

PSCI 428: THE STATE & ECONOMIC LIFE CURRENT DEBATES IN POLITICAL ECONOMY

Winter, 2013

HH 2107, Fridays, 9:30am-12:20pm

Instructor: Dr. A.V. Carter

Email Address: avcarter@uwaterloo.ca

Office Location: Hagey Hall 311

Office Hours: Fridays, 12:30-2:30. I also hold office hours on Tuesdays, 4:00-5:00, at the MPS offices (180 King Street South, Suite 700, Waterloo).

Contact Policy

Please contact me by e-mail or drop by during office hours. I'll often be available immediately before or after our classes as well.

Please include "PSCI428" at the start of your email subject headings. I aim to respond to emails within 24 hours during the week. However, I do not work on email on weekends and holidays (so, for example, expect that I won't respond to messages received on a Friday until the following Monday).

I have created a basic LEARN site for this course that I will use primarily to share documents and information with you. I will also input grades on to the site. But there are no on-line discussion participation requirements for this course.

Calendar Description

An examination of current debates on the relationship between the state and economic life drawing on competing ideological traditions.

Pre-Requisites: Four PSCI courses; level at least 4A.

Detailed Seminar Description

This course examines theoretical traditions on the relationship between state (politics, policy, and governments) and economy (markets) by engaging with two major current debates. We begin by discussing theoretical approaches from capitalism, socialism, and the challenge to them presented by growing environmental concerns. From this foundation, we then focus on how these traditions are reflected in the debates on 1) growing inequality, and 2) the problem of energy demand and the threat to climate stability. The seminar includes both international and Canadian perspectives on these issues.

You will apply course material by researching and writing a research paper on some aspect of one of our two debates. You will complete the paper through a series of guided steps, including a presentation to the classroom audience.

Course Objectives

In terms of course content, by the end of this course you should be able to:

- Summarize the defining characteristics of each theoretical approach and differentiate (compare and contrast) them.
- Explain the trends and differential impacts of the two major current debates grounding this course: 1) growing inequality and 2) the tension between energy demand and climate stability.
- In both debates, you will be able to do the following:
 - Identify the role of major state (political/policy) and market (economic) actors, as well as other involved actors; recognize the broader theoretical/ideological approaches informing major actors
 - Critique proposals to manage these problems and propose alternate political-economic solutions while also realistically identifying barriers to and opportunities for their implementation

In addition, the course will focus on skill development in four areas.

- Reading skills:
 - Isolating theses, main arguments, counterarguments, and evidence.
 - Practicing effective note-taking (while reading and post-reading).
 - Inferring the values and viewpoints of writers.
- Researching skills:
 - Developing (and revising) questions, theses, arguments and counterarguments.
 - Finding appropriate data and evidence to support a thesis, arguments, and counterarguments.
 - Assessing source credibility and differentiating between scholarly and non-scholarly sources.
 - Using sources effectively and honestly.
- Writing skills:
 - Practicing key stages of the writing process through a sequence/iteration of brainstorming, outlining, drafting, self-reviewing, peer-reviewing, revising, and editing.
- Presenting skills:
 - Delivering an informative and engaging research presentation.

Class & Seminar Structure

The seminar will begin with heavier reading requirements to give you enough material upfront to begin engaging with the themes in class and to start working on your analysis paper. Reading expectations will lighten as the demands of the research paper grow. I try to ensure the workload stays balanced and manageable. I'll be seeking your feedback on this throughout the semester.

Classes will reflect our two parallel "streams": content (working with the readings and major debates) and production (working on the research paper).

A typical class will begin with you writing the reading response. We will then work with the readings through mini-lectures, videos, full class discussions, individual writing or reading exercises, small group work, guest speakers (when possible), and more. Expect the classes to draw heavily on the readings and to be highly interactive. Ideally, I'd like to hear a meaningful contribution (even a good question) from every person each class.

The last part of a standard class will then finish with attention to the research paper. For example, you might "brainstorm" on potential paper topics, we might discuss finding sources and using them effectively in your paper, or you might review the writing of your colleagues.

Texts

The readings will inform your understanding of the context, theories, and topic areas, serve as a basis for in-class activities, and form the foundation for your research papers. You are therefore responsible for the following:

- 1) Completing the reading assignments before class
- 2) Preparing to discuss the readings (ie. making summary notes on main arguments)
- 3) Bringing the readings with you (you'll need to refer to them in class)

We will be reading two books (both are required):

- Wilkinson and Pickett, *The Spirit Level: Why Equality is Better for Everyone*, Penguin, 2010
- Nikiforuk 2012 *The Energy of Slaves: Oil and the New Servitude*, Greystone, 2012

These books are available for purchase at Words Worth Books (100 King Street South in Waterloo; 519-884-2665; www.wordsworthbooks.com) and are on reserve at the Dana Porter Library.

In addition, a selection of book chapters, articles, and other readings will be available via the UW Library Course Reserves. I may also post material on our LEARN site throughout the semester.

Course Requirements, Expectations, and Standards

Assignments

The writing for this seminar involves two activities: 1) responding to the readings in short but frequent exercises; and 2) researching, writing, and presenting an (individual) research paper.

Reading responses (RRs) will typically be done in class. I may also assign them for completion before class. I will tell you how we are proceeding each week.

RRs are brief, timed “open book” exercises that I evaluate on the following criteria:

- 1) the quality of your writing
- 2) your comprehension of the readings
- 3) your creative and critical engagement with the readings

The research paper will involve a sequence / iteration of brainstorming, outlining, drafting, self-reviewing, peer-reviewing, revising, and editing. You will submit a proposal and two drafts. You will also present your work in the final classes.

I will provide you with details on the specific requirements for each submission in the analysis paper sequence as we progress through the semester.

Evaluation

Precise due dates are indicated on the schedule in the last section of this document.

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| 1. <u>Reading Responses (RRs)</u> (8 in total; 5% each) | 40% |
| 2. <u>Research Paper Proposal</u> | 10% |
| 3. <u>Research Paper Draft 2</u>
<i>Draft 1 will be peer-reviewed. You will then revise the paper for submission as Draft 2.</i> | 15% |
| 4. <u>Research Presentation</u> | 15% |
| 5. <u>Research Paper Final Draft</u> | 20% |

I will collect all assignments in hardcopy at the beginning of the class in which they are due. You must also submit your work in the appropriate LEARN dropbox prior to that class.

You need to keep all the writing you do (and the comments I and others make on your work) until the end of the semester: you will need to resubmit older drafts of work and comments on your work with new submissions.

I will provide you with specific submission format requirements for the research paper sequence.

Late Policy

We will be working actively with your written submissions in class. Therefore, late submissions cannot be accepted and will receive a grade of 0%.

Similarly, to be fair to other students, RRs cannot be taken at a later date. Missed RRs will receive a grade of 0%.

Of course, exceptions will apply in the case of a documented emergency or illness (with a submitted Verification of Illness Form).

Other Course Policies

Unclaimed Submissions:

I will retain your submissions for six months. After this time period, unclaimed work will be securely destroyed.

Participation:

Your participation in class activities will be an important part of your work in this seminar. We will be discussing and using seminar material in a variety of ways in class and it will be difficult to “catch up” if you are absent.

We will follow these seminar policies:

- Be prepared to begin class on time. This means arriving to class a few minutes early. Please do not interrupt the class by arriving after the class has started.
- Be an active, engaged, and respectful participant in class activities. This involves listening actively and responding constructively and meaningfully to other students and/or the course material. As noted above, I would like to hear a meaningful contribution from every person each class.
- If you miss a class, you are responsible for informing yourself about missed work by contacting other students in the class.

Seminar Evaluation:

You will be given two formal opportunities to evaluate this seminar, midway through and at the end of the semester. Of course, I welcome suggestions and comments that might improve the seminar at any time. Your feedback is valuable and I take it seriously.

Seminar Room Policies:

- Public (Classroom) Domain. Please note that in a spirit of respect and constructive assistance, we will be frequently discussing your work in the classroom and you will read drafts of each other’s writing.
- No recording, copying, or transmitting of course material. It is prohibited to transmit, record or copy by any means, in any format, openly or surreptitiously, in whole or in part, any of the lectures, discussions, activities, or materials provided, undertaken, or published in any form during or from the course.
- Electronic Devices. Please turn your phone off. If you have a special reason for using your laptop or tablet to take notes, please restrict your use to that purpose. Other laptop or tablet uses (social media, web surfing, email) are completely inappropriate as they distract you

and your colleagues around you. It also makes a great difference to my teaching if you are “present” in the seminar. Stay with the class rather than “checking out” on devices and we’ll all benefit.

University Regulations

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, [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, [Student Petitions http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). In addition, consult [grievance processes 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, [Student Appeals http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72).

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

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

Accommodation for Students with Disabilities

Note for students with disabilities: AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, 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.

Schedule

Readings may diverge slightly from the plan below from week to week depending on our needs and interests. At the end of each class, I will specify exactly what you are reading for the next week and how to focus your attention as you read.

Wk	Date	Theme	Required Readings	Assignments
1	Jan 11	Introductions & Overview	<ul style="list-style-type: none"> □ No readings due. 	-
2	Jan 18	Theoretical Framework	<p><u>States and Markets in Capitalist and Socialist Systems</u></p> <ul style="list-style-type: none"> □ Stilwell 2002 <i>Political Economy: The Contest of Economic Ideas</i>, chapter 5, “Understanding and Evaluating Economic Systems,” p. 35-43, and chapter 6, “The Distinctive Features of Capitalism,” p. 44-50. □ Crouch 2012 <i>The Strange Non-Death of Neoliberalism</i>, chapter 1 “The Previous Career of Neoliberalism,” p. 1-23 □ Howlett et al. 1999 <i>The Political Economy of Canada</i>, chapter 3 “Socialist Political Economy,” p. 44-80 (specific selections TBA) 	<p>RR1</p> <p><i>Library resources discussion.</i></p>
3	Jan 25	Theoretical Framework	<p><u>The Environmental Challenge</u></p> <ul style="list-style-type: none"> □ Greer 2011 <i>The Wealth of Nature: Economics as if Survival Mattered</i>, chapter 2, “The Three Economies,” p. 49-83. □ Magoff and Bellamy Foster 2011 <i>What Every Environmentalist Needs to Know About Capitalism: A Citizen’s Guide to Capitalism and the Environment</i>, chapter 4, “The Environment and Capitalism,” p. 61-93. □ Jackson, <i>Prosperity Without Growth: Economics for a Finite Planet</i> (selections TBA) 	<p>RR2</p>

Wk	Date	Theme	Required Readings	Assignments
4	Feb 1	Current Issue 1: Inequality	<u>Historical and Industrialized Country Context</u> <input type="checkbox"/> Wilkinson and Pickett 2010 <i>The Spirit Level: Why Equality is Better for Everyone</i> . Read chapters 1-3, choose 3 chapters from 4-12, and read chapters 13-16.	Research Paper Proposal due
5	Feb 8	Current Issue 1: Inequality	<u>International & U.S. Political Economy Perspectives</u> <input type="checkbox"/> Emmenegger et al. 2012 <i>The Age of Dualization</i> , chapter 1, "How We Grow Unequal," p. 3-17. <input type="checkbox"/> Pontusson 2005 <i>Inequality and Prosperity: Social Europe vs. Liberal America</i> , chapter 7, "Welfare States, Redistribution and Economic Growth," p. 142-181. <input type="checkbox"/> Hacker and Pierson 2011 <i>Winner-Take-All Politics</i> , chapter 1, "The Winner-Take-All Economy," p. 11-40, and chapter 2, "How the Winner-Take-All Economy Was Made," 41-72. <input type="checkbox"/> Sachs 2012 "Occupy Global Capitalism," in <i>The Occupy Handbook</i> , p. 462-474.	RR3 (on Feb 1 st & 8 th readings)
6	Feb 15	Current Issue 1: Inequality	<u>Canadian Political Economy Perspectives</u> <input type="checkbox"/> Peters 2012 <i>Boom, Bust, and Crisis: Labour, Corporate Power and Politics in Canada</i> , chapter 1, p. 16-54. <input type="checkbox"/> Yalnizyan 2010 "The Rise of Canada's Richest 1%," Canadian Center for Policy Alternatives' "Growing Gap" project www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2010/12/Richest%201%20Percent.pdf <input type="checkbox"/> Klein 2011 "Occupy Wall Street: The Most Important Thing in the World Now" in <i>The Nation</i> www.thenation.com/article/163844/occupy-wall-street-most-important-thing-world-now#	RR4

Wk	Date	Theme	Required Readings	Assignments
<p><i>No class on Feb 22 due to reading week (Feb 18-22).</i></p> <p>**Book a meeting with me soon to discuss draft 1 of your paper.</p>				
7	Mar 1	Current Issue 2: Reconciling Growth, Carbon Energy and the Environment	<p><u>Global and Canadian Context</u></p> <ul style="list-style-type: none"> □ O'Rourke and Connolly 2003 "Just Oil? The Distribution of Environmental and Social Impacts of Oil Production and Consumption" in <i>Annual Review of Environment and Resources</i> 28, p. 587-617. □ Huber 2008 "Energizing Historical Materialism: Fossil Fuels, Space and the Capitalist Mode of Production" in <i>Geoforum</i> 40(1), p. 105-115. □ Altvater 2006 "The Social and Natural Environment of Fossil Capitalism," in <i>Socialist Register 2007: Coming to Terms with Nature</i>, p. 37-59. □ Nikiforuk 2012 <i>The Energy of Slaves: Oil and the New Servitude</i>. Read the prologue and chapters 1-2 quickly to get a sense of the analogy, then focus on chapters 3, 4, 8, and 10-13. 	RR5
8	Mar 8	Peer reviews	<p>No reading required: you'll be doing peer-reviews of draft 1 in class.</p> <p>*Bring two copies of your draft 1.</p>	Research Paper Draft 1 due

Wk	Date	Theme	Required Readings	Assignments
9	Mar 15	Current Issue 2: Reconciling Growth, Carbon Energy and the Environment	<u>Coming Crises and Potential Solutions</u> <ul style="list-style-type: none"> □ Hughes 2010 "Eastern Canadian Crude Oil Supply and its Implications for Regional Energy Security" <i>Energy Policy</i> 28, p. 2692-2699. □ Rubin 2009 <i>Why Your World is About to Get a Whole Lot Smaller: Oil and the End of Globalization</i>, "Introduction: Redefining Recovery," p. 1-24, and chapter 8, "Going Local," p. 209-253. □ McKibbin 2012 "Global Warming's Terrifying New Math" in <i>Rolling Stone</i> □ Turner 2011 <i>The Leap: How to Survive and Thrive in the Sustainable Economy</i>, chapter 1, "The Necessity of the Leap," p. 16-53, and the epilogue, "The Leap Not Taken," p. 325-346. 	Research Paper Draft 2 due RR 6
10	Mar 22	Current Issue 2: Reconciling Growth, Carbon Energy and the Environment	<u>Protecting and Resisting the Status Quo</u> <ul style="list-style-type: none"> □ Levant 2010 <i>Ethical Oil: The Case for Canada's Oil Sands</i> (selections TBA) □ Hoggan and Littlemore 2009 <i>Climate Cover-Up: The Crusade to Deny Global Warming</i>, chapter 13 "Money Talks," p. 168-189, and chapter 17, "Saving the World," p. 227-235. □ LeBillon and Carter 2012 "Securing Alberta's Tar Sands: Resistance and Criminalization on a New Energy Frontier" in <i>Natural Resources and Social Conflict: Towards Critical Environmental Security</i>, p. 170-192. 	RR 7
<i>University closed on March 29.</i>				
11	Apr 5	New Student Research	Research presentations and responses.	Responses equivalent to RR8

Wk	Date	Theme	Required Readings	Assignments
12	Apr 8 <i>(Friday class schedule used)</i>	New Student Research	Research presentations and responses.	Responses equivalent to RR8
	Apr 11	<p>Final Research Paper due (along with your previous commented draft and evaluation grid). Deposit your papers by 4pm into my mailbox at the political science department.</p> <p>*If you want comments on your paper, include a self-addressed envelope and I will mail the paper back to you.</p>		