

Political Science 3365/200- Advanced Topics Global Political Economyⁱ

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

Calls to action:

- Read the Truth and Reconciliation Commission findings and the Commission's calls to action, then find a way you can support the fulfillment of [those calls to action](#)
- Read the national inquiry into [missing and murdered indigenous women and girls and the 231 calls for justice](#)
- Take time to learn more about the history and continuing experiences of indigenous peoples
- Remove colonial monuments
- Call on institutions to decolonize: indigenous scholarship and knowledge systems continued to be marginalized and erased
- Encourage contribution to indigenous led organisations, in particular, the Indian Residential School Survival Society <https://irsss.ca>

Course Title:	Advanced Topics in Global Political Economy (no economics or math is required, this is a politics of neoliberalism class!)
Location:	SSC -2024/Blended

Instructor	Dan Bousfield
Office Hours via Zoom	Monday 12:30-2:20 from the link in OWL Tuesday 1:30-2:20 from the link in OWL
Lectures	Pre-recorded and in OWL under 'course content'
Class Discussion	Monday 2:30-4:30 in SSC 2024 and streamed simultaneously on Zoom
Email	dbousfie@uwo.ca
Text only phone	289-six20-6665
Twitter	@uwo_teach #P3365
Facebook group	optional
Zoom	In the left nav bar in OWL
Course Weeks	MONDAY The course week will be Monday at 12:01am to 11:55 PM EST on Sundays. All weekly content will be due by Sundays at 11:55 PM EST.

Prerequisite(s):

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Recommended complimentary courses: POLS 2257: Global Political Economy, POLS 4418: The Politics of International Trade Law and Negotiation.

Anti-requisites: POLS 3357

Introduction:

This course will help you critically assess the political perspectives on contemporary issues in global political economy. This course will help you explore the central debates between developed and developing countries as well as key issues, debates and topics. We will address a range of issues in global political economy including aid, trade, corporations, investment, food production and agricultural trade agreements. Drawing on this global political economy framework, this course will explore both theories and issues between developed and developing countries in the contemporary world. Students will be given the option to complete Community Service Learning (CSL) placement or projects that will allow these issues to be brought to life to the student, while making an important contribution to a community organization in the London area.

Learning Objectives:

Through this course all students will have the opportunity to:

- Identify the implicit assumptions and ideas of key global political-economic theories
- Evaluate a specific debate between developed and developing countries
- Acquire a historical context of contemporary mechanisms of the global political economy
- Identify a specific political-economic issue and apply a critical framework to assess likely outcomes

Course Materials

Recommended Texts: Available online or from the UWO library.

Methods of Evaluation

Weekly Participation 20%	
Debate or Essay proposal 15% - Debate due Weeks 2-11 Essay proposal due week 7 Mandatory Signup by Week 4	Essay 40% - Due March 14, 2022
Exam 25% - During Exam Period	

Weekly Participation – 20%

Participation is based on a level system (70/80/90) following universal design principles and an overall analysis of the submitted work at the end of the course. Each week (**Monday 12:01am-Sunday at 11:59pm**) students will submit their responses for participation. A total of 10 weeks will be

required, with students to choose the 10 weeks to answer (easiest may be to omit weeks 1 and 12). Each submission results in a simple tier grade (1 submission=minimum 70%; 2 submissions=minimum 80%, 3 submission=minimum 90%). They must be submitted each week, but will not be graded individually, just checked for appropriate content and length. At the end of the course, students will submit a summary in OWL under assignments of their total submissions for each week and justify any grade higher than the base grade (i.e. I submitted 2 participation assignments each week, they dealt with themes X, Y and Z, therefore I believe they are worth 86%). Students have different ways to participate each week. You cannot do more than 2 (Facebook posts, tiktoks or online forms of participation) per week and failure to consistently attend synchronous sessions (either in SSC 2024 or on Zoom) means that you cannot achieve full participation marks despite submissions.

1. Written 250-word response that engages with one or all of the ideas and concepts from the week. It can engage with concepts from the lecture, ideas in the readings or a combination of all. It is NOT a summary; it is a reflective analysis of the ideas and how they link to current debates in political economy. Proper essay paragraph structure is required, as is proper footnoting and citation (see below for formatting instructions).
2. A very short video response to a lecture theme, video topic or reading (tiktok style). They should summarize a key academic issue relating to political economy and the week's readings, be presentable to a wide audience and engage with content and ideas from the course. They do not need to be posted publicly; they must be uploaded into OWL each week.
3. A relevant post on the Facebook group or in the forums or in the VoiceThread (in the left hand nav bar in OWL), with a summary of its relevance to political economy, neoliberalism or contemporary debates about politics and economics.
4. Attendance in the weekly synchronous sessions on Monday.
5. Participation in the weekly synchronous sessions on Monday.
6. A short summary of your participation in the Zoom synchronous discussions for the week, or relevant post in the OWL forums.
7. A short summary of an event on campus or online (such as a speaker, discussion or events) that is relevant to political economy.
8. Answering the weekly quiz questions in OWL.

Each week students will post their summary/assignments in the OWL assignment tab to receive a participation grade. PLEASE AVOID ATTCHMENTS AS MUCH AS POSSIBLE (SUBMIT INLINE) AS IT SLOWS DOWN MARKING. See examples below:

Assignment Instructions

Assignment Submission

Below is the submission from a student. You

1. Attended Tuesday Zoom Call

2. FB Discussion Post

3. Tiktok

- I attached my Tiktok below

body p

Submitted Attachments

[eaadae54ba11d1724ccf6dc9cbe273C](#)

Grade: (max 100.00)

Assignment Submission

Below is the submission from a student. You can inse

1. Attended Wednesday Zoom Call

2. Participated in Zoom Call (I discussed the change

3. 250 Word response

In this response paper I argue that lorem ipsum dolor consequat. Duis aute irure dolor in reprehenderit in error sit voluptatem accusantium doloremque laudai consequuntur magni dolores eos qui ratione volupta

body p

Submitted Attachments

Grade: (max 100.00)

Option 1 - Debate: 15% of final grade

Students must sign up for a presentation by the end of Week 4 or they forfeit their grade.

In teams of two ONLY, students should one of the chapters from the textbooks on neoliberalism. The debate should outline the key issues and points of contention and present 2 alternative framings of the issue coherently and convincingly to the class. Each pair should try to convey the perspective of the two sides as well as the actual outcome. MAXIMUM 5 MINUTES.

The presentation should highlight:

1. The distinct developed countries and developing countries' actors involved
2. Relevant context (or history) related to the issue
3. Arguments put forward from the developed and developing countries' sides
4. Evidence in support of each side
5. Likely outcome and impact on the global political economy

Only one group presentation will be allowed in-class per week. The remaining students will need to upload their presentation in an accessible and clear format (such as a powtoon, youtube or vimeo video) for each week they sign up. Students must present on the week they sign up or else they forfeit their grade. Students are encouraged to think creatively about how they will present the debate and presentations may take alternative formats as long as they accomplish the requirements outlined above. In order to receive an individual mark student must upload into owl a short (200 word) summary of their role in the debate preparation and execution, assessing their groups' strengths and weaknesses.

Option 2 – Essay Proposal 15% of final grade

Students must sign up for the essay proposal by Week 4 on the link in OWL or the forfeit their grade. Students will produce a 1250-1500word description, excluding references (250 words per page) of the area of interest for the study, due on **Week 7**. The assignment should highlight the area of interest of your research; the different perspectives that could be used to research the topic (methods, approaches, issues, events or people); one form of analysis that you think will be most fruitful; as well as a list of potential sources that are directly relevant to your area of interest (potential issues, gaps or problems with this list can be addressed in the assignment). The assignment must be in proper formal essay format (no bullet points, short form or colloquial language), should use subheadings to identify key issues, use proper citation and should NOT INCLUDE ANY FORM OF ANNOTATED BIBLIOGRAPHY. Dictionaries, encyclopedias, and Wikipedia should not be used and use of web material is subject to instructor's prior approval. A basic structure for the assignment would be:

- 1) Title, topic and thesis question or area of interest for potential research.
- 2) Possible approaches to study the issue (such as neoliberalism, feminist IPE, class, racial capitalism, postcolonial, settler colonial, Anthropocene, energy, world systems, capital as power, institutionalism, surveillance /platform capitalism etc.). And why the one method seems most appropriate to *explain the role of neoliberalism or dynamics of contemporary capitalism on that issue*.
- 3) A summary of key points or issues likely to structure your research. These should outline key ideas, concepts, people or places, but express clear analytical thinking. Simple lists or unfocused summaries are not likely to receive high marks.
- 4) A discussion of potential problems or pitfalls in this issue and/or weaknesses in the list of resources you have compiled. This is not an annotated bibliography; rather it is an assessment and overview of common themes, author biases, missing data, weak analyses, etc.
- 5) An overarching statement of the usefulness or goals of the research and why the topic chosen is relevant to a contemporary analysis of neoliberalism or an aspect of capitalism. This could form the basis for the introduction or conclusion of your later research but should provide a general overview.
- 6) The list of resources you are likely to draw upon in the paper as well as any that you have cited in the preparatory work (in other words, your bibliography). This may include non-academic sources, but there must be a minimum of 4 academic sources (and they should cover at least three different themes in your work). You must include a discussion of the importance of one of the optional course textbooks or your assignment will be considered incomplete.
- 7) A title page with your name, a title for your future research, the date of submission and the course number on it.

Essay: 40% of final grade, due March 24, 2022 in OWL under 'assignments'.

Length: 3,000 words, typed and double spaced. Pages should be numbered, and the type font should be no smaller than 12 characters per inch (e.g. Arial 12). Drafts may be reviewed by the instructor up to March 13, 2020. After that date, no drafts will be reviewed.

Topics: Students choose their own essay topics, but such choices must be approved by the instructor either in-person or over e-mail. If you are thinking of pursuing further IPE studies, try to choose a topic that is unique that will differentiate yourself from others. The essay topics should deal with some aspect of global political economy, a specific issue or agreement (either historical or ongoing) and a clear perspective in the essay on why the topic matters given class discussion. The essay must have, as part of its introductory paragraph, a statement of its thesis (central argument) and a clear overview of the issues to be discussed in the paper. The paper must *primarily use academic sources and should intersect with course readings and issues* as much as possible.

The Department's rules regarding plagiarism and the submission of similar essays to two or more different instructors are appended to this course outline and should be noted. (See 'Criteria for Evaluation of Written Assignments' below).

Final Exam: 25% of final course grade. To be held during the scheduled exam period.

The final exam will be cumulative (i.e., will be based on the material covered in lectures, assigned readings, and discussions throughout the whole of the course). The exam may include both a short answer/identification component and questions requiring longer, essay-style responses. Choice of answers and an exam preparation guide may be given.

Zoom Etiquette

1. Please pay attention to video, microphone and screen sharing settings. Keep chat rooms and images appropriate for an academic setting. Any inappropriate actions, imagery, discussion or chat messages may result in your removal from the meeting at my discretion. Audio recordings may be available as an alternative to synchronous discussion.
2. Please test all WIFI, video and audio before the meetings. Zoom buttons for raising your hand, responding yes and no, asking host to adjust speed, requesting a break and more.
3. Please be conscious of your speaking time and that of others, if you are continuing in a manner that is not fair to your peers, I reserve the right to intervene and put us back on a more focused discussion.

Recording synchronous content (office hours or other meetings)

All of the remote learning sessions for this course **may** be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings may be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the

instructor.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Non-medical and medical accommodation

Non-medical absences from class, late essays or assignments, will be subject to a 10% penalty per day (weekends included). All assignments must be completed to receive course credit. Further information is found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

Accommodation for medical illness of work worth less than 10% of the total course grade will require medical documentation. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean's office and not to the instructor. Only the Dean's office can determine if accommodation is warranted.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

"All required papers **may** be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about global political economy, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

- Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more relevant to your research interests than others, and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
- Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of *relevant* points and ideas. Online participation will be considered as well in participation marks.
- Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.

- Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work and possibly in combination with the checklist below. Please be sure to read them carefully:

Formatting

All work should be double spaced using 12-point font (even on policy briefs, exams and or 250-word responses). Page numbers should always be included . Never use bullet points anywhere – they condense ideas when I need to see the logic and academic argumentation that underpin your claims.

Quotations

Quotations longer than 4 lines should be indented. Try to avoid quotations longer than 4 lines. Assume that I do not read an indented 4line quotation and make sure the sentence immediately following the quotation summarizes its significance to your argument in your own words. Never include quotations or sources in your introduction or conclusion, your introduction and conclusion should outline the paper structure in your own words.

Citations and Bibliography

We will use the author date system. It keeps footnotes and endnotes to a minimum.

- Text references will be short with the Surname, Date and page number (i.e. Žižek 2002: 342).
- Use this formatting everywhere, including sources from our reading list and in the response papers and any written work.
- Works by the same author in the same year should be cited as Žižek 2002a, Žižek2002b, etc.
- Et al. can be used by sources with three or more authors. The full list must be in the bibliography.
- If you have more than one source in the same sentence you just include them with a semi-colon in chronological order i.e (Žižek 2002: 345; D’Amelio 2018: 212; Swift 2020: 445)

Bibliography

A bibliography must be included in all written work, it should include the complete details of the work and included an ‘Accessed’ date if it is an online source.

Sample bibliography

- Bastos, Marco T., and Dan Mercea. "The Brexit botnet and user-generated hyperpartisan news." *Social Science Computer Review* 37.1 (2019): 38-54.
- Dobber, T., R. F. Fahy, and FJ Zuiderveen Borgesius. "The regulation of online political micro-targeting in Europe." *Internet Policy Review* 8.4 (2019): 4.
- Griender, William. "How the swindlers of Silicon Valley avoid paying taxes." *The Nation*, October 17, 2017, <https://www.thenation.com/article/how-the-swindlers-of-silicon-valley-avoid-paying-taxes/>. Accessed August 1, 2020.
- Gill, Stephen. "Transnational class formations, European crisis and the silent revolution." *Critical Sociology* 43.4-5 (2017): 641.

Analytical Content: Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Important Notices

General

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

Policy on communication

The forums should be your primary place for questions, issues and concerns with the course. I strive to be accessible and responsive to student inquiries. However, repeated or persistent e-mails/texts/phone calls will overload my capacity to respond to all students equally. As such, I reserve the right to answer initial questions but forego multiple responses or inquires for a 24hour cool-down period. I appreciate your understanding in this matter.

Late Assignments - Formal Guidelines

Late papers will be accepted but will be subject to a late penalty of 10 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. **Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.**

Policy on Children in the classroom¹

"It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to chose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you

¹ Policy taken from Dr Cheyney with permission. https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples?fbclid=IwAR2Al2luSvKMI4e-S6fKgm6nB6daxX8LzvYNBaliLXgNVrz_5EOpdrSYoRk

feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

Policy on non-service animals in the classroom

Western University established a [Pets and Therapy Animals policy in May 2020](#) that limits the presence of pets in campus buildings. Service and therapy animals are permitted inside all Western locations, in accordance with accessibility policies, however animals for companionship are not allowed.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) by Week 4. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by Week 4, I will assume that you plan to attend all class meetings.

Point of View

The readings, class lectures, and my comments in class will suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Discussion Guidelines²

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important secondary aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise inside issues of social inequality as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

3365 SEMINAR TOPICS AND READINGS

Note: The schedule below is subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

(1) Week 1— Overview and Introduction

Readings: **Course Text:** Introduction

(2) Week 2 – Neoliberalism in the Global Political Economy

Hour 1: Developed

Mirowski, Philip. "Defining neoliberalism." *The road from Mont Pèlerin: The making of the neoliberal thought collective* (2009): 417-450.

² From U-M Faculty Member Alisse Portnoy, English.

Hour 2: Developing https://www.piie.com/commentary/speeches-papers/did-washington-consensus-fail Gereffi, Gary. "Global value chains in a post-Washington Consensus world." <i>Review of international political economy</i> 21.1 (2014): 9-37.
Case: Who should control 5G?
Debate topic: To what extent do we mean neoliberalism when we say capitalism?

(3) Week 3 – Dominant and Critical Approaches to GPE – **NO SYNCHRONOUS SESSION THIS WEEK**

Course Text: Chapter 3
Hour 1: Developing Cohn, Theodore H. <i>Global political economy: Theory and practice</i> . Routledge, 2016. Chapter 4 'The Liberal Perspective' 77-102. Helleiner, Eric. "The life and times of embedded liberalism: legacies and innovations since Bretton Woods." <i>Review of International Political Economy</i> (2019): 1-24.
Hour 2: Developed Ling, L. H. M. "Global passions within global interests: Race, gender, and culture in our postcolonial order." <i>Global political economy: Contemporary theories</i> (2000): 242-55. Chapter 16 Better Watts, Michael J. "Righteous oil? Human rights, the oil complex, and corporate social responsibility." <i>Annu. Rev. Environ. Resour.</i> 30 (2005): 373-407.
Case: Is lithium sustainable?
Debate topic: What are the emotions of liberalism?

(4) Week 4 – Consumerism in the Global Political Economy

Background: Course Text: Chapter 1.
Hour 1: Developed Fraser, Nancy. "The end of progressive neoliberalism." <i>Dissent</i> 2 (2017). Sanders, Bernie. "An agenda to fight inequality." <i>The Lancet</i> 389.10077 (2017): 1376-1377. Murphy, Ryan. "The Rationality of Literal Tide Pod Consumption." (2018).
Hour 2: Developing Cano, Marta Blazquez, Stephen Doyle, and Yiyuan Zhang. "Do Fashion Blogs Influence Vintage Fashion Consumption? An Analysis from the Perspective of the Chinese Market." <i>Vintage Luxury Fashion</i> . Palgrave Macmillan, Cham, 2018. 167-183. Shen, Bin. "Sustainable fashion supply chain: Lessons from H&M." <i>Sustainability</i> 6.9 (2014): 6236-6249.
Case: Children as Consumers – Pinkification
Debate topic: Are global gender products a new form of imperialism?

(5) Week 5 – Mercantilism, Industrialism and Finance

Course Text: Chapter 3
Hour 1: Developing Anderson, Elizabeth. <i>Private government: How employers rule our lives (and why we don't talk about it)</i> . Vol. 44. Princeton University Press, 2019. Ch 1
Hour 2: Developed Anderson, Elizabeth. <i>Private government: How employers rule our lives (and why we don't talk about it)</i> . Vol. 44. Princeton University Press, 2019. Ch 2
Case: Are the Green Bay Packers Socialist?

Debate topic: Should corporations be the site of struggle for gender equity?

(6) Week 6 – States and Markets

Course Text: Chapter 4

Hour 1: Developed

Course Text:: Introduction to Part 2

Strange, Susan. States and markets. Bloomsbury Publishing, 2015. Ch 8. Trade.

Hour 2: Developing

True, Jacqui. The political economy of violence against women. Oxford University Press, 2012. Ch 1.

For discussion: Comaroff, Jean, and John L. Comaroff. "Occult economies and the violence of abstraction: notes from the South African postcolony." *American ethnologist* 26.2 (1999): 279-303.

Case: [Global Femicide](#)

Debate topic: Is toxic masculinity reinforced by the nation state?

(7) Week 7 – Gender, Migration and Reproduction

Course Text: Chapter 5

Hour 1: Developed

Jennings, Kathleen M. "Unintended consequences of intimacy: political economies of peacekeeping and sex tourism." *International Peacekeeping* 17.2 (2010): 229-243.

Uteng, Tanu Priya, and Tim Cresswell. "Gendered mobilities: towards a holistic understanding." *Gendered mobilities*. Routledge, 2016. 15-26.

Hour 2: Developing

LeBaron, Genevieve. "25. Women and unfree labour in the global political economy." *Handbook on the International Political Economy of Gender* (2018): 353.

Kofman, Eleonore, and Parvati Raghuram. *Gendered migrations and global social reproduction*. Springer, 2015. Ch 4.

Kempadoo, Kamala. "Prostitution and Sex Work Studies." in Essed, Philomena, David Theo Goldberg, and Audrey Kobayashi, eds. *A companion to gender studies*. John Wiley & Sons, 2009. or O'Connell

Davidson, Julia. "Let's go outside: bodies, prostitutes, slaves and worker citizens." *Citizenship Studies* 18.5 (2014): 516-532.

Case: [Politics of Slums](#)

Debate: The state should have a central role in fertility management?

(8) Week 8 – Hunger, Poverty and Development

Course Text: Chapter 6

Hour 1: Developed

Scott-Smith, Tom. "Humanitarian neophilia: the 'innovation turn' and its implications." *Third World Quarterly* 37.12 (2016): 2229-2251.

Nel-lo, Oriol, and Renata Mele, eds. *Cities in the 21st Century*. Routledge, 2016. Chapter 2.

Hour2: Developing

Kothari, Uma, ed. *A radical history of development studies: Individuals, institutions and ideologies*. Zed Books Ltd., 2016. Ch 1.

Emma Mawdsley (2012) *From Recipients to Donors: Emerging Powers and the Changing Development Landscape*. London: Zed Books, Chapter 1.

Case: [Privatization of aid](#)

Debate: Does prohibition in a market-based system creates new informal markets?

(9) Week 9 - MMT, COVID-19, and the Green New Deal

Hour 1: Developed https://www.bloomberg.com/news/features/2019-03-21/modern-monetary-theory-beginner-s-guide Coats, Warren. "Modern Monetary Theory: A Critique." Cato J. 39 (2019): 563. https://www.advisor.ca/investments/modern-monetary-theory-and-pandemic-debt/
Hour 2: Developing Bailey, Dan. "Re-thinking the fiscal and monetary political economy of the green state." New political economy (2018): 1-13. Runyan, Anne Sisson. "Disposable waste, lands and bodies under Canada's gendered nuclear colonialism." International Feminist Journal of Politics 20.1 (2018): 24-38.
Case: How much money can a government print?

(10) Week 10 – Health and disease

Course Text: Ch 8
Hour 1: Developed Evans, Robert G. "A New Paradigm for Health Economics? We Have Three Already!." Nordic Journal of Health Economics 1.1 (2012).
Hour 2: Developing Swinburn, Boyd, et al. "Strengthening of accountability systems to create healthy food environments and reduce global obesity." The Lancet 385.9986 (2015): 2534-2545.
Case: Tobacco

(11) Week 11 Innovation and Intellectual Property

Hour 1: Developed Böhme, Rainer, et al. "Bitcoin: Economics, technology, and governance." The Journal of Economic Perspectives 29.2 (2015): 213-238. Dyer-Witheford, Nick. Cyber-proletariat: Global labour in the digital vortex. Between the Lines, 2015. Ch 1.
Hour 2: Developing McGowan, Michael J. "The rise of computerized high frequency trading: use and controversy." Duke L. & Tech. Rev. (2010) Clapp, Jennifer, and Eric Helleiner. "Troubled futures? The global food crisis and the politics of agricultural derivatives regulation." Review of International Political Economy 19.2 (2012): 181-207.
Case: Blockchain
Debate: Are crypto currencies inherently speculative?

12) Week 12 Exam review, presentations and additional topics to be discussed on week 1

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current Western Academic Calendar (<http://www.westerncalendar.uwo.ca/>)

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

ⁱ Portions of this course outline have drawn on the course outlines, advice and insights of Isabella Bakker, J. Marshall Beier, Stephen Burgess-Whiting, Malcolm Campbell-Verduyn, H. McKeen-Edwards, Srdjan Vucetic and John Kirton. All courtesies and thanks are given to these authors