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Course Syllabus (please bring to each lecture)

Pol. 341 H 1 (F)

Fall 2010

CANADA AND THE GLOBAL CHALLENGE SINCE 9/11 - Part II
The WTO and the Political Economy of the Post-National State

Lectures: Tuesday, 10 a.m.- noon in Sidney Smith Hall 2108
Instructor: Professor **Stephen Clarkson**
Office: Sidney Smith Hall 3119
Office Hours: Mondays and Tuesdays from 2 pm to 5 pm *by appointment*:
Telephones: Mondays and Tuesdays only: 416-978-3119
Wednesdays to Fridays: 416-978-2682 (leave a message if I don't answer)
Fax: (416) 978-5566
Home address: 59 Lowther Avenue, southeast corner at Bedford Road
Home phone: 416-925-7596 (leave a message if I don't answer)
Blackboard: <http://portal.utoronto.ca/>

Teaching Assistant: Evan Rosevear [evan.rosevear@utoronto.ca]

OBJECTIVES

In September, 2003 some ten thousand Mexican campesinos, hundreds of American environmentalists, and several dozen Canadians joined other activists from Europe and Asia to mount a dramatic protest against the World Trade Organization (WTO) which was holding its regular biennial ministerial meeting in the Mexican resort town, Cancún. Twenty-one Third-World governments banded together to block the meeting's agenda which they considered served not their interests but those of the United States and the European Union.

The WTO's birth in 1995 had marked a historic turning point in the development of global governance and the integration of the world economy. In the eyes of its opponents and proponents alike, the new trade and investment organization would transform the world's economy as well as its members' relations with each other. Critics in this country argued that the WTO would seriously undermine Canada's fragmented political system, its natural environment, and its already vulnerable culture. Advocates maintained not only that these dangers were negligible but that globalization was as irreversible as it was beneficial to humankind.

This course will tackle the theoretical issues and policy problems that animate the continuing debate on economic liberalization. In doing this, we will be looking at a specific case of a general phenomenon that is preoccupying policy-makers in all countries: the effects of the globalization of capital on national states and cultures. As "political economists," we will assume that Canada's global dilemmas cannot be understood either as a question of politics or of economics but must be seen in both these perspectives as well as in their cultural and societal dimensions. Our *intellectual* challenge in studying Canada's "*global* challenge" is to develop analytical frameworks that can give us a comprehensive understanding of its multi-dimensional dynamics.

The material in this course is prone to highly ideological treatment, for it touches one of Canada's most sensitive nerves. Our objective will be, nevertheless, to deal fairly, factually, and rigorously with the assumptions, theories, and arguments used in the debate between nationalists (who believe that Canada suffers from and should resist its economic, political and cultural domination by US-driven globalization) and globalists (who believe that Canada should embrace with optimism the forces of international integration that it has resisted in vain.)

Note: Students are strongly advised not to take this course and its companion, **Pol. 318H-F**, in the same term.

PEDAGOGICAL APPROACH

1. Lectures

Central to the course are the weekly lectures. They will discuss the basic theoretical issues raised by the literature about Canada's global position, give the historical background and analytical context, and examine the implications of globalization for Canada's economy, polity, and culture. Regular attendance is expected; an attendance record is kept. Computers are not allowed for note taking except for students with special needs.

Short readings are specified for each lecture. To get the most out of the lectures, these passages should be read beforehand. Students are to keep a log of these readings which, along with their lecture notes, may be brought to the Christmas exam for a possible bonus of up to 2 per cent (1% for the log and notes, 1% for perfect attendance; no excuses for absences will be considered).

Periodically, special guests will come to apply their expertise to the topic under discussion.

2. Tests

A final examination worth 25 per cent will be held in the University College's East Hall - UC266. The questions will be distributed one week before, at lecture 12.

3. Office Hours

I want to meet each member of the course during my office hours early in the term. Please drop by for a brief chat and bring a small photograph for me to attach to your file.

4. Essays

Because "we write to learn," essay writing is the principal focus for your individual work.

- In order to generate a common vocabulary for the course, every student will do a **book review** by **Lecture 3**.
- An **outline** for the major **essay** must then be submitted for approval by Lecture 6.

5. Learning Options

Two **options** offer you a choice for your learning experience.

Option A. All Written Work

This involves solo study. The book report, outline, and essay determine the entire term mark:

| | | |
|---------------|---------------------------|------------------|
| book review | (1,000 words or 4 pages) | worth 15 percent |
| essay outline | (3 pages) | worth 20 percent |
| essay | (3,500 words or 14 pages) | worth 40 percent |

Option B. Two Essays plus Weekly Discussion Group

In addition to the written work of Option A, this option involves participation in a weekly, student-run discussion group that allows time for debating the issues raised during the lectures and readings, self-help in essay and test preparation, and getting to know 8 to 10 fellow students. Once this option is chosen (and approved by me), regular attendance at tutorials is mandatory. Weekly reports are submitted to me evaluating each session and alerting me to problems that may need resolving. Participation accounts for 10 per cent, with the book review and essay worth 5 per cent less than in Option A.

Summary of Marking Coefficients for Options A and B

| <u>OPTION</u> | <u>A</u> | <u>B</u> |
|-----------------------|------------|------------|
| First term | | |
| book review | 15 | 10 |
| outline | 20 | 15 |
| essay | 40 | 40 |
| discussion group | | 10 |
| Term work | 75 | 75 |
| Christmas test | 25 | 25 |
| Second term | | |
| Final mark | 100 | 100 |

Accessibility Needs: The University of Toronto is committed to accessibility. If you require accommodation for a disability please consult me immediately. Alternatively, contact Accessibility Services about any other related concerns at: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>

SC's Shorthand

- assumption
- conclusion
- constitution
- continental, continent
- economics, economic
- global, globalization
- hypothesis
- introduction
- cultural, culture
- internal
- politics, political
- sociology, sociological
- theory, theoretical
- external

SCHEDULE, DEADLINES, and PENALTIES for TERM WORK and EXAMINATION

Options A and B:

| | | | |
|---------------------|----|--------------|---|
| Book review: | L3 | September 28 | returned with comments L4, October 5 |
| Outline: ** | L6 | October 19 | returned with comments L7, October 26 |
| Essay: | L9 | November 0 | returned with comments L12, November 29 |

| | | | |
|--------------------|-----|-------------|--|
| Final exam: | L12 | November 30 | Questions distributed |
| | L13 | December 7 | Test held in UC East Hall 10 to 11.55 a.m. |

All assignments are due on the specified date by 10:10 a.m., that is, before the lecture begins, when the TA will pick them up. The penalty clock for lateness will start at that time.

LATE Assignments are to be handed in to Sidney Smith 3018 and stamped with the date/time.

*** Penalties for lateness:**

| | |
|---------------|---|
| Book reviews: | 5 percent per day; will not be accepted after one week |
| Outlines: | 5 percent per day; will not be accepted after one week |
| Essays: | 2 percent per day; will not be accepted after two weeks |

Extensions may be granted for incapacitating medical problems notified before the deadline and documented subsequently by a doctor. Extensions are not granted for computer failure or other work commitments, including preparation for LSAT tests.

** See page 10 for what is required in an **outline**.

Working material: Be sure to keep all rough and draft work and hard copies of your book report, essay outline, and essay until the marked assignments have been returned.

Plagiarism: Plagiarism is a serious academic offence and will be dealt with accordingly. For the University of Toronto's policy on plagiarism, consult: <http://www.utoronto.ca/writing/plagsep.html>."

You are required to submit your course material to **Turnitin.com** for a review of textual similarity. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. If you object to Turnitin on principle, you may hand in all rough work and include an annotated bibliography with the paper.

Complaint and Appeals procedures

1. **Either:** Have a discussion with the TA about the mark, the comments, and your writing.
2. **Or:** After a one-week cooling down period,
 - (a) request the TA to reread the text.
 - (b) If still dissatisfied, ask SC to read the assignment.
 - (c) If still unhappy, appeal to the Prime Minister. (This is not entirely a joke: I did have a student who appealed my mark to Pierre Trudeau.)

Beware! reconsideration by either Evan or SC may cause the mark to go up -- but it may make it go down. Of the two possible, but mutually exclusive, routes, we strongly recommend the first.

LECTURE SCHEDULE and WEEKLY READINGS

Those **readings for each lecture** that do not come out of *Uncle Sam and Us* and are not available on line are compiled in a xeroxed compendium available from Alico's Copy Centre, 203-A College Street, 599-2342.

You are asked to keep a brief **reading log** (at the end of this syllabus) and hand in a **photocopy** of the first 7 weeks' readings (page 14) on L7, October 26

L.1 Introduction: Globalization 'n' Us

Sept. 14

A systematic explanation of my pedagogy -- options, essays, bibliographies, outlines, weightings, deadlines, penalties, tests, and such other necessary evils as lecture topics and weekly readings -- will introduce you to the course's conceptual ends and pedagogical means.

Read: Nothing required: it's your time for getting over any qualms before the storm.

PART I - GLOBAL GOVERNANCE and CANADA'S EXTERNAL CONSTITUTION

L.2 Capitalism, Globalization, and Global Governance

Sept. 21

9 a.m., 12 and 1 p.m.: first discussion groups meet

If Canada has been inserted in a capitalist world economy since the first Europeans discovered the Newfoundland fishery, what is so new about "globalization"? We need to understand the Keynesian political economy installed after World War II in order then to grasp the changes that have occurred as that system broke down and transnational corporations pushed for greater economic rights and freedoms around the world.

Read:

- **Clarkson**, *Uncle Sam and Us*, chs. 1, 2, and 3.

- Robert W. **Cox**, "Global Restructuring: Making Sense of the Changing International Political Economy," in Richard Stubbs and Geoffrey Underhill, eds., *Political Economy and the Changing Global Order*. (London: MacMillan, 1994), 45-59.

- Eric **Helleiner**, "From Bretton Woods to Global Finance: A World Turned Upside Down," in Richard Stubbs and Geoffrey R.D. Underhill, eds., *Political Economy and the Changing Global Order* (London: MacMillan, 1994), 163-75.

11.50: Evan Rosevear will discuss the book review assignment.

L.3 The World Trade Organization

Sept. 28

10.10 a.m. Evan Rosevear will collect the book reviews and discuss the essay outline assignment.

The World Trade Organization has been hailed (and denounced) as a radically new kind of international institution. Will the WTO turn out to have been more empowering (or threatening) for Canada than the North

American Free Trade Agreement?

Read:

- **Clarkson**, *Uncle Sam and Us*, ch. 4.
- Michael **Hart**, *Fifty Years of Canadian Tradecraft: Canada at the GATT*, chapters 10-11.
- Sylvia **Ostry**, *The Post-Cold War Trading System* (Chicago University Press, 1997), 175-200.

PART II - GLOBAL GOVERNANCE FROM ABOVE and the CANADIAN STATE

L.4 National Integrity, Cultural Sovereignty, and Economic Integration

Oct. 5

If each nation state requires its own cultural identity and *if* government intervention has been necessary for Canada to create national cultural industries, is the country threatened by the WTO's trade liberalization?

Read:

- Graham **Carr**, "Trade Liberalization and the Political Economy of Culture: An International Perspective on the FTA," *Canadian-American Public Policy* 6 (June 1991).
- Gilbert **Gagné**, "North American Integration and Canadian Culture." In George Hoberg, ed., *Capacity for Choice: Canada in a New North America*. (Toronto: University of Toronto Press, (2002).

11.50 Evan Rosevear will return the book reviews and discuss any problems with them.

L.5 Cultural Policy: Magazines and Global Rules

Oct. 12

The challenge of indigenous publishing in a branch-plant economy. How the WTO and NAFTA shook Canada's magazine industry, and what the Canadian government tried to change global cultural governance.

Read:

- **Clarkson**, *Uncle Sam and Us*, ch. 18.
- Ted **Magder**, "Franchising the Candy Store: Split-Run Magazines and a New International Regime for Trade in Culture," *Canadian-American Public Policy* 34 (April 1998).
- Peter **Grant**, *Blockbusters and Trade Wars* (2004), ch. 3.
- Christoph Beat Graber, "The New UNESCO Convention on Cultural Diversity: A Counterbalance to the WTO?" *Journal of International Economic Law* 9, no.3 (August 2006), 553-74. on Blackboard or
Permalink: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/13693034/v09i0003/553_tmuocodacttw

L.6 Propagating, Resisting, and Amending The External Constitution

Oct. 19

By negotiating its own trade and investment agreements with other countries (Columbia) and other world regions (European Union) Canada contributes to broadening and entrenching the same norms and rules that

make up the global constitution. At the same time, Canada has responded to other domestic interests by leading global negotiations to offset the WTO with a convention to protect cultural diversity. It also played a decisive role in creating the International Criminal Court in the face of bitter resistance from the White House and the Pentagon

Read:

- Stephen Clarkson, draft chapter on the International Criminal Court. (on Blackboard).
- David Schneiderman, chapter from your book? Online article?
- Law professors' manifesto on investment treaties. (on Blackboard).

10:10 a.m. Essay outlines due.

L.7 International Trade and Human Rights

Oct. 26

10.10 Submit a photo copy of your reading logs up to L.7

We will address two related issues:

First, can the issues of human rights -- good working conditions, adequate housing, enough food, freedom from violence, the rights of children -- be separated from the questions involved in constitutionalizing international trade and investment rules?

Then, we will ask whether the global constitution can be changed to punish and prevent the gross violation of human rights and mitigate such conditions of human insecurity as genocide.

Read:

- "International Economic Actors and Human Rights," *Law and Politics Book Review* 20:7 (July, 2010), 296-9. <http://www.bsos.umd.edu/gvpt/lpbr/subpages/reviews/mcbeth0710.htm>
- Pieterse, Marius. 2007. "Eating Socioeconomic Rights: The Usefulness of Rights Talk in Alleviating Social Hardship Revisited." *Human Rights Quarterly* 29(3): 796-824. http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/1085794x/v29i0003/796_esrtuotias
[hr](#)
- Stephen Clarkson and Michael Lawrence – "The Two Dimensions of Culture's Contribution to the Debate on Human Security" On Blackboard

11.50 Evan Rosevear will return the essay outlines and discuss any problems with them.

PART III – GLOBALIZATION FROM BELOW and CITIZEN POWER

L.8 GATS, TRIPS, and the Governance Problems Involved in the Struggle against AIDS Nov. 2

10.10 Essays due

The General Agreement on Trade in Services (GATS) has been presented as an attempt by global health companies to privatize public services everywhere. The Agreement on Trade-Related Intellectual Property Rights (TRIPs) has also been seen as threatening public health by strengthening the global drug companies' monopoly rights. We will look specifically at how TRIPs blocks such NGOs as Médecins sans Frontières from getting very cheap, generic retro-viral drugs to help cope with Africa's AIDS pandemic.

Read:

- Clarkson, *Uncle Sam and Us*, ch. 15.
- Médecins Sans Frontières, “Neither Expeditious, Nor a Solution: The WTO August 30th Decision is Unworkable – An illustration through Canada’s *Jean Chrétien Pledge to Africa*”, Briefing paper for XVI International AIDS Conference, Toronto, August 2006, online:
http://www.msf.ch/fileadmin/user_upload/uploads/communiqués/images_2006/pdf/came_Neither_expeditious_nor_a_solution_-_August_30_and_the_JCPA_single_page.pdf
- Government of Canada, “Report on the Statutory Review of Sections 21.01 to 21.19 of the *Patent Act*” (Ottawa: Industry Canada, 2007), online via www.camr.gc.ca
- Richard Elliott, “Delivery past due: global precedent set under Canada’s Access to Medicines Regime”, *HIV/AIDS Policy & Law Review* 2008; 13(1): pages 1, 5-12, online via <http://www.aidslaw.ca/publications/publicationsdocEN.php?ref=862> (follow link to first feature article).

Week 9 **Autumn Reading Week Break** *Essays due in Pol Sci Dept. SSH 3018* **10 a.m., Nov. 9**

PART IV: WHAT IT ALL MEANS FOR CANADA AND CANADIANS

L.10 **A Post-September 11 Military Policy for Canada?** **Nov. 16**

When it comes to defence, does globalization for Canada still come down to doing what the United States wants? What was the significance for Canada of the US “war on terror”, the Iraq war, and Afghanistan?

Read:

- Clarkson, *Uncle Sam and Us*, ch. 19.
- Privy Council Office. *Securing an Open Society: Canada’s National Security Policy*. Ottawa: Government of Canada, 2004. (Canada’s version of Bush’s National Security Strategy. Just read the last tiny chapter, pp. 47-52 for the official spin language on Canada’s international role).
http://www.pco.gc.ca/docs/information/Publications/natsec-secnat/natsec-secnat_e.pdf
- Elinor C. **Sloan**, *Security and Defence in the Terrorist Era: Canada and North America*. Montreal, QC and Kingston: McGill-Queen’s University Press, 2005, ch. 8.

L.11 **A Post-September 11 Foreign Policy for Canada?** **Nov. 23**

When it comes to diplomacy, does globalization give Canada more room for manoeuvre?

Read:

- Clarkson, *Uncle Sam and Us*, ch. 20.
- Patrick Lennox and Brian Bow, eds. Introduction and Conclusion to *An Independent Foreign Policy for Canada* (2008). Available on Blackboard.

L.12 **Globalization beyond the State: Canadians, Civil Society, and Business** **Nov. 30**

Where does all this leave Canadians? Are the apparently irreconcilable differences between civil society and business actually reconcilable? If so, on whose terms? Can these questions be addressed within Canada or are the solutions only conceivable beyond the boundaries of a single state?

Read:

Stephen Clarkson and Stepan Wood, *A Perilous Imbalance: The Globalization of Canadian Law and Governance*, (UBC Press, 2010), chs. 7 and 8. on Blackboard

11.35 Exam questions distributed and discussed

11.45 Course evaluation

11.50 Essays returned by Evan Rosevear with comments.

Final Examination University College East Hall 10 -11.55 a.m.

Dec. 7

* * *

REQUIRED BOOKS

Stephen Clarkson, *Uncle Sam and Us: Globalization, Neoconservatism, and the Canadian State* (University of Toronto Press and Woodrow Wilson Press, 2002). [Call no.]

Lui Hebron and John F. Stack, Jr., *Globalization: Debunking the Myths*. (Upper Saddle River, NJ: Pearson Education, 2009). [Call no.]

ESSAYS and OUTLINES

Your book review and essay will be read carefully. Comments on language and logic will be noted in the margins. More general responses to the overall strengths and weaknesses of each essay will be written on a separate page, a copy of which will be kept as part of your file to help in the writing of references if needed in the future.

Essays will be judged by the following criteria:

1. Argument 25%

The originality and the power of the analysis you present; the extent that a theory from the political economy literature is tested or some interesting hypothesis of your own is proven; the coherence of the logic with which you develop your case.

Students' most common problem comes from not finding a clear question to address and so not developing an effective thesis.

2. Information 25%

The mastery of the factual material that you present from your research in the literature, its relevance to your argument, its effectiveness in making your case, its accuracy and completeness.

Students' most common problem comes from not knowing what material to consult and so not marshalling information that is relevant to demonstrating the thesis.

3. Structure 25%

The coherence of your paper's organization and its utility in helping develop your argument.

Students should feel free to amend the topics listed below in consultation with Evan Rosevear or SC.

- 1. If Canada has always been inserted in a capitalist world economy, what is different (if anything) about economic globalization?**
- 2. Assess the impact of the WTO on the Canadian state's capacity to resist Americanization in one area of cultural activity (film, broadcasting, publishing, music, etc.)**
- 3. Evaluate the impact of the WTO and its dispute settlement processes on Canada's political economy (including the impact on the federal government's economic policy-making) in one of the following sectors:**
 - (a) services**
 - (b) education**
 - (c) health care**
 - (d) the environment**
 - (e) cultural industries**
 - (f) another area subject to our approval.**
- 4. Examine the implications for Canada's capacity abroad and internal political autonomy of the TRIPS agreement.**
- 5. Has the 'Doha Declaration' increased Canada's capacity to assist developing countries in garnering access to cheap pharmaceuticals?**
- 6. Compare and contrast the impact on Canadian sovereignty of the NAFTA and WTO agreements.**
- 7. Once the WTO was created in 1995, did Canada need NAFTA (1994)? Did Canada gain in the WTO what it had failed to achieve in CUFTA and NAFTA?**
- 8. Examine the role of a Canadian NGOs or ENGOs such as the Council of Canadians or Greenpeace in helping construct a global civil society.**
- 9. What are the challenges and opportunities facing Canadian environmental policy in the current era of globalization under the WTO?**
- 10. Was Canada's success in promoting a human security agenda on issues such as the landmines treaty or the international criminal court the result of the role played by one man, Lloyd Axworthy, or does Canada have a systemic comparative advantage in exercising such "soft power"?**
- 11. Under conditions of globalization, has Canada's margin of manoeuvre increased or decreased in its foreign policy?**
- 12. Did Canada's refusal to support the United States in its war on Iraq prove that national autonomy is compatible with continental integration?**
- 13. Does its dispute settlement mechanism make the WTO the world's most effective multilateral organization? This question can be approached by examining one or more of the *Sports Illustrated*, *Embraer-Bombardier*, *shrimp-turtle*, or *tuna-dolphin* cases. It could also be done by comparing the**

WTO's with NAFTA's dispute settlement mechanisms. Or a mix of these.

14. What are the key forces driving Canadian energy policy: global, continental, federal, provincial, or a combination thereof?

15. What are the implications of globalization for Canadian cities?

16. The failure of the WTO's most recent Doha Round of liberalization talks could generate a number of essay topics such as: what factors best explain the collapse of negotiations? What are the implications of this failure for Canada? What are the implications for the WTO and "globalization" more generally?

17. Another topic of *your* choice subject to *our* approval.

BOOKS FOR BACKGROUND

The following older volumes have many useful chapters on specific problems which should prove of some help as background in your essay research. Consult their table of contents.

Cameron, Duncan, ed. *The Free Trade Deal*. Toronto: James Lorimer & Co., 1988. [HF 1766 F73 1988 ROBA/VIC]

Cameron, Duncan and Mel Watkins, eds. *Canada Under Free Trade*. Toronto: James Lorimer & Co., 1993. [F 5047 C2939 1993 ROBA]

Clement, Wallace, ed. *Understanding Canada: Building on the New Canadian Political Economy*. Montreal; Kingston: McGill-Queens University Press, 1997. [HC 115 U52 1997 ROBA]

Crispo, John, ed. *Free Trade: The Real Story*. Canada: Gage Educational Publishing Co., 1988. [HF 1766 F74 1988 ROBA/TRIN]

Drache, Daniel and Meric S. Gertler, eds. *The New Era of Global Competition: State Policy and Market Power*. Montreal; Kingston: McGill-Queens University Press, 1991. [HC 115 N393 1991 ROBA]

Gilpin, Robert. 2001. *Global Political Economy: Understanding the International Economic Order*, Princeton University Press. [HF 1359 .G5516 2001X ROBA]

Globerman, Steven, and Michael Walker, eds., *Assessing NAFTA: A Trilateral Analysis*. Vancouver: Fraser, 1993. [HF 1766 A85 1993 ROBA]

Gold, Marc and David Leyton-Brown, eds. *Trade-Offs on Free Trade*. Toronto: Carswell, 1988. [HF 1766 T73 1988 TRIN/LAW]

Grinspun, Ricardo and Maxwell A. Cameron, eds. *The Political Economy of North American Free Trade*. New York: St. Martins Press, 1993. [HF 1746 P65 1993 ROBA]

Held, David et. al, 1999. *Global Transformations: Politics, Economics, Culture*. Cambridge: Polity Press. [JZ 1308 .G59 1999]

Ito, Takatoshi and Krueger, Anne, eds. *Regionalism versus Multilateral Trade Arrangements*. Chicago:

University of Chicago Press, 1997.

Krueger, Anne O. ed., 2000. *The WTO as an International Organization*. [HF 1385 .W78 1998X ROBA]

OECD. *Regionalism and It's Place in the Multilateral Trading System*. Paris: OECD, 1996.
[ZZ...ED...20B-1996 R26 NONCIRC ROBA]

Randall, Stephen J., Herman Konrad and Sheldon Silverman, eds. *North America Without Borders?* Calgary: University of Calgary Press, 1992. [HF 1766 N67 1992 UC/SIGS]

Randall, Stephen J. and Herman W. Konrad, eds. *NAFTA in Transition*. Calgary: University of Calgary Press, 1995. [HF 1746 N345 1995 ROBA/SIGS]

Sampson, Gary P. 2001. *The Role of the WTO in Global Governance*.

Schott, Jeffrey J. ed. 2000. *The WTO After Seattle*. [HF 1385 .W778 2000X ROBA]

Stubbs, R. and Geoffrey R. D. Underhill, eds. *Political Economy and the Changing Global Order*. London: Macmillan, 1994. [HF 1411 P591154 1994 ROBA] and 2nd edition, 2000.

Winham, Gilbert 1986. *International Trade and the Tokyo Round Negotiation*, Princeton University Press. [HF 1412 .W45 1986 ROBA]

Formating and style guide for written work

Text: Times Roman 12 point, left justified, with 1.5 spaces between lines.

Header (**not** footer) in *Times Roman 10 point*:

left: your first and LAST NAME;

centre: brief subject in italics such as *NAFTA and Foreign direct investment*

right: page number

Spacing at beginning of new subsection:

two line spaces before a new section head; one between section head and first paragraph.

Misc.

- US and not U.S. **US** should only be used as an adjective; as a noun, write United States
- % should be spelled out as 'per cent' except in tables.
- When possible, paragraphs should not exceed 12 lines.
- All numbers under 100 are spelled out. Those larger than 99 are not spelled out unless they come at the beginning of a sentence.
- **Italicize** words in other languages that are not commonly used in English such as *maquiladoras* but not in the case of titles or organization such as Congreso de Trabajo or words that have been assimilated into English such as de facto. When in doubt, check the Oxford Canadian dictionary.
- Oxford Canadian **spelling**: program *not* programme, sceptical *not* skeptical, labour *not* labor, defence *not* defense, cigarette *not* cigaret, practise as a verb, practice as a noun, globalization *not* globalisation.
- Bilateral, binational, transborder, and neoconservative; not bi-lateral, bi-national, trans-border, or neo-conservative
- Anti-globalization not antiglobalization
- Dollar/currency: **US\$** or **CD\$** preceding the amount of money when it is not the currency of the country in question

Footnotes and Bibliography

The example below follows the Note-Bibliography system set out in the *Chicago Manual of Style*, 15th edition, and its student version, Turabian's *Manual for Writers*, 7th edition. Our examples use superscript note numbers rather than regular-font numbers for the notes; either is acceptable. For display on this webpage, we use endnotes, and put them under the heading "Notes." (Footnotes would appear at the bottom of each page after a short dashed line.) Here are some further remarks on particularities of this system:

- When you refer to a source the **second time**, you can shorten the note by using only the author's last name and the page number (e.g., Smith, 435). That's easier for both author and reader than learning the old-fashioned system of Latin abbreviations (formerly italicized) such as "Op. cit." ("in the same work") and "Ibid." ("in the same place"); these are rarely used now. If you are using **two books by the same author**, include a shortened form of the book title to clarify which you mean.
- Notes are **indented** like paragraphs in the essay (indent the first line, not the subsequent ones). Notes should be **single-spaced**, but with a blank line between notes. Bibliography entries are given in hanging-indent form (first line flush with the left margin, subsequent lines indented) and are also single-spaced with a blank line between entries.

- In listing a Web page as a source, include the **date you read the page** as well as the URL. That information lets your reader judge whether he or she is seeing the same version of the Web page that you did. See also the section below on [Electronic Sources](#).
- In this system, you still use **parentheses** within your prose to give page or line numbers for texts you refer to repeatedly (e.g. historical documents or works of literature). Use a note for the first such reference so the reader knows which edition you're using, and state that all subsequent references will be to this edition.

For more detailed advice on formatting in this style, consult the Notes-Bibliography chapters of the *Chicago Manual of Style*, 15th edition (Z253 C45 2003); this authoritative reference work on all matters related to editing is now available [online](#) in full to U of T students and faculty. The University of California at Berkeley provides a useful [summary](#) of this system of referencing. See also the Chicago style section of the University of Auckland's [interactive guide](#) on formatting.

Example:

When Hamlet protests to his mother, "Leave wringing of your hands" (3.4.34),¹ he is naming a universally recognizable gesture. As Smith says, similar broad physical movements are "still the most direct way of indicating inner turmoil."² Zygmundi confirms their continuing usefulness in contemporary productions of other sixteenth-century plays.³ Renaissance audiences would have recognized hand-wringing as a signal for inner distress,⁴ specifically for a condition that the Elizabethan author Reynolds named "ague of the spirits."⁵ Poor sight lines in Elizabethan theatres also required highly visible body movements.⁶ In her new book, Brown attempts to show that such gestures are related to stylized movements from religious ceremonies.⁷ She argues that acting methods responded to both the physical conditions of the theatres and the audience's cultural expectations.⁸

NOTES

¹ William Shakespeare, *Hamlet*, in *The Norton Introduction to Literature*, 8th ed., ed. Alison Booth, J. Paul Hunter, Kelly J. Mays, and Jerome Beaty (New York: W.W. Norton, 2001), 996. Subsequent parenthetical references will refer to this edition.

² Jasmine Smith, "Renovating *Hamlet* for Contemporary Audiences," *UTQ* 76 (Summer 2007): 960.

³ David Zygmundi, "Acting Out the Moralities for Today's Audiences," *Termagant Society Online*, <http://www.nouniv.ca/soc/termagant/moral.html>; accessed 22 August 2006.

⁴ Joan Brown, *The Renaissance Stage* (Toronto: University of Toronto Press, 2000), 111.

⁵ Peter Reynolds, *The Player's Chapbooke*, 1587; quoted in Aline Mahieu, *Acting Shakespeare* (Toronto: Gibson, 2004), 69.

⁶ Smith, 964.

⁷ Joan Brown, *Ritual and Drama in the Elizabethan Age* (Toronto: Oxford University Press, 2008), 90.

⁸ Brown, *Ritual*, 14.

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Reading Log

Your name:.....

| Reading | Read (b)efore/ (a)fter Lecture | Time Spent | 1 Sentence Summary of Thesis | Usefulness |
|--|---|-----------------------|-------------------------------------|-------------------------------------|
| <i>L2 Sept. 21</i> Clarkson, Ch.1, 2, 3 | | | | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 |
| Cox, 45-59 | | | | 1 2 3 4 5 |
| Helleiner, 163- 175 | | | | 1 2 3 4 5 |
| <i>L3 Sept. 28</i> Clarkson,.4 | | | | 1 2 3 4 5 |
| Hart, c.10-11 | | | | 1 2 3 4 5 |
| Ostry, 175-200 | | | | 1 2 3 4 5 |
| <i>L4 Oct. 5</i> Carr | | | | 1 2 3 4 5 |
| Gagné | | | | 1 2 3 4 5 |
| <i>L5 Oct. 12</i> Clarkson, 18 | | | | 1 2 3 4 5 |
| Magder | | | | |
| Grant | | | | |
| Graber | | | | 1 2 3 4 5 |
| <i>L6 Oct. 19</i> Clarkson, ICC | | | | 1 2 3 4 5 |

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| | | | | |
| Manifesto | | | | 1 2 3 4 5 |
| Schneiderman | | | | 1 2 3 4 5 |
| L7 Oct. 26 Economic Actors | | | | 1 2 3 4 5 |
| Pieterse | | | | |
| Clarkson, Lawrence | | | | 1 2 3 4 5 |
| L8 Nov. 2 Clarkson, c 15 | | | | 1 2 3 4 5 |
| MSF, Neither Expeditious... | | | | 1 2 3 4 5 |
| Govt of Canada Report | | | | 1 2 3 4 5 |
| Elliott, Delivery | | | | |
| L10 Nov.16 Clarkson, c 19 | | | | 1 2 3 4 5 |
| PCO Cda's National Security | | | | 1 2 3 4 5 |
| Sloan, Security | | | | 1 2 3 4 5 |
| L11 Nov. 23 Clarkson, c.20 | | | | 1 2 3 4 5 |
| Lennox & Bow | | | | 1 2 3 4 5 |
| L12 ov. 30 Clarkson and Wood | | | | 1 2 3 4 5 |