PSCI688/GGOV610/PACS630: GOVERNANCE OF THE GLOBAL ECONOMY
Fall, 2017
BSIA 1-31, Tuesdays 2:30-5:20

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Office Hours: Mondays 11:30-1:30, or by appointment

Contact Policy: Contact via email or in office hours.

Course Description: This course examines current debates in the field of global political economy, with a special focus on the historical evolution of schools of thought about issues of global political economy.

Pre-Requisites: This course is open only to graduate students.

Course Objectives:
By the end of this course, students should be familiar with current literature and debates at an advanced level in the field of GPE relating to the historical evolution of schools of thought about issues of global political economy.

University Regulations:

Cross-listed course:
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.
Academic Integrity:

**Academic Integrity**: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline**: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71).

**Grievance**: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). In addition, consult [http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes](http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes) for the Faculty of Arts’ grievance processes.

**Appeals**: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, [http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72).

**Academic Integrity website (Arts)**: [http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo)**: [http://uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

**Accommodation for Students with Disabilities**:

**Note for students with disabilities**: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.
**Texts:**

All of the readings can be obtained electronically through the University of Waterloo’s library system via the e-journals: http://sfx.scholarsportal.info/waterloo/az or via the internet where indicated in the course outline below.
Course Requirements, Expectations, and Standards:

Assignments:

1. **First writing assignment: short reaction paper.** Students are required to submit (to the course LEARN website) one short “reaction paper” before the start of the second class (Sept. 19). This paper should be between 600-700 words and it should outline some of the student’s reactions to the readings assigned for that session. The paper may take the form of commentary, questions, agreements, and/or disagreements, but it should not provide a summary of the contents of the readings. Students should try not to make their comments too specific, i.e. if students choose to concentrate on only one or two of the readings, they should sure to try to link their ideas to the broader themes being addressed that week. There is no need to consult any sources beyond the required readings assigned that week and there is no need to provide references. This reaction paper will not be marked, but failure to submit it will result in a loss of 5% from your final course mark. Late papers will not be accepted.

2. **Second writing assignment (worth 30% of the final mark): students must choose one of two options:**
   a) Three short reaction papers (each between 600-700 words). Each paper is due before the start of the classes of September 26, October 3 and October 12, and each must react to the readings being discussed during the class before which the paper is being submitted. These papers will be marked together as a group. Late papers will not be accepted. Each paper that is not submitted by the deadline will lower the student’s mark on this assignment by 10/30.
   b) A short essay between 1800-2100 words is due before the class on October 12. The essay must be “think piece” that reflects on the readings in the course covered in the weeks of September 26, October 3, October 12 (as well as September 19, if the student wishes). It should not provide a summary of the contents of the readings. Instead, it should develop a central thesis that relates to the student’s reactions to the readings. The essay is not a research paper - there is no need to consult any sources beyond the assigned readings. The essay should be written in a traditional essay format with appropriate acknowledgement of sources (proper footnotes, bibliography etc.). Essays that are not handed in by the deadline will not be marked and the student will receive 0/30 on this assignment.
3. **Third writing assignment (worth 50% of the final mark): long essay.** An essay between 4000-5000 words is due by 11:30pm on December 5. The essay should be written in a traditional essay format with appropriate acknowledgement of sources (proper footnotes, bibliography etc.). Students choose one of the following three options:

   a) Under the first option, students write a “think piece” that follows the instructions outlined for the first think piece, but with a focus on the readings of either i) the course as a whole or ii) just Part 2 of the course.

   b) Under the second option, students write an extended book review. The book choice must be approved by the course instructor. The first section of the essay (which can be no more than one third of the total length of the essay) must describe the central argument of the book. The rest of the essay must evaluate the book’s arguments in the context of the readings and discussions of the course.

   c) Under the third option, students write a research paper topic on a more specific topic relevant to the themes of the course. The topic must be approved by the course instructor. Because this option is a research paper, the paper must draw on a considerable number of sources beyond the required readings in the course. The paper must also engage with course readings where relevant, analyzing how their arguments and concepts help to frame the novelty of the contributions of the research paper.

4. **Seminar participation (worth 20% of the final grade).** Students must attend all seminars, keep up with the readings, and participate actively in seminar discussions. Every other week, students will be expected to present their reactions to the readings for that specific week. In weeks when a student is not presenting, the student must be prepared to comment on the presentations. Some longer presentations will also be expected, including of initial drafts of student papers in the weeks of November 21 and 28. The participation grade is based on an evaluation of all these aspects of seminar participation.

**Late Policy:**
Late penalties for the first two writing assignments are noted above. For the third writing assignment, late papers will be penalized 2/50 marks each day that they are late (including weekend days). No essays submitted for the third writing assignment will be accepted after December 12 at 11:30pm.
Course Schedule and Assigned Readings:

Students are expected to read at least four of the readings each week. A large choice of readings is provided each week in order to allow students to focus on the issues that interest them most. The instructor will provide a detailed overview of the topic and the relevance of the specific readings the week before the readings are discussed (the last portion of each class will be devoted to setting up the following week’s readings in this way). When readings are listed as “forthcoming”, they can be found in the “early view” (or “latest articles”) section of the journal’s website.

September 12. Introduction and set up for September 19th readings

Part 1: History and classical foundations of global political economy

September 19. Classical economic liberalism(s)

**September 26. Classical economic nationalism(s)**


**October 3. Classical Marxism(s) and theories of imperialism**


**October 12. Embedded liberalism(s) [please note this class is on Thursday because of the study day on Oct 10]**


**Part 2: Schools of thought in contemporary global political economy**

**October 17. Varieties of (and conflicts within) Liberal GPE?**

October 24. Following in the economic nationalist traditions?

October 31: Strands of neo-Marxism?


November 7: Beyond the three orthodoxies?

November 14: Where you sit is where you stand?

12. P.Vale and V.Thakur. 2015. ‘Out in the dark’: knowledge, power and IPE in southern


November 21: No class - prepare research papers. I will have extended office hours this week to meet with students individually.

November 28. Presentation of draft papers