that you will expand upon in your research project. The suggested readings are not mandatory but useful additions to the content covered in the lectures as well as starting points for your research project.

Class 1: Reviewing Global Economic Governance, Introducing Methods for Policy Analysis (January 11)

Topics and Questions:	<ul style="list-style-type: none"> • Who governs the global economy? How should it be governed? • What questions do you have about the course?
Mandatory Readings:	<ul style="list-style-type: none"> • Bremmer, Ian & Nouriel Roubini. 2011. "A G-zero world- The new economic club will produce conflict". <i>Foreign Affairs</i>, 31 January. • Stiglitz, Joseph. 2013. "Complacency in a Leaderless World". <i>Project Syndicate</i>, 6 February. • Woods, Ngaire. 2013. "Global Institutions after the Crisis". <i>Project Syndicate</i>, 6 September. • O'Brien and Williams, "Methodological Issues", pp. 27-33.
Further Suggested Readings:	<ul style="list-style-type: none"> • Beeson, Mark, and Stephen Bell. 2009. "The G-20 and international economic governance: hegemony, collectivism, or both?" <i>Global Governance</i>, 15 (1): 67-86. • Best, Jacqueline and Alexandra Gheciu, eds. 2014. <i>The Return of the Public in Global Governance</i>. Cambridge: Cambridge UP. • Cabrera, Luis. 2015. "Global Government and the Sources of Globoscepticism." <i>Millennium</i>, 43 (2): 471-491. • Cooper, Andrew. 2010. "The G20 as an improvised crisis committee and/or a contested 'steering committee' for the world." <i>International Affairs</i>, 86 (3): 741-757. • Dobson, Hugo. 2012. "Where Are the Women in Global Governance? Leaders, Wives and Hegemonic Masculinity in the G8 and G20 Summits." <i>Global Society</i>, 26 (4): 429-449.

	<ul style="list-style-type: none"> • Drezner, Daniel. 2014. "The System Worked: Global Economic Governance during the Great Recession." <i>World Politics</i>, 66 (1): 123–64. • Gill, Stephen, ed. 2015. <i>Critical Perspectives on the Crisis of Global Governance: Reimagining the Future</i>. Palgrave Macmillan. • Hale, Thomas, and David Held, eds. 2011. <i>Handbook of Transnational Governance</i>. London: Polity. • Herman, Dan and Andrew Cooper. 2013. "Between collective action and a fragmented political economy: the G20 and the return of protectionist impulses." <i>Contemporary Politics</i>, 19 (4): 399-410. • Hofferberth, Matthias. 2015. "Mapping the meanings of global governance: A conceptual reconstruction of a floating signifier." <i>Millennium</i>, 43 (2): 598-617. • Koenig-Archibugi, Mathias. 2010. "Understanding the global dimensions of policy." <i>Global Policy</i> 1 (1): 16-28. • Mattli, Walter, and Ngaire Woods, eds. 2009. <i>The Politics of Global Regulation</i>. Princeton: Princeton University Press. • Ostrom, Elinor. 1990. <i>Governing the Commons: The Evolution of Institutions for Collective Action</i>. New York: Cambridge UP. • Simmons, Beth, and Zachary Elkins. 2004. "The globalization of liberalization: Policy diffusion in the international political economy." <i>American Political Science Review</i> 98 (1): 171-189. • Stone, Diane. 2004. "Transfer agents and global networks in the 'transnationalization' of policy." <i>Journal of European Public Policy</i> 11 (3): 545-566. • Wade, R. H. 2011. 'Emerging World Order? From Multipolarity to Multilateralism in the G20, The World Bank, and the IMF', <i>Politics & Society</i> 39 (3): 347-378.
Assignments Due	<ul style="list-style-type: none"> • 1 of 5 reflections • Short Statement of Research Interests

Class 2: Positivist Methods (January 18)

Topics and Questions:	<ul style="list-style-type: none"> • How useful are positivist methods for analysing policies in the global political economy? • Are small-N, large-N studies or mixed methods preferable?
Mandatory Readings:	<ul style="list-style-type: none"> • Hay, Colin. 2004. <i>Political Analysis</i>. Palgrave MacMillan. pp. 27-50. • Odell, John. 2001. "Case study methods in international political economy". <i>International Studies Perspectives</i>, 2 (2), 161-176.
Further Suggested Readings:	<ul style="list-style-type: none"> • Campbell, John. 1998. "Institutional analysis and the role of ideas in political economy." <i>Theory and Society</i> 27 (3): 377-409. • Cooley, Alexander. 2003. "Thinking rationally about hierarchy and global governance." <i>Review of IPE</i>, 10 (4): 672-684. • Farrell, Henry, and Martha Finnemore. 2009. "Ontology,

	<p>methodology, and causation in the American school of international political economy." <i>Review of IPE</i> 16 (1): 58-71.</p> <ul style="list-style-type: none"> • Flyvbjerg, Bent. 2006. "Five misunderstandings about case-study research." <i>Qualitative Inquiry</i> 12 (2): 219-245. • Johnson, James. 2006. "Consequences of Positivism: A Pragmatist Assessment," <i>Comparative Political Studies</i>, 39 (2): 224-252. • Katzenstein, Peter and Rudra Sil. 2010. <i>Beyond Paradigms: Analytic Eclecticism in the Study of World Politics</i>. Palgrave Macmillan. • Keynes, John Neville. 1890. <i>The Scope and Method of Political Economy</i>. London: Macmillan. • King, Gary, Robert Keohane, and Sidney Verba. 1994. <i>Designing Social Inquiry</i>. Princeton University Press. • Mahoney, James, and Gary Goertz. 2006. "A tale of two cultures: Contrasting quantitative and qualitative research." <i>Political Analysis</i> 14 (3): 227-249. • Packer, Martin. 2011. <i>The Science of Qualitative Research</i>. Cambridge University Press. • Trampusch, Chrstine and Bruno Pallier, eds. 2016. "Process Tracing: The Understanding of Causal Mechanisms". <i>New Political Economy</i>, 21 (5): special issue. • Ragin, Charles. 1986. <i>The Comparative Method</i>. Berkeley: University of California Press. • Waltz, Kenneth. 1986. "Laws and Theories." In Robert Keohane, ed. <i>Neorealism and its Critics</i>. Columbia University Press.
Assignments Due	<ul style="list-style-type: none"> • 1 of 5 reflections

Class 3: Interpretive Methods (January 25)

Topics and Questions:	<ul style="list-style-type: none"> • How useful are interpretive methods for analysing policies in the global political economy? • Should the methods employed in policy analysis always be disclosed?
Mandatory Reading:	<ul style="list-style-type: none"> • Yanow, Dvora and Schwartz-Shea. 2013. "Wherefore Interpretive". <i>Interpretation and Method: Empirical Research Methods and the Interpretive Turn</i>, 2nd ed. New York: Sharpe. pp. xiii – xxxi.
Further Readings Suggested:	<ul style="list-style-type: none"> • Ackerly, Brooke, Maria Stern, and Jacqui True, eds. 2006. <i>Feminist Methodologies for International Relations</i>. Cambridge UP. • Best, Jacqueline, and Matthew Paterson, eds. 2010. <i>Cultural Political Economy</i>. New York: Routledge. • Cox, Robert. 2008. "The Point is not Just to Explain the World but to Change it." In Christian Reus-Smit and Duncan Snidal, eds. <i>The Oxford Handbook of International Relations</i>. Oxford University Press. • Charlotte Epstein. 2008. <i>The Power of Words in International Relations: Birth of an Anti-Whaling Discourse</i>. Cambridge UP.

	<ul style="list-style-type: none"> • Griffin, Penny. 2007. "Refashioning IPE: What and how gender analysis teaches international (global) political economy." <i>Review of International Political Economy</i>, 14 (4): 719-736. • Hobson, John, and Leonard Seabrooke, eds. 2007. <i>Everyday Politics of the World Economy</i>. Cambridge University Press. • Feyerabend, Paul. 2010 [1975]. <i>Against Method</i>. London: Verso • Finlayson, Alan. 2007. "From Beliefs to Arguments: Interpretive methodology and rhetorical political analysis." <i>British Journal of Politics and International Relations</i> 9 (4): 545-563. • Klotz, Audie and Cecelia Lynch. 2007. <i>Strategies for Research in Constructivist International Relations</i>. London: ME Sharpe. • Milonakis, Dimitris, and Ben Fine. 2009. <i>From political economy to economics: Method, the social and the historical in the evolution of economic theory</i>. New York: Routledge. • Montgomerie, Johnna. Forthcoming 2017. <i>Critical Methods in Political and Cultural Economy</i>. Routledge. • Paul, Katharina. 2009. "Discourse analysis: an exploration of methodological issues and a call for methodological courage in the field of policy analysis." <i>Critical Policy Studies</i> 3 (2): 240-253. • Peterson, Spike. 2003. <i>A Critical Rewriting of Global Political Economy</i>. London and New York: Routledge. • Pouliot, Vincent 2007. "'Subjectivism': Toward a Constructivist Methodology". <i>International Studies Quarterly</i>, 51 (2): 359-384. • Staricco, Juan Ignacio. 2016. "Putting Culture in its Place? A Critical Engagement with Cultural Political Economy." <i>New Political Economy</i>, ahead-of-print: 1-14.
Assignments	<ul style="list-style-type: none"> • 1 of 5 reflections

Class 4: Emerging Markets and Contemporary Options for Development (February 1)

Topics and Questions:	<ul style="list-style-type: none"> • What does development entail and what options exist for developing? • How are emerging powers reshaping understandings of development?
Mandatory Readings:	<ul style="list-style-type: none"> • Sophie Harman and David Williams. 2014. "International Development in Transition." <i>International Affairs</i>, 90 (4): 925-41. • Broad, Robin. 2013. "Let's Stop Calling Countries 'Markets'". <i>Triple Crisis</i>, 13 February.
Further Suggested Readings:	<ul style="list-style-type: none"> • Anievas, Alex and Kerem Nisancioglu. 2015. <i>How the West Came to Rule: The Geopolitical Origins of Capitalism</i>. University of Chicago. • Ban, Cornel. 2013. "Brazil's liberal neo-developmentalism: New paradigm or edited orthodoxy?" <i>Review of IPE</i>, 20 (2): 298-331. • Bond, Patrick, and Ana Garcia, eds. 2015. <i>BRICS: An Anti-Capitalist Critique</i>. London: Pluto. • Blaney, David, and Naeem Inayatullah. 2010. <i>Savage Economics: Wealth, Poverty and the Temporal Walls of Capitalism</i>. Routledge.

	<ul style="list-style-type: none"> • Brand, Alexander. 2015. "The (BR) IC Way: An Alternative Path to Development?" <i>Millennium</i>, 43 (2): 706-713. • Cammack, Paul. 2012. "The G20, the crisis, and the rise of global developmental liberalism." <i>Third World Quarterly</i> 33 (1): 1-16. • Chang, Ha-Joon. 2002. <i>Kicking Away the Ladder: Development Strategy in Historical Perspective</i>. London: Anthem Press. • Escobar, Arturo. 1995. <i>Encountering Development: The Making and Unmaking of the Third World</i>. Princeton University Press. • Evans, Peter. 1996. "Development strategies across the public-private divide". <i>World Development</i>, special section of vol. 24 (6). • Fourcade, Marion. 2013. "The material and symbolic construction of the BRICs." <i>Review of IPE</i>, 20 (2): 256-267. • Golub, P. S. (2013) 'From the New International Economic Order to the G20: how the 'global South' is restructuring world capitalism from within', <i>Third World Quarterly</i> 35(6): 1000-1015. • Hanlon, Joseph. 2012. "Governance as 'Kicking Away the Ladder'." <i>New Political Economy</i>, 17 (5): 691-698. • Helleiner, Eric. 2014. <i>Forgotten Foundations of Bretton Woods: International Development and the Making of the Postwar Order</i>. Cornell University Press. • Hobson, John. 2004. <i>The Eastern Origins of Western Civilization</i>. Cambridge: Cambridge University Press. Chapter 12. • Mittelman, J. H. 2013. 'Global Bricolage: emerging market powers and polycentric governance', <i>Third World Quarterly</i> 34(1): 23-37. • Serra, Narcis, and Joseph Stiglitz. 2008. <i>The Washington Consensus Reconsidered: Towards a New Global Governance</i>. Oxford UP. • Stephen, Matthew. 2014. "Rising powers, global capitalism and liberal global governance: A historical materialist account of the BRICs challenge." <i>European Journal of IR</i>, 20 (4): 912-938. • Subacchi, Paola. 2008. 'New Power Centres and New Power Brokers: Are They Shaping a New Economic Order?', <i>International Affairs</i> 84 (3): 485-98. • vom Hau, Matthias, James Scott and David Hulme. 2012. "Beyond the BRICs: Alternative Strategies of Influence in the Global Politics of Development". <i>European Journal of Development Research</i> 24 (2): 187-204. • Wade, Robert Hunter. 2003. "What strategies are viable for developing countries today? The World Trade Organization and the shrinking of 'development space'." <i>Review of IPE</i>, 10 (4): 621-644.
<p>Assignments Due</p>	<ul style="list-style-type: none"> • 1 of 5 reflections • Research Essay Proposal

Class 5: Sustainable Development, Climate Change and the Environment (February 8)

<p>Topics and Questions:</p>	<ul style="list-style-type: none"> • Can present forms of development persist? What is and how can sustainability be achieved and address challenges like climate change?
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<p>Mandatory Readings:</p>	<ul style="list-style-type: none"> • Ivanova, Maria. 2016. "Good COP, Bad COP: Climate Reality after Paris." <i>Global Policy</i>, 7 (3): 411-419. • Spash, Clive. 2016. "This Changes Nothing: The Paris Agreement to Ignore Reality." <i>Globalizations</i>, 13 (6): 928-933. • Reichel, André. 2014. "Why green growth won't transform the economy". <i>Global Policy</i>, 7 May.
<p>Further Suggested Readings:</p>	<ul style="list-style-type: none"> • Barry, John. 2012. <i>The Politics of Actually Existing Unsustainability: Human Flourishing in a Climate-Changed, Carbon Constrained World</i>. Oxford: Oxford University Press. • Büscher, Bram, and Robert Fletcher. 2015. "Accumulation by Conservation." <i>New Political Economy</i>, 20 (2): 273-298. • Clapp, Jennifer and Peter Dauvergne. 2005. <i>Paths to a Green World: The Political Economy of the Global Environment</i>. MIT Press. • Dauvergne, Peter. 2016. <i>Environmentalism of the Rich</i>. MIT Press. • Funk, McKenzie. 2014. <i>Windfall: The Booming Business of Global Warming</i>. New York: Penguin. • Green, Jessica, and Jeff Colgan. 2013. "Protecting Sovereignty, Protecting the Planet: State Delegation to International Organizations and Private Actors in Environmental Politics." <i>Governance</i>, 26 (3): 473-497. • Lachapelle, Erick, Robert MacNeil, and Matthew Paterson. 2016. "The political economy of decarbonisation: from green energy 'race' to green 'division of labour'." <i>New Political Economy</i>, 1-17. • Moore, Jason. 2015. <i>Capitalism in the Web of Life: Ecology and the Accumulation of Capital</i>. London: Verso. • Nordhaus, William. 2013. <i>The Climate Casino: Risk, Uncertainty, and Economics for a Warming World</i>. Yale University Press. • Sandor, Richard, Eric Bettelheim, and Ian Swingland. 2002. "An overview of a free-market approach to climate change and conservation." <i>Philosophical Transactions of the Royal Society of London Series A: Mathematical, Physical and Engineering Sciences</i>, 360 (1797): 1607-1620. • Wanner, Thomas. 2015. "The New 'Passive Revolution' of the Green Economy and Growth Discourse: Maintaining the 'Sustainable Development' of Neoliberal Capitalism." <i>New Political Economy</i>, 20 (1): 21-41.
<p>Assignments Due</p>	<ul style="list-style-type: none"> • 1 of 5 reflections

Class 6: Global Value Chains and the Re-Shoring of Production (February 15)

Topics and Questions:	<ul style="list-style-type: none"> • Is production truly global? Should it be? • Is 're-shoring' or 'in-sourcing' actually occurring? Should it be?
Mandatory Readings:	<ul style="list-style-type: none"> • Celasun, Oya, Gabriel Di Bella, Tim Mahedy, Chris Papageorgiou. 2014. "The US manufacturing recovery: Uptick or renaissance?" <i>VoxEU</i>, 24 February. • Cowell, Margaret, and John Provo. 2015. "Reshoring and the "manufacturing moment"." In <i>Handbook of Manufacturing Industries in the World Economy</i>, John Bryson, Jennifer Clark, and Vida Vanchan, eds. Cheltham: Edward Elgar Publishing. pp. 71-83. • Neilson, Jeffrey, Bill Pritchard, and Henry Wai-chung Yeung. 2014. "Global value chains and global production networks in the changing international political economy: An introduction." <i>Review of International Political Economy</i> 21 (1): 1-8.
Suggested Readings:	<ul style="list-style-type: none"> • Bailey, David, and Lisa De Propris. 2014. "Manufacturing Reshoring and its Limits: The UK Automotive Case." <i>Cambridge Journal of Regions, Economy and Society</i>, 7 (3): 379-395. • Bair, Jennifer, ed. 2009. <i>Frontiers of Commodity Chain Research</i>. Stanford University Press. • Berry, Craig, and Colin Hay. 2016. "The great British 'rebalancing' act: The construction and implementation of an economic imperative for exceptional times." <i>British Journal of Politics and International Relations</i> 18 (1): 3-25. • Cox, Robert. 1987. <i>Production, Power and World Order: Social Forces in the Making of History</i>. New York: Columbia UP. • Dallas, Mark. 2015. "'Governed' trade: global value chains, firms, and the heterogeneity of trade in an era of fragmented production." <i>Review of IPE</i>, 22 (5): 875-909. • Gibbon, Peter, Jennifer Bair and Stefano Ponte. 2015. <i>Economy and Society</i>, 37 (3) special issue on "Governing Global Value Chains". • Gradin, Sofa. 2016. "Rethinking the notion of 'value' in global value chains analysis: A decolonial political economy perspective." <i>Competition & Change</i>, 20 (5): 353-367. • Patel-Campillo, Anouk. 2010. "Rival commodity chains: Agency and regulation in the US and Colombian cut flower agro-industries." <i>Review of IPE</i> 17 (1): 75-102. • Tavassoli, Sam, Babak Kianian, and Tobias Larsson. 2015. "Manufacturing renaissance: return of manufacturing to western countries." In <i>Innovation and Entrepreneurship in the Global Economy</i>, Charlie Karlsson, Urban Gråsjö, Sofia Wixe, eds. Cheltenham: Edward Elgar.
Assignments Due	<ul style="list-style-type: none"> • 1 of 5 reflections

Class 7: Automation, Labour, and Migration (March 1)

Topics and Questions:	<ul style="list-style-type: none"> • Are automation and migration linked to labour? How? • Should automation be encouraged? How mobile should labour be?
Mandatory Readings:	<ul style="list-style-type: none"> • Castles, Stephen. 2011. "Migration, crisis, and the global labour market." <i>Globalizations</i> 8 (3): 311-324. • Jungehülsing, Jenny. 2015. "Labour in the Era of Transnational Migration, What Prospects for International Solidarity?". In Bieler, Andreas, ed., <i>Labour and Transnational Action in Times of Crisis</i>. London and New York: Rowman & Littlefield. • Thompson, Derek. 2014. "What Jobs Will the Robots Take?" <i>Atlantic</i>, 23 January. • Tett, Gilian. 2015. "Freezing out the factory worker". <i>Financial Times</i>, 4 December.
Further Suggested Readings:	<ul style="list-style-type: none"> • Arntz, Melanie, Terry Gregory and Ulrich Zierahn. 2016. "The Risk of Automation for Jobs in OECD Countries: A Comparative Analysis". <i>OECD Social, Employment and Migration Working Papers</i>, No. 189, OECD Publishing, Paris. • Dyer-Witthford, Nick. 2015. <i>Cyber-proletariat: Global labour in the digital vortex</i>. Chicago: University of Chicago Press. • Ford, Martin. <i>Rise of the Robots: Technology and the Threat of a Jobless Future</i>. Basic Books, 2015. • <i>Foreign Affairs</i>. 2015. "Work and Life in the Age of Automation". • Ghosh, Bimal. 2013. <i>The Global Economic Crisis and the Future of Migration</i>. Basingstoke: Palgrave MacMillan. • Glaser, Eliane. 2014. "Beyond bullshit jobs." <i>Soundings: A journal of politics and culture</i> 57 (1): 82-94. • Huws, Ursula. 2014. <i>Labor in the Global Digital Economy</i>. New York: Monthly Review Press. • Huws, Ursula. 2003. <i>The Making of a Cybertariat</i>. New York: Monthly Review Press. • Newland, Kathleen. 2010. "The governance of international migration" <i>Global Governance</i>, 16 (3): 331-343. • Slee, Tom. 2015. <i>What's Yours Is Mine: Against the Sharing Economy</i>. New York and London: OR Books. • Paret, Marcel. 2016. "Politics of Precarity". <i>Global Labour Journal</i>, 7 (2): special issue on 'the precariat'. • Talani, Leila and Simon McMahon, eds. 2015. <i>Handbook of the International Political Economy of Migration</i>. Edward Elgar • Waldinger, Roger, and Michael Lichter. 2003. <i>How the Other Half Works: Immigration and the Social Organization of Labor</i>. University of California Press.
Assignments Due	<ul style="list-style-type: none"> • 1 of 5 reflections

Class 8: Trade and Investment Partnerships (March 8)

Topics and Questions:	<ul style="list-style-type: none"> • How novel are trade and investment ‘partnerships’ like the TPP? • Should the TPP, TTIP and similar ‘partnerships’ be encouraged?
Mandatory Readings:	<ul style="list-style-type: none"> • Higgott, Richard, and Richard Stubbs. 2016. "The Trans-Pacific Partnership: For, Against and Prospects." <i>E-International Relations</i>. • Young, Alasdair. 2016. "Not your parents' trade politics: the Transatlantic Trade and Investment Partnership negotiations." <i>Review of International Political Economy</i>, 23 (3): 345-378.
Further Suggested Readings:	<ul style="list-style-type: none"> • Akhtar, Shayerah Ilias, and Vivian C. Jones. 2013. "Proposed transatlantic trade and investment partnership (TTIP): In brief." <i>Current Politics and Economics of Europe</i>, 24 (1): 107-122. • Bull, Reeve, Nyesun Mahboubi, Richard Stewart, and Jonathan Weiner. 2015. "New Approaches to International Regulatory Cooperation: The Challenge of TTIP, TPP, and Mega-Regional Trade Agreements." <i>Law and Contemporary Problems</i>, 78 (4): 1-29. • Cutler, Claire. 1995. "Global capitalism and liberal myths: dispute settlement in private international trade relations." <i>Millennium</i>, 24: 377-398. • De Ville, Ferdi and Gabriel Siles-Brugge. 2016. <i>TTIP: The Truth about the Transatlantic Trade and Investment Partnership</i>. Polity. • Harten, Gus Van. 2005. "Private authority and transnational governance: the contours of the international system of investor protection." <i>Review of IPE</i>, 12 (4): 600-623. • Mattli, Walter. 2001. "Private justice in a global economy: from litigation to arbitration." <i>International Organization</i> 55 (4): 919-947. • McBride, Stephen. 2006. "Reconfiguring Sovereignty: NAFTA Chapter 11 Dispute Settlement Procedures and the Issue of Public-Private Authority." <i>Canadian Journal of Political Science</i>, 39 (4): 755-775. • Miler, Helen. 2014. "Symposium: The Regime for International Investment—Foreign Direct Investment, Bilateral Investment Treaties, and Trade Agreements". <i>World Politics</i>, 66 (1): 1-122. • Muzaka, Valbona and Matthew Bishop. 2014. "Doha stalemate: The end of trade multilateralism?" <i>Review of International Studies</i>, 41 (2). • Serfati, Claude. 2015. "The transatlantic bloc of states and the political economy of the Transatlantic Trade and Investment Partnership (TTIP)." <i>Work Organisation, Labour and Globalisation</i> 9 (1): 7-37. • Whytock, Christopher. 2010. "Private-public interaction in global governance: The case of transnational commercial arbitration." <i>Business and Politics</i> 12 (3).
Assignments Due	<ul style="list-style-type: none"> • 1 of 5 reflections

Class 9: Capital Mobility, Technological Change and Financial Crises (March 15)

Topics and Questions:	<ul style="list-style-type: none"> • How are financial crises related to capital mobility and technology? • What can and should be done to reduce financial volatilities?
Mandatory Readings:	<ul style="list-style-type: none"> • Grabel, Ilene and Kevin Gallagher. 2015. "Capital Controls and the Global Financial Crisis: An Introduction." <i>Review of IPE</i>, 22 (1): 1-6. • Tett, Gillian. 2013. "Insane financial system lives post-Lehman". <i>Financial Times</i>, 12 September. • De Filippi, Primavera. 2014. "Bitcoin: a regulatory nightmare to a libertarian dream." <i>Internet Policy Review</i> 3 (2): 1-11.
Further Suggested Readings:	<ul style="list-style-type: none"> • Böhme, Rainer, Nicolas Christin, Benjamin Edelman, and Tyler Moore. 2015. "Bitcoin: Economics, Technology, and Governance." <i>Journal of Economic Perspectives</i> 29 (2): 213-238. • Borio, Claude. 2014. "The International Monetary and Financial System: Its Achilles Heel and What to do about it". <i>Bank of International Settlements</i>. • Chwioroth, Jeffrey. 2010. <i>Capital Ideas: The IMF and the Rise of Financial Liberalization</i>. Princeton University Press. • Gallagher, Kevin. 2015. "Contesting the Governance of Capital Flows at the IMF." <i>Governance</i>, 28 (2): 185-198. • Helleiner, Eric. 1994. "The world of money: The political economy of international capital mobility." <i>Policy Sciences</i>, 27 (4): 295-298. • Kindleberger, Charles. 1978. <i>Manias, Panics, and Crashes: A History of Financial Crises</i>. MacMillan. • Kirshner, Jonathan. 1999. "Keynes, capital mobility and the crisis of embedded liberalism." <i>Review of IPE</i>, 6 (3): 313-337. • Galbraith, John Kenneth. 1994. <i>A Short History of Financial Euphoria</i>. New York: Penguin. • Nesvetailova, Anastasia. 2014. "Innovations, Fragility and Complexity: Understanding the Power of Finance." <i>Government and Opposition</i> 49 (3): 542-568. • Palan, Ronen. 2006. <i>The Offshore World: Sovereign Markets, Virtual Places, and Nomad Millionaires</i>. Ithaca: Cornell University Press. • Rixen, Thomas. 2013. "Why reregulation after the crisis is feeble: Shadow banking, offshore financial centers, and jurisdictional competition." <i>Regulation & Governance</i> 7 (4): 435-459. • Shaxson, Nicholas. 2011. <i>Treasure Islands: Uncovering the Damage of Offshore Banking and Tax Havens</i>. Macmillan. • Strange, Susan. 1998. <i>Mad Money: When Markets Outgrow Governments</i>. Manchester: Manchester University Press. • Watson, Matthew. 2007. <i>The Political Economy of International Capital Mobility</i>. Cheltham: Palgrave Macmillan.
Assignments Due	<ul style="list-style-type: none"> • 1 of 5 reflections • Drafts of short research essays

Classes 10 - 12: Presentations of Group Research Project (March 22, 29 and April 5)

+ Exam Review (April 5)

Course Policies (the fine print)

Submission of Coursework

Written work should be presented in a scholarly fashion, double spaced with one inch margins using a 12pt. Times New Roman font or equivalent. Succinct and lucid writing is a skill. Assignments that substantially exceed the page limit will be subject to penalties.

A hardcopy of research essays should be submitted on the due date. In the rare case that this is not possible you can submit your essay using the Drop box outside of the main office of the Political Science Department. Essays should *not* be slid under *any* office door.

E-mailed essays will not be accepted unless previous permission has been obtained and only with good reason. An exception to this rule will be made for weekends because essays cannot be date verified over this period. Essays which you submit between 4pm on Fridays through to 11:59 pm on Sundays will be accepted via e-mail. A hardcopy, identical to the one submitted by e-mail, must be submitted on the following Monday. Please keep a copy of all papers submitted for the course.

Late penalties: Late assignments are accepted but penalties for essays and reflection will be assigned at 5% (of the 100% value of the assignment) per day, including weekend days. In fairness to students who handed in their assignments on time there are no exceptions to this. It is recommended that students schedule in extra time to deal with any unforeseen difficulties that may arise.

Accommodations / Extensions: In the case where an accommodation is required because of emergencies, illness or religious observances, students should contact the instructor and be prepared to provide supporting documentation if it is required.

Grade Appeals: Appeals will only be considered if they are submitted within 14 days from the date assignments were first returned. Students who wish to request reconsideration of the marking must wait at least 24 hours after the assignment has been returned before initiating their request for reconsideration. Then, students should prepare a 1 page, typed statement explaining why they believe their assignment was incorrectly marked, citing evidence from the text or other assigned readings where appropriate. The statement should be presented to the instructor with a copy of the assignment during office hours or a scheduled appointment. The instructor reserves the right to raise, lower or leave unchanged your original mark.

Students with Disabilities: Students with disabilities who require special arrangements should contact the Student Accessibility Services at (416) 978 8060; accessibility.utoronto.ca

Use of electronic devices during class

Students who wish to use electronic devices to take notes during class are encouraged to do so. However, if your use of your laptop (or other electronic device) is distracting to the instructor or the students near you, you will be asked to either stop using the device or to leave class.

Students who wish to record course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. This includes tape recording, filming, and photographing any course content. If permission is granted it will solely be for study purposes and will not include permission to 'publish' course material in any manner.

Communication

An active University e-mail account is required as a means of communication. Please ensure that your account is active and check it regularly. I encourage students to come and see me in office hours with specific questions or more general issues. If you require clarification on any aspect of the course please arrange to see me.

Instructor-student communication is an important component of a successful course. I encourage students to be proactive rather than reactive about their progress through this course. If you feel you are having problems or require further information about any aspect of the course please seek out assistance sooner rather than later. Please feel free to come and see me in office hours or schedule a meeting.

Academic Dishonesty

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty.

For further clarification and information on plagiarism, please see Writing at the University of Toronto <http://www.writing.utoronto.ca/advice/using-sources>.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism (e.g. work that is not one's own or for which other credit has been obtained).
2. Improper collaboration in group work.

3. Copying or using unauthorized aids in tests and examinations.

Students found to have committed academic dishonesty will be referred to the Office of Academic Integrity. Those committing academic dishonesty but who are not caught in this course, may wish to consider the potential that they may be caught in the future and have their careers put at risk.



Former German defence minister Karl-Theodor zu Guttenberg (left) and former Toronto school board director Chris Spence (right) were forced to resign from their positions in 2011 and 2013, respectively, when it was revealed that they had previously plagiarised parts of their dissertations.

END OF COURSE SYLLABUS