

Department of Political Science, University of Toronto
Fall, 2017

**POL 477H1/ 2206H1 F (S) Advanced Topics in International Political Economy:
“New Interdisciplinary Approaches”**

Wednesdays / 10:00 am – 12 noon / SSH 1078

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Course Description

International Political Economy traditionally bridges International Economics and International Relations (IR). Key thinkers informing the conventional perspectives of the interdiscipline such as Marx, Ricardo, and Smith considered themselves moral philosophers rather than economists, or even political scientists. The canonical tomes of these thinkers were written in a pre-disciplinary age, prior to the advent of more specialized academic disciplines like economics and political science. Today, IPE scholars continue to bridge these and other disciplinary divides. This course examines recent IPE scholarship drawing theoretical inspiration from and analyzing empirical trends that have come to be associated with Anthropology, Geography, History, Philosophy and Sociology, as well as Computer Science, Cultural Studies, Gender Studies, Labour studies, and Legal Studies. Students consider the extent to which recent interdisciplinary efforts contribute novel insights into key issues and processes traditionally considered in IPE, such as authority, development, distribution, governance, and power. In weekly course contributions and a term paper, students will assess how ‘new’ interdisciplinary approaches in fact are, how relevant these approaches are, and whether the intersection of economics and IR is sufficient for understanding contemporary issues in finance, production, and trade, amongst others. In doing so, students will contemplate what IPE is, what it is not, and what it might be.

Course Intended Learning Outcomes:

Upon successful completion of this course you will:

1. Be able to situate International Political Economy in relation to a wider array of other disciplines and fields of study beyond not only to economics, political science and International Relations.
2. Have gained an appreciation of the insights provided by interdisciplinary approaches for understanding key issues in the global political economy.
3. Have developed, through both group work and an individual research project, a deeper understanding of contemporary issues confronting the global political economy.

4. Have formulated more specialized understandings of International Political Economy to proceed towards graduate coursework or advanced graduate research.

Course Evaluation

Assessment	Due Date	Weight
1. Participation consisting of: a) In-class participation b) Online reflections	During every class Noon on the Tuesday prior to every class	20% 20%
2. Leading class discussion	One class	20%
3. Individual research project consisting of four components: a) Essay proposal b) First draft of research paper d) Presentation of draft paper e) Revised final research paper	a) Class 5 b) Classes 10 through 12 d) Classes 10 through 12 e) Class following your presentation	each of the four components are worth 10%, for a total of 40%

Description of Evaluation Criteria

1. Class Participation

Participation is key to successful completion of this course. Your contributions to class discussion will be graded weekly out of 20 based on the *quality* rather than *quantity* of contributions in each class. You will receive 0 for non-attendance; 5 for attendance; 10 for minimum participation; and between 10 and 20 based on the quality of participation. The stress is on *quality* rather than *quantity* of contributions. Evaluation will be based on conveying your critical 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. During weeks in which there will be research paper and proposal presentations your participation will be evaluated on the questions, constructive suggestions, comments and responses provided to your peers.

In order to participate actively in the class discussions, you must have not only completed all of the required readings prior to class, but also *critically thought* about what you have read. To this end, prior to each class students must submit on Blackboard short (350-500 word) reflections that respond to the main framing questions of each week; comment on the strengths and weakness of the weekly readings; and make links to broader course themes. Each week reflections must be posted on Blackboard before noon on the Tuesday prior to class. Completing reflections *on time* each week provides the students leading the class discussion each week with the time necessary to consider their peers' questions, concerns, comments prior to class. Importantly, the central objective of reflections is to *analyze* rather than simply to *summarize* the material assigned. 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. Leading a Class

Beginning in Class 2, small groups of students (2-3 per week, depending on how many students are enrolled) will lead class discussions. These groups will be made in Class 1. Evaluation will be as a group rather than on an individual basis. Students co-leading a class are encouraged to co-ordinate their plans for leading the class discussion. You may also seek the advice as well as notify the instructor should any issues arise.

There is no one 'correct' approach for leading a class discussion. Class discussion can be stimulated by asking questions to the group, by organising debates or through other methods. It is recommended that discussion leaders establish connections between the content covered in earlier weeks or with content to be covered in later weeks of the course. Discussion leaders are also encouraged to integrate the comments posted in reflections on Blackboard in order to identify whether common themes or controversies arise. Questions posed to the class may be those listed by the instructor as well as those posed by students on Blackboard. Discussion leaders may also wish to consult the suggested readings in order to integrate additional perspectives. *Each group member* should participate in leading the class discussion.

Students may begin with a brief discussion, noting how current issues in the global political economy relate to the themes covered in the readings of that class. A brief introductory overview might highlight similarities as well as differences between the readings. Yet, *discussion leaders should avoid merely summarising or 'presenting' the articles and chapters*. Discussion leaders should proceed on the assumption that everyone will have read and thought about the required readings. The main objective is foster discussion rather than provide a class long presentation.

3. Individual Research Paper

a) Research Essay Proposal

In the first weeks of the course you will identify a topic and approach that you are broadly interested in exploring for your research paper. 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.

The proposal is intended as a ‘road map’ that will guide your subsequent research. It should clearly outline the topic to be explored and the strategy pursued to research it. Without being too broad, you are welcome to examine any issue pertaining to the global political economy. However, the conclusions of your research essay should speak to the main themes of the course, namely whether the intersection of economics and political science is sufficient for understanding contemporary issues in finance, production, or trade, amongst others. Your research should evaluate how particular interdisciplinary approaches help, or do not help, in understanding issues traditionally considered in IPE. Beyond the fields addressed in class, you might also choose to examine the intersections of IPE and Art History, Business Studies, Criminology, Disability Studies, English, Environmental Studies, Management Studies, Media Studies, Film Studies, Linguistics, or Psychology. Students are encouraged to discuss topics with the instructor either during office hours or to make an appointment outside of those hours.

The 3-4 page, doubled-spaced, proposal will include a provisional title that reflects your subject and arguments; a brief description of a precise topic and why it interests you; and 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 must be provided. This argument can change throughout the course of your research, but your overall topic should remain the same. If you must change your topic please get in touch with the instructor. Finally, the proposal should include a brief literature review indicating that you have scanned the available sources on the topic and ascertained that there is sufficient information available. At a minimum, at least *relevant* 10 academic sources (journals or books) should be listed as sources that you intend to read. This list does *not* need to be annotated. Written feedback will be provided by the instructor in Class 6.

b) Draft Research Essay

On the basis of the feedback received on your research proposal, students will prepare a draft research essay to be submitted to the instructor in hard copy at the start of class 10. This *analytic*, rather than simply descriptive, essay will be evaluated by how well it critically engages existing literature; poses a specific question about your chosen topic; integrates conceptual debates that draw on one or multiple theories; outlines a clear argument that is original in either revealing previously unrecognized interactions or challenging conventional wisdom; acknowledges counter-arguments or possible limitations to your own; mobilizes convincing evidence to support that argument; and uses proper citation styles in a consistent manner throughout the paper. 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 12 pages and no more than 15 pages in length, double-spaced, including a bibliography consisting of a minimum of 10 academic sources (journal articles, books, book chapters). The use of headings and subheadings is encouraged but not required.

c) Draft Research Essay Presentation

Oral presentations of draft research essays will take place during Classes 11 and 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 recommended 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.

d) Research Essay Re-Submission

On the basis of the feedback received from the instructor and your peers, students will submit a revised version research essay at the start of the class that follows their presentation. Students presenting in Class 11 will submit revised essays in Class 12. Students presenting in Class 12 will submit revised essays to the instructor in office hours the following week. In addition to the revised essay, students must 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 were 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 sources without proper citation.	Fails to meet minimum standards of readability and/or academic citation. Phrasing copied without quotation or citation.

Course Materials

Course academic readings are available online through Blackboard or the library webpage. Working knowledge of the main IPE issues and debates explored in POL 361 H1 F or POL 362 H1 W is assumed. Students who did not take these courses, and who completed them years ago are encouraged to consult the following textbooks:

Anderson, Grey and Christopher Kukucha, eds. 2015. *International Political Economy*. Oxford: Oxford University Press.

O'Brien, Robert and Marc Williams. 2016. *Global Political Economy: Evolution and Dynamics*, 5th edition. New York: Palgrave.

Ravenhill, John, ed. 2017. *Global Political Economy*. Oxford: Oxford University Press.

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/>, <https://www.themintmagazine.com/> Students are encouraged to share relevant media and scholarly articles on Blackboard and to check the site regularly for possible class announcements.

Shortlist of Relevant Scholarly Journals

Business and Politics; Business and Society; Competition and Change; Contributions to Political Economy; Economy and Society; European Journal of International Relation; Finance and Society; Global Governance; Global Policy; Global Society; History of Political Economy; International Affairs; International Journal; International Organization; International Political Sociology; International Studies Quarterly; Journal of Cultural Economy; Journal of Economic Geography; Millennium; New Political Economy; Regulation and Governance; Review of International Studies; Review of International Political Economy; World Politics

Students are highly encouraged to explore content from journals relevant to the variety of disciplines that we explore in this course. Please ask the instructor for suggestions.

Course Schedule

This course covers a number of topics quite rapidly. Needless to say, in order to participate in this course readings need be completed *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 75 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: Introduction & Overview (13 September)**Class 2: Interdisciplinarity, IPE and Economics (September 20)**

Topics and Questions:	<ul style="list-style-type: none"> • How interdisciplinary is IPE? How useful is interdisciplinarity? • How is IPE different from and similar to (heterodox) economics? • How did IPE fare in the 2007-8 global financial crisis?
Mandatory Readings:	<ul style="list-style-type: none"> • Moran, Michael. 2006. "Interdisciplinarity and Political Science." <i>Politics</i> 26 (2): 73-83. • Jessop, Bob, & Sum, Ngai-Ling. 2001. "Pre-disciplinary and Post-disciplinary Perspectives". <i>New Political Economy</i>, 6 (1): 89-101. • Chester, Lynne and Susan Schroeder. 2015. "Conflation of IPE with heterodox economics? Intellectually negligent and damaging". <i>Journal of Australian Political Economy</i>, (75): 153-176. • Green, Jeremy, and Colin Hay. 2015. "Towards a new political economy of the crisis: Getting what went wrong right." <i>New Political Economy</i> 20 (3): 331-341.
Further Suggested Readings:	<ul style="list-style-type: none"> • Acemoglu, Daron, and James Robinson. 2013. "Economics versus Politics: Pitfalls of Policy Advice." <i>Journal of Economic Perspectives</i> 27 (2): 173-192. • Campbell-Verduyn, Malcolm. 2016. "Moral Economese of Scale? Crisis, Discursive Change and the Varying Authority of Economists." <i>Global Society</i> 30 (4): 507-530. • Hay, Colin, and David Marsh. 1999. "Towards a new (international) political economy?." <i>New Political Economy</i> 4 (1): 5-22. • Inayatullah, Naeem, and David Blaney. 2015. "A problem with levels: how to engage a diverse IPE." <i>Contexto Internacional</i> 37 (3): 889-911. • Johnson, Juliet <i>et al.</i> 2013. "The future of international political economy: Introduction to the 20th anniversary issue of RIPE", <i>Review of International Political Economy</i>, 20 (5): 1009-1023. • Leander, Anna. 2009. "Why we need multiple stories about the global political economy." <i>Review of IPE</i>, 16 (2): 321-328. • Lipschutz, Ronnie. 2001. "Because People Matter: Studying Global Political Economy." <i>International Studies Perspectives</i> 2 (4): 321-339. • Palan, Ronen. 2013. "New Trends in Global Political Economy". In Ronen Palan, ed., <i>Global Political Economy: Contemporary Theories</i>, 2nd edition. New York: Routledge. • Seabrooke, Leonard & Kevin Young. 2017. "The networks and niches of international political economy". <i>Review of International Political Economy</i>, DOI: 10.1080/09692290.2016.1276949 • Tett, Gillian. 2015. <i>The Silo Effect: The Peril of Expertise and the Promise of Breaking Down Barriers</i>. Simon and Schuster. • Widmaier, Wesley. 2009. "Economics are too important to leave to economists: The everyday –and emotional– dimensions of international political economy." <i>Review of International Political Economy</i>, 16 (5): 945-957.

Class 3: IPE and Moral Philosophy (September 27)

Topics and Questions:	<ul style="list-style-type: none"> • How are ethics and morality considered in IPE? • How relevant are approaches explicitly considering ethics and moralities for understanding the global political economy?
Mandatory Readings:	<ul style="list-style-type: none"> • Brassett, James, and Christopher Holmes. 2010. "International political economy and the question of ethics." <i>Review of International Political Economy</i> 17 (3): 425-453. • Best, Jacqueline and Wesley Widmaier. 2006. "Micro-or macro-moralities? Economic discourses and policy possibilities." <i>Review of International Political Economy</i> 13 (4): 609-631. • Archer, Candace, and Stefan Fritsch. 2010. "Global fair trade: Humanizing globalization and reintroducing the normative to international political economy." <i>Review of IPE</i> 17 (1): 103-128.
Further Suggested Readings:	<ul style="list-style-type: none"> • Best, Jacqueline. 2006. "Co-opting cosmopolitanism? The International Monetary Fund's new global ethics." <i>Global Society</i> 20 (3): 307-327. • Bowden, Brett, and Leonard Seabrooke, eds. 2006. <i>Global standards of market civilization</i>. Routledge. • Clarke, Chris. 2015. <i>Ethics and economic governance: Using Adam Smith to understand the global financial crisis</i>. Routledge. • Langan, Mark. 2014. "A moral economy approach to Africa-EU ties: the case of the European Investment Bank." <i>Review of International Studies</i> 40 (3): 465-485. • LeBaron, Genevieve. 2014. "Subcontracting Is Not Illegal, But Is It Unethical? Business Ethics, Forced Labor, and Economic Success." <i>The Brown Journal of World Affairs</i> 20 (2): 237. • 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. • Mügge, Daniel. 2010. "Amartya Sen's 'The idea of justice' and financial regulation". <i>Economic Sociology: The European Electronic Newsletter</i>, 12 (1), pp.10-17. • Rethel, Lena. 2011. "Whose legitimacy? Islamic finance and the global financial order." <i>Review of international political economy</i> 18 (1): 75-98. • Watson, Matthew. 2007. "Trade justice and individual consumption choices: Adam smith's spectator theory and the moral constitution of the fair trade consumer." <i>European Journal of International Relations</i> 13 (2): 263-288. • Whyte, David, and Jörg Wiegratz, eds. 2016. <i>Neoliberalism and the Moral Economy of Fraud</i>. Routledge.

Class 4: IPE and History (October 4)

Topics and Questions:	<ul style="list-style-type: none"> • How relevant is history and historical approaches for understanding the global political economy? • Should the history of IPE be reconsidered?
Mandatory Reading:	<ul style="list-style-type: none"> • Watson, Matthew. 2017. "Historicising Ricardo's comparative advantage theory, challenging the normative foundations of liberal IPE." <i>New Political Economy</i> 22 (3): 257-272. • Hobson, John. 2013. "Part 1–Revealing the Eurocentric foundations of IPE: A critical historiography of the discipline from the classical to the modern era." <i>Review of IPE</i> 20 (5): 1024-1054. • Anievas, Anievas and Kerem Nisancioglu. 2015. <i>How the West Came to Rule</i>. Pluto Press. pp. 1-12. • Samman, Amin. 2015. "Crisis theory and the historical imagination", <i>Review of International Political Economy</i>, 22 (5): 966–995.
Further Readings Suggested:	<ul style="list-style-type: none"> • Aitken, Rob. 2007. <i>Performing Capital: Toward a Cultural Economy of Popular and Global Finance</i>. New York: Palgrave Macmillan. • Blaney, David, and Naeem Inayatullah. 2010. <i>Savage Economics: Wealth, Poverty and the Temporal Walls of Capitalism</i>. Routledge. • De Goede, Marieke. 2005. <i>Virtue, Fortune, and Faith: A Genealogy of Finance</i>. Minneapolis: University of Minneapolis Press. Chapter 1. • Farrell, H. and A. Newman. 2010. "Making Global Markets: Historical Institutionalism in IPE". <i>RIPE</i>, 17 (4): 609-638. • Germain, Randall. 2016. "Robert W. Cox and the Idea of History: Political Economy as Philosophy". <i>Globalizations</i>, 13 (5): 532-546. • Helleiner, Eric. 2014. <i>Forgotten foundations of Bretton Woods</i>. Ithica, NY: Cornell University Press. • Helleiner, Eric. 2015. "Globalising the classical foundations of IPE thought." <i>Contexto Internacional</i> 37 (3): 975-1010. • Hobson, John. 2004. <i>The Eastern Origins of Western Civilization</i>. Cambridge: Cambridge University Press. • Knafo, Samuel. 2013. <i>The Making of Modern Finance: Liberal Governance and the Gold Standard</i>. Routledge. • Langley, Paul. 2003. <i>World financial orders: an historical international political economy</i>. Routledge. • Nisancioglu, Kerem. 2014. "The Ottoman origins of capitalism: uneven and combined development and Eurocentrism." <i>Review of International Studies</i> 40 (2): 325-347. • Samman, Amin. 2014. "Making financial history: The crisis of 2008 and the return of the past." <i>Millennium</i> 42 (2): 309-330. • Schwartz, Herman. 2010. <i>States Versus Markets: The Emergence of a Global Economy</i>, 3rd edition. London: MacMillan. • Walter, R., 2013. <i>A critical history of the economy: On the birth of the national and international economies</i>. Routledge.

Class 5: IPE and Geography (October 11)

Topics and Questions:	<ul style="list-style-type: none"> • How ‘global’ is IPE? • How useful is a focus on regionalism and space for understanding processes and events in the global political economy?
Mandatory Readings:	<ul style="list-style-type: none"> • Phillips, Nicola. 2005. “Globalizing the Study of International Political Economy.” In Nicola Philips, ed., <i>Globalizing International Political Economy</i>. Palgrave: New York. pp. 1-19. • Tussie, Diana, and Pia Riggirozzi. 2015. "A global conversation: rethinking IPE in post-hegemonic scenarios." <i>Contexto Internacional</i> 37 (3): 1041-1068. • Krickovic, Andrej. 2015. "“All Politics Is Regional”: Emerging Powers and the Regionalization of Global Governance." <i>Global Governance</i>, 21 (4): 557-577. • Cooper, Andrew and Richard Stubbs. 2017. "Contending regionalisms: hubs and challengers in the Americas and the Asia-Pacific." <i>The Pacific Review</i>, 1-18.
Further Suggested Readings:	<ul style="list-style-type: none"> • Beeson, Mark. 2014. <i>Regionalism and globalization in East Asia: politics, security and economic development</i>. Palgrave Macmillan. • Breslin, Shaun, Christopher Hughes, Nicola Phillips, and Ben Rosamond, eds. 2003. <i>New Regionalism in the Global Political Economy: Theories and Cases</i>. Routledge. • Chin, Gregory. 2010. "Remaking the architecture: the emerging powers, self-insuring and regional insulation." <i>International Affairs</i> 86 (3): 693-715. • Christophers, Brett. 2012. "Anaemic geographies of financialisation." <i>New Political Economy</i> 17 (3): 271-291. • Cohen, Benjamin. 1998. <i>The Geography of Money</i>. Cornell UP. • Katzenstein, Peter. 2005. <i>A world of regions: Asia and Europe in the American imperium</i>. Cornell University Press. • Hettne, Björn, and Fredrik Söderbaum. 2000. "Theorising the rise of regionness." <i>New Political Economy</i>, 5 (3): 457-472. • Peck, Jamie, and Henry Wai-chung Yeung, eds. 2003, <i>Remaking the global economy: economic-geographical perspectives</i>. London: Sage. • Ravenhill, John. 2010. "The ‘new East Asian regionalism’: A political domino effect." <i>Review of IPE</i> 17 (2): 178-208. • Singh, J. P. <i>Sweet Talk: Paternalism and Collective Action in North-South Trade Relations</i>. Stanford University Press, 2017. • Söderbaum, Fredrik. 2015. <i>Rethinking Regionalism</i>. Palgrave. • Solís, Mireya, Barbara Stallings, and Saori Katada, eds. 2009. <i>Competitive regionalism: FTA diffusion in the Pacific Rim</i>. Springer. • Talani, Leila. 2014. <i>The Arab Spring in the global political economy</i>. Palgrave MacMillan.

Class 6: IPE, Anthropology & Sociology (October 18)

Topics and Questions:	<ul style="list-style-type: none"> • Do anthropological and sociological approaches help to understand issues and events in the global political economy? How or how not?
Mandatory Readings:	<ul style="list-style-type: none"> • Samman, Amin and Seabrooke, Leonard. 2016. "International Political Economy. In X. Guillaume, P. Bilgin, eds., <i>Routledge Handbook of International Political Sociology</i>. Routledge. • Katzenstein, Peter, and Stephen Nelson. 2013. "Reading the right signals and reading the signals right: IPE and the financial crisis of 2008." <i>Review of IPE</i>, 20 (5): 1101-1131. • Kalyanpur, Nikhil, and Abraham Newman. 2017. "Form over function in finance: international institutional design by bricolage." <i>Review of International Political Economy</i> 24 (3): 363-392. • Watson, Matthew. 2014. "The great transformation and progressive possibilities: the political limits of Polanyi's Marxian history of economic ideas." <i>Economy and Society</i> 43 (4): 603-625.
Suggested Readings:	<ul style="list-style-type: none"> • Bugra, Ayse, and Kaan Agartan. 2007. <i>Reading Karl Polanyi for the twenty-first century: market economy as a political project</i>. Springer. • Campbell-Verduyn, Malcolm. 2017. <i>Professional Authority after the Global Financial Crisis</i>. Palgrave MacMillan. • Deuchars, Robert. 2010. "Towards the global social: sociological reflections on governance and risk in the context of the current financial crisis." <i>Cambridge Review of International Affairs</i> 23 (1): 107-125. • Di Muzio, Tim, and Richard Robbins. 2017. <i>An Anthropology of Money: A Critical Introduction</i>. Routledge. • Elias, Juanita, and Lena Rethel, eds. 2016. <i>The everyday political economy of Southeast Asia</i>. Cambridge University Press. • Eliasson, J. L., and P. Garcia-Duran. 2016. "Why TTIP is an unprecedented geopolitical game-changer, but not a Polanyian moment." <i>Journal of European Policy</i>. • Hobson, John and Leonard Seabrooke, eds. 2007. <i>Everyday politics of the world economy</i>. Cambridge University Press. • Inayatullah, Naeem, and David Blaney. 1999. "Towards an ethnological IPE: Karl Polanyi's double critique of capitalism." <i>Millennium</i>, 28 (2): 311-340. • Leander, Anna. 2001. "Pierre Bourdieu on economics." <i>Review of International Political Economy</i>, 8 (2): 344-353. • Seabrooke, Leonard. 2006. <i>The social sources of financial power: domestic legitimacy and international financial orders</i>. Cornell UP. • Seabrooke, Leonard. 2007. "Why Political Economy Needs Historical Sociology". <i>International Politics</i>, 44 (4): 390-413. • Vetterlein, Antje. 2012. "Seeing like the World Bank on poverty." <i>New Political Economy</i> 17 (1): 35-58.

Class 7: IPE and Cultural studies (October 25)

Topics and Questions:	<ul style="list-style-type: none"> • Do approaches foregrounding culture help to understand events and processes in the global political economy?
Mandatory Readings:	<ul style="list-style-type: none"> • Best, Jacqueline, and Matthew Paterson. 2010. "Understanding Cultural Political Economy". In Jacqueline Best and Matthew Paterson, eds., <i>Cultural Political Economy</i>. New York: Routledge. • Staricco, Juan Ignacio. 2017. "Putting culture in its place? A critical engagement with cultural political economy." <i>New Political Economy</i> 22 (3): 328-341. • Jessop, Bob, and Ngai-Ling Sum. 2017. "Putting the 'Amsterdam School' in its Rightful Place: A Reply to Juan Ignacio Staricco's Critique of Cultural Political Economy." <i>NPE</i>, 22 (3): 342-354. • Cooper, Melinda and Liz McFall. 2017. "Ten years after: it's the economy and culture, stupid!." <i>Journal of Cultural Economy</i> 10 (1).
Further Suggested Readings:	<ul style="list-style-type: none"> • Aitken, Rob. 2015. "Everyday debt relationalities: situating peer-to-peer lending and the rolling jubilee." <i>Cultural Studies</i> 29(6): 845-68. • Bayliss, Kate, Ben Fine, and Mary Robertson. 2016. "Introduction to special issue on the material cultures of financialisation." <i>New Political Economy</i>: 1-16. • Best, Jacqueline, and Matthew Paterson. 2015. "Towards a Cultural Political Economy – Not a Cultural IPE". <i>Millennium: Journal of International Studies</i>, 43(2) 738–740. • Campbell-Verduyn, Malcolm. 2017. "Capturing the Moment? Crisis, Market Accountability, and the Limits of Legitimation". <i>New Political Science</i>, 39 (3): . • Jessop, Bob and Stijn Oosterlynck. 2008. "Cultural Political Economy: On Making the Cultural Turn Without Falling into Soft Economic Sociology". <i>Geoforum</i>, 36: 1155-69. • Jessop, Bob, Brigitte Young, and Christoph Scherrer. 2014. <i>Financial Cultures and Crisis Dynamics</i>. Vol. 189. Routledge. • Harmes, Adam. 2001. "Mass investment culture." <i>New Left Review</i> 9 (May/June): 103. • Langley, P. 2007. "Uncertain Subjects of Anglo-American Financialization". <i>Cultural Critique</i>, 65, 67-91. • Langley, Paul. 2016. "Crowdfunding in the United Kingdom: a cultural economy." <i>Economic Geography</i>, 92 (3): 301-321. • Paterson, Matthew. 2007. <i>Automobile Politics: Ecology and Cultural Political Economy</i>. Cambridge UP. • Prince, Russell. 2015. "Economies of Expertise: Consultants and the Assemblage of Culture." <i>Journal of Cultural Economy</i> 8 (5): 582-96. • Silvius, Ray. 2016. <i>Culture, Political Economy and Civilisation in a Multipolar World Order: The Case of Russia</i>. Routledge. • Sum, N., and Jessop, B. 2013. <i>Towards a Cultural Political Economy: Putting Culture in its Place in Political Economy</i>. Cheltenham, UK: Edward Elgar.

Class 8: IPE and Gender Studies (November 1)

Topics and Questions:	<ul style="list-style-type: none"> • How do gender-centered approaches help to understand processes, issues and events in the global political economy? • How well has IPE considered gender?
Mandatory Readings:	<ul style="list-style-type: none"> • Waylen, Georgina. 2006. "You still don't understand: Why troubled engagements continue between feminists and (critical) IPE." <i>Review of International Studies</i> 32 (1): 145-164. • Elias, Juanita, and Adrienne Roberts. 2016. "Feminist global political economies of the everyday: From Bananas to Bingo." <i>Globalizations</i> 13 (6): 787-800. • Hozic, Aida and Jacqui True. 2017. "Brexit as a scandal: gender and global trumpism." <i>Review of IPE</i>, 24 (2): 270-287.
Further Suggested Readings:	<ul style="list-style-type: none"> • Brassett, James, and Lena Rethel. 2015. "Sexy money: the hetero-normative politics of global finance." <i>Review of International Studies</i> 41 (3): 429-449. • Enloe, Cynthia. 2013. <i>Seriously!: investigating crashes and crises as if women mattered</i>. University of California Press. • Elias, Juanita. 2005. "The gendered political economy of control and resistance on the shop floor of the multinational firm: a case-study from Malaysia." <i>New Political Economy</i> 10 (2): 203-222. • Griffin, Penny. 2013. "Gendering global finance: Crisis, masculinity, and responsibility." <i>Men and Masculinities</i> 16 (1): 9-34. • Hozic, Aida and True, Jacqui, eds. 2016. <i>Scandalous Economics: Gender and the Politics of Financial Crises</i>. Oxford University Press. • Islam, Md Saidul, and Md Ismail Hossain. 2016. <i>Social Justice in the Globalization of Production: Labor, Gender, and the Environment Nexus</i>. Palgrave MacMillan. • Kunz, Rahel. 2011. <i>The Political Economy of Global Remittances: Gender, Governmentality and Neoliberalism</i>. Routledge. • Prügl, Elisabeth, and Jacqui True. 2014. "Equality means business? Governing gender through transnational public-private partnerships." <i>Review of IPE</i>, 21 (6): 1137-1169. • Roberts, Adrienne. 2015. "Gender, financial deepening and the production of embodied finance: Towards a critical feminist analysis." <i>Global Society</i> 29 (1): 107-127. • Safri, Maliha, and Julie Graham. 2010. "The global household: toward a feminist postcapitalist international political economy." <i>Signs: Journal of Women in Culture and Society</i> 36 (1): 99-125. • True, Jacqui. 2012. <i>The Political Economy of Violence Against Women</i>. Oxford University Press. • Widmaier, Wesley. 2015. "Lawyers, Gender, and Money: Consensus, Closure, and Conflict in the Global Financial Crisis." <i>Politics & Gender</i> 11 (2): 265-290.

* No Class November 8 Reading Week *

Class 9: IPE and Labour Studies (November 15)

Topics and Questions:	<ul style="list-style-type: none"> • How do labour-centered approaches help to understand issues, processes and events in the global political economy?
Mandatory Readings:	<ul style="list-style-type: none"> • O'Brien, Robert. 2013. "Labour and IPE: rediscovering human agency". In Ronen Palan, ed., <i>Global Political Economy: Contemporary theories</i>, 2nd ed. New York and London: Routledge. • Moore, Phoebe. 2012. "Where is the study of work in critical IPE?." <i>International Politics</i> 49 (2): 215-237. • Selwyn, Benjamin. 2015. "Twenty-first-century International Political Economy: A class-relational perspective." <i>European Journal of International Relations</i> 21 (3): 513-537. • Hyman, Richard, and Rebecca Gumbrell-McCormick. 2017. "What about the workers? The implications of Brexit for British and European labour." <i>Competition and Change</i> 21 (3): 169-184.
Further Suggested Readings:	<ul style="list-style-type: none"> • Bernards, Nick. 2017. "The Global Politics of Forced Labour." <i>Globalizations</i>: 1-14. • Bierl, Andreas. 2011. "Labour, New Social Movements and the Resistance to Neoliberal Restructuring in Europe". <i>New Political Economy</i>, 16 (2): 163-183. • Davies, Matt and Magnus Ryner. 2006. <i>Poverty and the production of world politics: unprotected workers in the global political economy</i>. Palgrave MacMillan. • Fisher, Eran, and Christian Fuchs, eds. 2015. <i>Reconsidering value and labour in the digital age</i>. Palgrave Macmillan. • Kent, George. 1995. <i>Children in the international political economy</i>. New York: Routledge. • LeBaron, Genevieve, and Alison Ayers. 2013. "The rise of a 'new slavery'? Understanding African unfree labour through neoliberalism." <i>Third World Quarterly</i> 34 (5): 873-892. • LeBaron, Genevieve. 2014. "Reconceptualizing debt bondage: Debt as a class-based form of labor discipline." <i>Critical Sociology</i> 40 (5): 763-780. • Phillips, Nicola, and Fabiola Mieres. 2015. "The governance of forced labour in the global economy." <i>Globalizations</i> 12 (2): 244-260. • Phillips, Nicola, Resmi Bhaskaran, Dev Nathan, and C. Upendranadh. 2014. "The social foundations of global production networks: towards a global political economy of child labour." <i>Third World Quarterly</i> 35 (3): 428-446. • Van den Anker, Christien, ed. 2016. <i>The Political Economy of New Slavery</i>. Springer, 2016. • Watson, Alison. 2008. <i>The Child in International Political Economy: a place at the table</i>. Routledge.

Class 10: IPE, Legal Studies & Computer Science (November 22)

Topics and Questions:	<ul style="list-style-type: none"> Do legal and computer science approaches help to understand issues and processes in the global political economy? How so or how not?
Mandatory Readings:	<ul style="list-style-type: none"> Hale, Thomas. 2015. "The rule of law in the global economy: Explaining intergovernmental backing for private commercial tribunals." <i>European Journal of International Relations</i> 21 (3): 483-512. Berry, David. 2012. "The relevance of understanding code to international political economy." <i>International Politics</i> 49 (2): 277-296. Langley, Paul, and Andrew Leyshon. 2016. "Platform capitalism: the intermediation and capitalisation of digital economic circulation." <i>Finance and Society</i>, early view.
Further Suggested Readings:	<ul style="list-style-type: none"> Amoore, Louise, and Volha Piotukh, eds. 2016. <i>Algorithmic life: Calculative devices in the age of big data</i>. New York: Routledge. Brummer, Chris. 2014. <i>Minilateralism: How Trade Alliances, Soft Law and Financial Engineering are Redefining Economic Statecraft</i>. Cambridge UP. Campbell-Verduyn, Malcolm, Marcel Goguen, and Tony Porter. 2017. "Big Data and Algorithmic Governance: The Case of Financial Practices". <i>New Political Economy</i> 22 (2): 219-236. Cutler, Claire and Thomas Diez, eds. 2017. <i>The Politics of Private Transnational Governance by Contract</i>. Routledge. Fuchs, Christian, and Vincent Mosco. 2015. <i>Marx in the Age of Digital Capitalism</i>. Brill. Gabor, Daniela, and Sally Brooks. 2017. "The digital revolution in financial inclusion: international development in the fintech era." <i>New Political Economy</i> 22 (4): 423-436. Thompson, Grahame. 2017. "Time, Trading and Algorithms in Financial Sector Stability". <i>New Political Economy</i> 22 (1): 1-11. Roderick, Leanne. 2014. "Discipline and Power in the Digital Age: The Case of the US Consumer Data Broker Industry". <i>Critical Sociology</i> 40 (5): 729-746. Rogers, Chris and Chris Clarke. 2016. "Mainstreaming social finance: The regulation of the peer-to-peer lending marketplace in the United Kingdom". <i>British Journal of Politics and International Relations</i>, 18 (4): 930-945. Wesseling, Mara, Marieke de Goede, and Louise Amoore. 2012. Data wars beyond surveillance: Opening the black box of Swift' <i>Journal of Cultural Economy</i> 5 (1): 49-66. Youngs, Gillian. 2007. <i>Global political economy in the information age: Power and inequality</i>. Routledge.

Classes 11 - 12: Conference-Style Presentation of Research Paper Drafts

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