A widely held misconception is that global issues are either political or economic in nature. With their separate discussions of business and politics media commentary encourage such divisions. This course challenges the separation of global politics and international economics. We explore economic aspects of politics and political aspects of economics within and beyond nation-states. We begin by situating the field of Global Political Economy as distinct from International Relations and International Economics. We then explore several theoretical approaches to understanding the global political economy. Subsequent classes survey the history of key issues related to development and environment before turning to production, labour, trade, and finance. We conclude by contemplating the governance of the global political economy and its possible future directions.

The course emphasises a theoretically and historically-informed understanding of the development, functioning, and trajectory of the global political economy. It will prepare students to excel in Global Political Economy II: Policy and Analysis (POL 361 H1 F), which explores several contemporary issues in more depth. Although part of the political science curriculum, the content covered is relevant to students of anthropology, business and economics, geography, history, philosophy, and sociology, 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 both lecture and discussion format with reflections on required readings to be submitted weekly.

Course Intended Learning Outcomes:

Upon successful completion of this course you will:

1. Have gained an appreciation of the political dimensions of global economic issues as well as the economic dimensions of political issues beyond, within and across nation-states.
2. Be able to situate the discipline of Global Political Economy in relation to economics and International Relations, as well as other fields of study such as sociology and history.

3. Be able to identify recent and historical transformations in the global political economy as well as convey their implications for theories, processes, and everyday lives.

4. Have developed, through an individual research project, a deeper understanding of issues confronting the Global Political Economy.

5. Have formulated sufficiently general understandings of the Global Political Economy to proceed towards more specialized study in upper year undergraduate and graduate coursework.

**Course Materials**

The required textbook for this course is:


Textbook readings are combined with other scholarly, newspaper and magazine articles. All readings beyond the course textbook are available online through Blackboard or the library webpage. This engagement with a variety of media sources provides opportunities for you to apply the concepts learned from the textbook to current events. As such, 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 like The Economist 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 class announcements.

**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*.

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1. Participation consisting of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) In-class participation</td>
<td>a) Every class</td>
<td>a) 10%</td>
</tr>
<tr>
<td>b) Five two-page reflections</td>
<td>b) At the beginning of class</td>
<td>b) 20%, each worth 4%</td>
</tr>
<tr>
<td>2. Individual research project consisting of four components:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Essay proposal</td>
<td>a) Class 4</td>
<td>each of the three components are worth 15%, for a total of 45%</td>
</tr>
<tr>
<td>b) First draft of short essay</td>
<td>b) Class 9</td>
<td></td>
</tr>
<tr>
<td>d) Revised final essay</td>
<td>c) Class 12</td>
<td></td>
</tr>
<tr>
<td>3. Final exam</td>
<td>Exam Period</td>
<td>25%</td>
</tr>
</tbody>
</table>

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 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. 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 reflections on the required readings. 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 assigned readings. Reflections of two doubled-spaced pages will link class content to your understanding of global events that you consider relevant. In total you will submit five reflections throughout the term. There are therefore seven weeks in which reflections need not be completed.
Reflections provide opportunities to practice writing as well as to link theoretical and empirical issues. 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, for example, by making links to broader course content, previous readings, other courses, or to your personal experience or the wider Canadian experience.

2. Individual Research Project

a) Research Essay Proposal

During the first week of class you should identify a specific topic that you are interested in further exploring and that falls under the scope of the course theme. Your topic must not be too broad and should address either one or more of the areas covered in the course. You are encouraged to come discuss your essay topic with the instructor during office hours or to make an appointment outside of those hours.

The proposal itself, due in hard copy at the start of Class 4, is a ‘road map’ that will guide your subsequent research by clearly outlining the topic you will explore in as well as the strategy you intend to pursue to research it. In 2 doubled-spaced pages you 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 6 academic sources (journals or books) you intend to read. Written feedback from the instructor will be provided in Class 5 or 6.

The proposal is a requirement for your short research essay. Without exception, research essays will not be accepted if a proposal has not been submitted and approved.

b) Short 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 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 Re-Submission

On the basis of the feedback received from the instructor students will submit a revised version research essay at the start of Class 12. In addition to the revised essay, you must include the
marked copy of your draft research essay and marked essay proposal. Also included must be a two page double-spaced appendix summarizing the comments and criticisms that you 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 to feedback.

**Evaluation Rubric for Analytic Research Essays**

<table>
<thead>
<tr>
<th>%</th>
<th>Insight</th>
<th>Research</th>
<th>Mechanics</th>
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<tbody>
<tr>
<td>90s</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td>80s</td>
<td>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.</td>
<td>Resources clearly sought out because of direct applicability to topic. Demonstrates an attentive study of research sources. Efficient use of quote and summaries. Analyses and builds upon points drawn from research sources.</td>
<td>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.</td>
</tr>
<tr>
<td>70s</td>
<td>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.</td>
<td>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.</td>
<td>Writing is good. Forivable 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.</td>
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<td>60s</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td>50s</td>
<td>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.</td>
<td>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 counter evidence.</td>
<td>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.</td>
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<tr>
<td>Fail</td>
<td>Fails to formulate a thoughtful thesis statement or coherent analysis.</td>
<td>Fails to use research in a way expected in academic essays. Idea structure or sentences copied directly from research sources without proper citation.</td>
<td>Fails to meet minimum standards of readability and/or academic citation. Phrasing copied without quotation or citation.</td>
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</table>
3. Description of Final Exam and Its Evaluation Criteria:

The final three-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 potential exam questions and identifiers, several of which will appear on the final exam. The exam will evaluate your ability to think both critically and synthetically about the course material. Further details on the date and evaluation criteria will be provided in class.

Course Schedule

This course covers a variety 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 40 pages per class. You are advised to not only keep up on the readings but also 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: Situating GPE (September 12)

<table>
<thead>
<tr>
<th>Topics and Questions:</th>
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<tr>
<td>What is the study GPE and how did it come about? Why study GPE?</td>
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<tr>
<td>What overlaps exist between GPE and other fields of study?</td>
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<tr>
<th>Mandatory Readings:</th>
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<tbody>
<tr>
<td>The Economist. 2017. “To be relevant, economists need to take politics into account”.</td>
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<table>
<thead>
<tr>
<th>Suggested Readings:</th>
<th></th>
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</table>
- Special issue on “IPE as ‘Global Conversations’” in *Contexto Internacional*, 37 (3).

**Assignments Due**
- 1 of 5 reflections

### Class 2: Mainstream Approaches (September 19)

**Topics and Questions:**
- Are liberal and/or mercantilist perspectives dominant today?
- What differences and similarities exist between mainstream theories?

**Mandatory Readings:**

**Suggested Readings:**
**Class 3: Critical Approaches (September 26)**

**Topics and Questions:**
- Are critical approaches viable alternatives to mainstream approaches for understanding the global political economy?

**Mandatory Readings:**
- *Theory Talks #37. “Robert Cox on World Orders, Historical Change, and the Purpose of Theory in International Relations”.*

**Suggested Readings:**

**Assignments Due**
- 1 of 5 reflections

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**Class 4: Cultural and Ideational Approaches (October 3)**

**Topics and Questions:**
- How does a focus on ideas and culture improve our understanding of processes and events in the global political economy?
### Mandatory Readings:

### Suggested Readings:

### Assignments Due
- 1 of 5 reflections + Short research essay proposal

### Class 5: Feminist Approaches (October 10)

**Topics and Questions:**
- What is the relevance and benefits of a gendered analysis of the global political economy?
• O’Brien and Williams. “Gender”. pp. 198-216.  
<table>
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<tr>
<td>Assignments Due</td>
<td>• 1 of 5 reflections</td>
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</table>

**Class 6: Development (October 17)**

| Topics and Questions: | • What are the origins of international development?  
• What accounts for inequalities in the global political economy? |
Mandatory Readings:

Suggested Readings:

Assignments Due
- 1 of 5 reflections

Class 7: Environment (October 24)

Topics and Questions:
- What are the origins of global environmental problems?
- Are states or markets best able to address environmental problems?

Mandatory
### Readings:

### Suggested Readings:

### Assignments Due
- 1 of 5 reflections
### Class 8: Production (October 31)

**Topics and Questions:**
- Has production always been global?
- How has global production changed in the past century?

**Mandatory Readings:**

**Suggested Readings:**

**Assignments Due**
- 1 of 10 reflections
Class 9: Labour (November 14)

Topics and Questions:
- Where do workers fit within global production networks?
- How has the global division of labour altered over time?

Mandatory Readings:

Suggested Readings:

Assignments Due
- 1 of 5 Reflections & First Draft of Short Research Essay
### Class 10: Trade (November 21)

<table>
<thead>
<tr>
<th>Topics and Questions:</th>
<th>• What have been the most significant developments in global trade since 1945? How free and/or fair is global trade?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Poole, Steven. 2014. “Language has the power to disarm the concerned citizen”. <em>Guardian</em>, 21 November.</td>
</tr>
<tr>
<td></td>
<td>• Ervine, Kate, and Gavin Fridell, eds. 2015. <em>Beyond Free Trade: Alternative Approaches to Trade, Politics and Power</em>. Palgrave.</td>
</tr>
</tbody>
</table>

| Assignments Due        | • 1 of 5 reflections |

### Class 11: Finance (November 28)
Topics and Questions:

- What have been the most significant developments in global finance since 1945? What is the relationship between finance and other structures of the global political economy?

Mandatory Readings:


Suggested Readings:


Assignments Due

- 1 of 5 reflections

**Class 12: Global Governance (December 5)**

Topics and Questions:

- What exactly does governance in the global political economy entail?
<table>
<thead>
<tr>
<th>Questions:</th>
<th>• How has global governance evolved in theory &amp; in practice?</th>
</tr>
</thead>
</table>
| Assignments Due | • 1 of 5 reflections  
• Revised Research Essay |
| 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](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