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 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 articles and short pieces from the website *International Political Economy of Everyday Life*. All readings beyond the course textbook are available online through Blackboard or the library webpage. 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. In-class participation</td>
<td>Every class</td>
<td>25%</td>
</tr>
<tr>
<td>2. Five two-page reflections</td>
<td>Classes 2 through 11</td>
<td>50%, each worth 10%</td>
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<tr>
<td>3. Final Test</td>
<td>Class 12</td>
<td>25%</td>
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</table>

**Description of Evaluation Criteria**

1. **Participation**

Participation is key to successful completion of this course. 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.

2. **Reflections**

Five reflections are due in hard copy at the beginning of classes 2 through 11. You may select the classes these are submitted on. In total you must submit five reflections throughout the term. There are therefore seven weeks in which reflections need not be completed. However, you should still complete the readings every week in order to draw connections between course content.

Reflections provide opportunities to practice writing as well as to link theoretical debates with empirical trends. The central objective is to *analyze* rather than simply to *summarize* the material covered. At a minimum you should comment on the strengths and weakness of the assigned readings. Reflections should also address the main framing questions of the class they are being submitted on. You are welcome to be creative, by further drawing links with broader course content, previous readings, other courses, or to your personal experience or the wider Canadian experience.
The trick is still remain concise: reflections should be two doubled-spaced pages. While required readings should be engaged, they do not need to be formally cited in footnotes or a bibliography. However, extra content from the suggested readings or beyond must be cited, either in footnotes or a bibliography. 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.

### 3. Description of Final Test and Its Evaluation Criteria:

The final two-hour closed book test covers material discussed in lectures and readings from the entire course. The purpose of the test is to demonstrate what you have learned rather than quizzes you on specific details of every aspect of the course. Students will receive in the finals a list of potential test questions and identifiers, several of which will appear on the final test. The test 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.

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**Class 1: Situating GPE (September 12)**

| Topics and Questions: | • What is the study GPE and how did it come about? Why study GPE?  
• What overlaps exist between GPE and other fields of study? |
|-----------------------|---------------------------------------------------------------|
- Special issue on “IPE as ‘Global Conversations’” in *Contexto Internacional*, 37 (3).

**Assignments Due**

- 1 of 10 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:


**Assignments Due**

• 1 of 10 reflections
### Class 3: Critical Approaches (September 26)

<table>
<thead>
<tr>
<th>Topics and Questions:</th>
<th>Are critical approaches viable alternatives to mainstream approaches for understanding the global political economy?</th>
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</table>
| **Mandatory Readings:** | • O’Brien and Williams. “IPE and Its Methods”. pp. 16-21.  
• *Theory Talks #37*. “Robert Cox on World Orders, Historical Change, and the Purpose of Theory in International Relations”.  
| **Assignments Due** | • 1 of 10 reflections |
Class 4: Cultural and Ideational Approaches (October 3)

<table>
<thead>
<tr>
<th>Topics and Questions:</th>
<th>How does a focus on ideas and culture improve our understanding of processes and events in the global political economy?</th>
</tr>
</thead>
</table>
                        • Bloomfield, Alan and Shirley Scott, eds. 2016. *Norm Antipreneurs and the Politics of Resistance to Global Normative Change*.  
                        • Widmaier, Wesley. 2009. "Economics are too important to leave to economists: The everyday—and emotional—dimensions of...
<table>
<thead>
<tr>
<th>Assignments Due</th>
<th>1 of 10 reflections</th>
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**Class 5: Gendered Approaches (October 10)**

**Topics and Questions:**
- What is the relevance and benefits of a gendered analysis of the global political economy?

**Mandatory Readings:**

**Suggested Readings:**
- Waylen, Georgina. 2006. "You still don’t understand: Why troubled engagements continue between feminists and (critical)

### Assignments Due
- 1 of 10 reflections

## Class 6: Development (October 17)

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

**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? |
|-----------------------|--------------------------------------------------|
| | - Prakash, Aseem. 2000. *Greening the Firm: The Politics of*
<table>
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<tr>
<th>Assignments Due</th>
<th>1 of 10 reflections</th>
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**Corporate Environmentalism.** Cambridge University Press.
Class 8: Production (October 31)

| Topics and Questions: | Has production always been global?  
|                      | How has global production changed in the past century?  
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<tbody>
<tr>
<td>Assignments Due</td>
<td>1 of 10 reflections</td>
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<td></td>
<td>* No Class November 7 - Reading Week *</td>
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<td><strong>Class 9: Labour (November 14)</strong></td>
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**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:**
<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>
</table>
|                       | Staricco, Juan Ignacio and Stefano Ponte. 2017. “Wine”.  
|                       | Ervine, Kate, and Gavin Fridell, eds. 2015. *Beyond Free Trade: Alternative Approaches to Trade, Politics and Power*. Palgrave.  
|                       | Walton, Andrew. 2010. "What is fair trade?." *Third World* |
Assignments Due

- 1 of 10 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:
17

Assignments Due

|---------------------------------------------------------------|

Class 12: In-Class Test (December 5)

Course Policies (the fine print)

Submission of Coursework

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

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

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

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

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

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

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

Use of electronic devices during class

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

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

Communication

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

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

Academic Dishonesty

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty.
For further clarification and information on plagiarism, please see Writing at the University of Toronto [http://www.writing.utoronto.ca/advice/using-sources](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