

# PSCI 428/631

## THE STATE & ECONOMIC LIFE

### CURRENT DEBATES IN POLITICAL ECONOMY

Fall, 2017

AL 209, Monday, 2:30-5:20pm

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#### ***Territorial Acknowledgement***

*We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.*

**Instructor:** Dr. Carter

**Email Address:** [avcarter@uwaterloo.ca](mailto:avcarter@uwaterloo.ca)

**Office Location:** Hagey Hall 311

**Office Hours:** Wednesdays 10:30am-12:00pm, or by appointment

#### **Calendar Description**

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

#### **Detailed Course Description**

This course examines theoretical traditions on the relationship between state and economy by engaging with two major current debates. We begin by discussing theoretical approaches from capitalism, socialism, and the challenges presented by environmental concerns. From this foundation, we then focus on how these approaches are reflected in the debates on climate change and poverty/inequality with primary reference to Canadian cases. The course includes an experiential learning component involving field visits to local organizations addressing each issue. You will also apply course material by researching and writing a research paper through a series of steps, including presentations to the class.

## Contact Policy

- Please contact me by e-mail or drop by during office hours.
- Use only your UW email account and start your email subject headings with “PSCI 428” or “PSCI 631.” Note that I aim to respond to emails within 48 hours during the week. However, I do not check email on weekends and holidays (so, for example, expect that I won’t respond to messages received on a Friday until Tuesday).
- I have created a LEARN site for this course that I will use primarily to share documents and information with you.
  - Please adjust your LEARN notification settings so that you are sent an email or text message when I post new items (click on your profile picture in LEARN, select “notifications,” then check both “announcements” boxes).
  - In the case of service interruptions to the LEARN system, please see the following policy: [LEARN Service Interruption Policy https://uwaterloo.ca/secretariat-general-counsel/service-interruptions-online-learning-environment-guidelines](https://uwaterloo.ca/secretariat-general-counsel/service-interruptions-online-learning-environment-guidelines)
  - Please upload a photo of yourself on your LEARN profile—this will be helpful to me and your colleagues as we communicate throughout the semester.

## Course Objectives

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

- A. Summarize the defining characteristics of each theoretical approach and differentiate them. This will include:
  - Comparing and contrasting the role of the governments and markets in capitalist and socialist systems
  - Identifying critiques of both systems
  - Explaining the challenge posed to both by environmental crises
- B. Identify how these theoretical approaches inform or can be applied to the two contemporary debates emphasized in this course (climate change and poverty/inequality).
- C. In both debates, you will be able to do the following:
  - Identify the role of major state and economic actors
  - Recognize the broader theoretical/ideological approaches informing major actors
  - Critique proposals to manage these problems
  - Propose alternate political-economic solutions
  - Understand and assess how organizations in the local communities are intervening and providing solutions alongside (or in gap left by) the state and market
  - Reflect on your experience of and engagement with these issues

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

- A. Reading skills:
  - Isolating theses, main arguments, counterarguments, and evidence
  - Practicing effective note-taking
  - Inferring the values and viewpoints of writers
- B. Analyzing and Researching skills:
  - Developing 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
- C. Writing skills:
  - Practicing key stages of the writing process through a sequence of brainstorming, outlining, drafting, peer-reviewing, revising, and editing
- D. Discussion and discussion facilitation skills:
  - Practicing talking about—and leading productive dialogues on—complex, contentious material
- E. Presenting skills:
  - Delivering an informative and engaging research presentation

## **Structure of the Course and Classes**

The seminar will begin with heavier reading requirements to give you enough material upfront to begin engaging with the themes and to start working on your 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 primarily involve student-facilitated discussions of the readings. This work will be occasionally interspersed with mini-lectures, audio-visual material, individual writing or reading exercises, small group work, and more. Expect the classes to draw heavily on the readings and to be highly interactive.

We will also use class time to work on aspects of the research paper such as exploring potential paper topics, discussing finding sources and using them effectively in your paper, and peer reviewing drafts of the paper. We will frequently work with Porter Library and Writing and Communication Centre staff.

In addition, twice this semester we will leave the classroom to visit field sites where local organizations are directly contributing to solutions to the two issues we are analyzing this term. These visits will serve to bring the course readings and theories to life, to demonstrate on-the-

ground solutions to these two controversial issues, to illustrate the challenges experienced by organizations intervening alongside (or in the gap left by) governments and markets, and to provide you with a chance to consider your personal experience of or engagement with these issues.

## **Course Requirements, Expectations, and Standards**

### **Required Readings**

The readings are the foundation for our class work and your research papers. You are therefore responsible for completing the readings before class, preparing to discuss the readings before class, and bringing the readings with you as you may want to refer to them as we discuss.

We will be reading two books:

Klein 2014 *This Changes Everything: Capitalism vs. The Climate*. Toronto: Knopf.

Silver 2014 *About Canada: Poverty*. Halifax: Fernwood Press.

These books are available for purchase at Words Worth Books at 96 King Street South in Waterloo (519-884-2665) for a total of \$40.95 plus tax. You can reserve your copies by checking out the books using the links below:

[Klein book:](#)

[https://bookmanager.com/1318225/?q=h.tvviewer&using\\_sb=status&qsb=keyword&q=9780307402004](https://bookmanager.com/1318225/?q=h.tvviewer&using_sb=status&qsb=keyword&q=9780307402004)

[Silver book](#)

[https://bookmanager.com/1318225/?q=h.tvviewer&using\\_sb=status&qsb=keyword&q=9781552666814](https://bookmanager.com/1318225/?q=h.tvviewer&using_sb=status&qsb=keyword&q=9781552666814)

Both books are also on 3-hour 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.

## Attendance & Engagement/Participation Policy

Your participation in class activities is an essential part of your work in this course. Please be prepared to begin class on time. Note that if you miss a class, you are responsible for informing yourself about missed work by contacting other students in the class.

### Evaluation

Assessment	Date of Evaluation	Weighting
Engagement/Participation	Ongoing	30%:
• <i>Reading Responses (10)</i>		10%
• <i>Discussion/class participation</i>		15%
• <i>Discussion facilitation (1)</i>		5%
Book Review	Week 4	20%
Research Paper Mini-Presentations + Proposal	Week 5 & 6	5%
Research Paper Presentation	Week 11 or 12	10%
Research Paper	December 7	35%
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Total		100%

### Reading Responses

RRs will take the form of short written summaries of the readings, reactions to the material, and/or responses to specific questions. They will either be submitted in advance of class or written in class. I will advise you of what is required for the next week at the end of each class.

RRs will be evaluated in terms of quality of writing, comprehensive of the course readings, and active engagement with the course material.

#### *Standard reading response format:*

Unless otherwise noted, each response should provide the following for every required reading:

1. A list of three central concepts used/discussed in the reading
2. A summary, *in your own words*, of the main point or central argument of the reading (in approximately 100-150 words; in full sentences, rather than in point form)
3. Two or three important questions arising from the reading that are relevant to the course and valuable for class discussion

- Note that your responses should be focused on *understanding* the readings. Save potential criticisms for the discussion.

- Upload your responses in a single file in Word or PDF format in the correct dropbox on LEARN 24 hours prior to class. You may want to have a copy in hand for the discussion as well.

## Discussion Participation

Your weekly participation in discussions of the readings is a central aspect of this course. Note that excellent discussion participation is marked by:<sup>1</sup>

- striking a balance between saying nothing and dominating the discussion. Be conscious of how much space you take up in discussions; practice “stepping up and stepping back” toward equal participation
- responding constructively and meaningfully to other students and/or the course material (rather than glib answers or general opinion)
- staying on topic and staying focused on the readings; engaging with the readings in a meaningful way that demonstrates your preparation
- sharing your knowledge, experiences, ideas, questions and examples
- contributing new ideas or information (rather than repeating yourself or points already made)
- expressing yourself clearly and succinctly
- integrating main ideas in the discussion to draw out broad insights
- making connections with / responding to / building from others’ comments; paraphrasing others’ thoughts to assess if you have understood their meaning
- responding to questions asked or new topics introduced; initiating a new turn in the discussion
- listening actively
- encouraging other people to speak; supporting other voices (rather than interrupting or silencing them)
- recognizing and respecting that everyone has something worthwhile to contribute
- being open-minded; respecting and taking an interest in opposing viewpoints
- disagreeing respectfully
- staying positive (being positive fosters better discussions and better ideas; negativity and sarcasm shut down conversation)
- keeping the discussion fun and light-hearted (wit and humour are welcome!)

## Discussion Facilitation<sup>2</sup>

Most discussions in this course will be student-led and you will be responsible for taking the lead at least once this semester. I will be asking for volunteers in the first and second weeks so that you know which reading discussion you are responsible for facilitating as soon as possible. Below are some guidelines to help you do this well.

*Preparing to facilitate.* You need to be familiar with the reading, but not much more than on any other week. In addition to completing your reading response, you will probably want to take

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<sup>1</sup> With thanks to Dr. Coleman and Dr. Esselment for their input.

<sup>2</sup> Here I build from Dr. Coleman’s work and Gale Rhodes and Robert Schaible’s *A User’s Manual for Student-Led Discussions*.

more detailed notes on the reading, mostly to have ideas on hand to help the discussion along if it starts to lag. But remember that the point of the discussion is to build a better understanding of the material as a group—your role is not to teach but to start, guide, and sustain the conversation.

*A word about tone.* The tone of the facilitator sets the tone for the discussion, so stay positive. Focus first on what is valuable about the reading (criticisms should wait until the fourth part of the discussion). Don't apologize for your preparation or level of understanding—focus on the task of working together to generate a better comprehension of the material.

*Guiding the discussion.* You need to facilitate a discussion through four steps:

1. Discussing central concepts used/discussed in the reading (about 5 minutes)  
Begin by proposing a few key concepts from the reading that might need discussion, and asking for other suggestions. Decide with the class on two or three to discuss in more detail. Ask for volunteers to help clarify the meaning of the concept and how it is used. (If a concept is central to the main argument, feel free to hold off a detailed discussion of it until the next part.)
2. Summarizing the main argument (about 5-7 minutes)  
Then ask for thoughts on the main argument of the reading. Try to have the class build toward it together (rather than presenting your understanding first). Once the class seems satisfied with this, aim to end this part of the discussion with a summary. Perhaps paraphrase the key points you heard.
3. Reflecting critically on the reading (about 5-10 minutes)  
Finally, take a few moments to encourage the class to reflect critically on the reading. Does anyone find a particular point or approach problematic? Are there any obvious gaps in the work? What are the strengths of the reading? What major contribution does it make? What are its broader implications?

*Additional guidelines*

- As you lead the class through these stages, try to foster the key characteristics of excellent discussion participation noted above. So, for example, encourage those who haven't spoken to join in. You might try asking students to respond to each other (for example, to comment on a point just made), or asking students for more information (to elaborate on something just said). Or you might ask for differing positions or viewpoints.
- You can contribute your own ideas but only sparingly—and primarily with the aim of keeping the discussion going.
- Keep the discussion on time and focused on the readings. Direct students back to the text if they get off track, for example by seeking out passages of relevance to the discussion.
- Silence is good! Sometimes we need a pause in the conversation to process information or to provide an opening for a new person to speak.

Book Review

You will write a book review (1200-1400 words; about 5 double-spaced pages) of Klein's *This Changes Everything* early in the course. I will provide you with a detailed assignment in the first week of classes.

### Research Paper

The research paper (2000-2500 words; about 10 double-spaced pages) will involve a sequence of brainstorming, outlining, drafting, peer-reviewing, revising, editing and presenting. We will be respectfully and constructively discussing your work in the class and you will read drafts of each other's writing.

You first need to select a topic relevant to the course. Please come talk with me about your choice prior to the fall break. You will give a mini-presentation (2 minutes) on your topic in the 5<sup>th</sup> week of classes and submit a proposal in the 6<sup>th</sup> week. You will then submit two drafts (one for peer review and a final submission) and present your work in the final two classes. I will provide you with a detailed assignment stating the requirements of each step over the course of the semester.

For help with library research, consult the [Political Science Research Guide](#). Use it to locate books, articles, connect with Jane Forgay (political science librarian), and more.

Note that the Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit the [Writing and Communication Centre](#). Group appointments for team-based projects, presentations, and papers are also available. You can make multiple appointments throughout the term, or drop in at the library for quick questions or feedback. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.



## **General Information on Assignments and Grading**

Assignments are due in hardcopy at the beginning of the class in which they are due (with the exception of reading responses, as noted above). You must also upload 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 your peers make on your work) until the end of the semester. You may need to resubmit earlier work with your final paper submission.

I will make grades available on the LEARN course site throughout the semester, with the exception of engagement/participation grades. For the latter, I will release your average midway through the semester and then assign a final grade at the end of the semester.

Please note that this course requires the careful use and acknowledgement of sources. You are responsible for not plagiarizing. We will discuss proper use of sources in more detail during the semester. Also, text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. You will be given an option if you do not want to have your assignment screened by Turnitin®. In the first week of the term, I will provide you with details on arrangements and alternatives for the use of Turnitin® in this course.

Finally, please note that you are expected to write an original paper this semester. Let me know if you are currently working on a similar topic in another class, or if you have done so in the past. I expect you to do all new research and writing for the paper in this class but we can arrange for it to build off other work.

### **Late Policy**

Assignments must be submitted at the beginning of the class on the stated due date. Evaluated in-class work must be completed at the time it is assigned. Late submissions cannot be accepted and there are no “make-ups” for work missed due to absence. Late submissions or missed work will receive a grade of 0%.

Of course, exceptions will apply in the case of a religious holiday accommodated by the university or a documented emergency or illness (via a Verification of Illness Form: [Health Services https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness](https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness)).

Please note: student travel plans are not an acceptable reason for granting an alternative examination times or submission due dates.

## **Electronic Device Policy**

Please turn your phone and other devices off. If you have a special need for using your laptop or tablet to take notes (see the note on accommodations below), please restrict your use to that purpose. Other laptop or tablet uses (social media, web surfing, email) are inappropriate—they distract you and your colleagues around you. If you have a special reason for needing to use your phone during class, please discuss this with me in advance and leave the room to call or text.

## **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.

## **Unclaimed Submissions**

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

## **Course Feedback**

You will be given two formal opportunities to evaluate this seminar, midway through and at the end of the semester. I welcome suggestions and comments that might improve the seminar at any time.

## **Mental Health Support**

We all need a support system and the faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### **Off campus, 24/7**

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)  
Download [UWaterloo and regional mental health resources \(PDF\)](#)  
Download the [WatSafe app](#) to your phone to quickly access mental health support information

## 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. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

**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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**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. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

### Accommodation for Students with Disabilities

**Note for students with disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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.

## Schedule

- Readings may diverge slightly from this schedule depending on our needs and interests. We will discuss the next week's readings at the end of each class.

Wk	Date	Theme	Required Readings	Assignments
1	Sept 11	Introductions and Overview	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stilwell 2012 "Economic Systems," <i>Political Economy: The Contest of Economic Ideas</i>, p. 40-50</li> <li><input type="checkbox"/> Begin reading Klein's <i>This Changes Everything</i></li> </ul>	
2	Sept 18	Theoretical Frameworks + WCC Workshop on Topic Selection	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue reading Klein's <i>This Changes Everything</i></li> <li><u>Capitalism and Alternatives?</u></li> <li><input type="checkbox"/> Stilwell 2012 "The Political Economy of the State," <i>Political Economy: The Contest of Economic Ideas</i>, p. 364-72.</li> <li><input type="checkbox"/> Stilwell 2012 "Capitalism," <i>Political Economy: The Contest of Economic Ideas</i>, p. 51-57.</li> <li><input type="checkbox"/> Stanford 2015 "Replacing Capitalism?" <i>Economics for Everyone</i>, p. 324-34.</li> </ul>	<b>RR1</b>

Wk	Date	Theme	Required Readings	Assignments
3	Sept 25	Theoretical Frameworks + Library Resources Discussion, Part 1 (Porter Library Flex Lab @ 4pm)	<input type="checkbox"/> Continue reading Klein's <i>This Changes Everything</i>  <u>The Environmental Challenge</u>  <input type="checkbox"/> Gough 2016 "Welfare States and Environmental States: A Comparative Analysis," <i>Environmental Politics</i> , p. 24-43.  <input type="checkbox"/> Stilwell 2012 "Economy and Environment," <i>Political Economy: The Contest of Economic Ideas</i> , p. 325-37.  <input type="checkbox"/> Rockström and Klum 2015 "No Business on a Dead Planet" and "Unleashing Innovation," <i>Big World, Small Planet: Abundance Within Planetary Boundaries</i> , p. 117-28 and p. 131-43.  <input type="checkbox"/> Ellwood 2014 "On the Road to Degrowth," <i>Degrowth and Sustainability</i> , p. 156-85.	RR2
4	Oct 2	Issue 1: Climate Change	<input type="checkbox"/> Klein 2014 <i>This Changes Everything: Capitalism vs. The Climate</i> .	Book review due
<b>Fall Break (no class on October 9; no office hours on October 11)</b>				

Wk	Date	Theme	Required Readings	Assignments
5	Oct 16	Issue 1: Climate Change + WCC Workshop on the Writing Process	<ul style="list-style-type: none"> <li>□ Wallace-Wells 2017 “The Uninhabitable Earth” <i>New York Magazine</i> <a href="http://nymag.com/daily/intelligencer/2017/07/climate-change-earth-too-hot-for-humans-annotated.html">http://nymag.com/daily/intelligencer/2017/07/climate-change-earth-too-hot-for-humans-annotated.html</a></li> <li>□ Meyer 2017 “Are We as Doomed as That <i>New York Magazine</i> Article Says?” <i>The Atlantic</i> <a href="https://www.theatlantic.com/science/archive/2017/07/is-the-earth-really-that-doomed/533112/?utm_source=fbb">https://www.theatlantic.com/science/archive/2017/07/is-the-earth-really-that-doomed/533112/?utm_source=fbb</a></li> <li>□ Hansen et al. 2017 “Young People’s Burden,” <i>Earth System Dynamics</i>, p. 577-96.</li> <li>□ Adkin 2017 “Crossroads in Alberta: Climate Capitalism or Ecological Democracy?” <i>Socialist Studies</i>, p. 2- 25.</li> </ul>	<p><b>RR3</b></p> <p><b>Mini-presentation on paper topic</b></p>
6	Oct 23	Issue 1: Field Site Visit at Climate Action WR	<ul style="list-style-type: none"> <li>□ Burch et al. 2014 “Triggering Transformative Change: A Development Path Approach to Climate Change Response in Communities,” <i>Climate Policy</i>, p. 467- 82.</li> <li>□ ClimateActionWR 2013 “A Climate Action Plan for Waterloo Region: Living Smarter in 2020, Summary Version” <a href="http://www.climateactionwr.ca/wp-content/uploads/2015/10/ClimateActionPlan-Summary.pdf">http://www.climateactionwr.ca/wp-content/uploads/2015/10/ClimateActionPlan-Summary.pdf</a></li> </ul> <p><i>Mid-term course evaluations.</i></p>	<p><b>RR4</b></p> <p><b>Paper proposal due</b></p>
7	Oct 30	Issue 2: Poverty and Inequality	<ul style="list-style-type: none"> <li>□ Silver 2014 <i>About Canada: Poverty</i>. Halifax: Fernwood Press.</li> <li>□ Klein and Yalnizyan 2016 “Better is Always Possible: A Federal Plan to Tackle Poverty and Inequality” <a href="https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2016/02/Better_Is_Always%20Possible.pdf">https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2016/02/Better_Is_Always%20Possible.pdf</a></li> </ul>	<p><b>RR5</b></p>

Wk	Date	Theme	Required Readings	Assignments
8	Nov 6	Issue 2: Poverty and Inequality + Library & WCC Resources Discussion, part 2 (Porter Library Flex Lab @ 4pm)	<ul style="list-style-type: none"> <li data-bbox="632 266 1640 334">□ Banting and Myles 2013 "Introduction," <i>Inequality and the Fading of Redistributive Politics</i>, p. 4-8; 12-33.</li> <li data-bbox="632 375 1730 443">□ Wilkinson and Pickett 2017 "The Enemy between Us: The Psychological and Social Costs of Inequality," <i>European Journal of Social Psychology</i>, p. 11-20.</li> <li data-bbox="632 483 1730 552">□ Fodor 2013 "Taxation and the Neo-Liberal Counter-Revolution: The Canadian Case," <i>Tax is Not a Four Letter Word</i>, p. 101-117.</li> </ul>	RR6

Wk	Date	Theme	Required Readings	Assignments
9	Nov 13	Issue 2: Field Site Visit at Social Development Centre Waterloo Region	<p data-bbox="632 266 1171 298"><i>A selection of the following, to be announced:</i></p> <ul style="list-style-type: none"> <li data-bbox="632 337 1730 440">□ Block 2017 “Losing Ground: Income Inequality in Ontario, 2000–15” <a href="https://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2017/08/Losing_Ground.pdf">https://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2017/08/Losing_Ground.pdf</a></li> <li data-bbox="632 479 1730 581">□ Himelfarb and Hennessy (eds) 2016 “Basic Income: Rethinking Social Policy” <a href="https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office%2C%20Ontario%20Office/2016/10/CCPA%20ON%20Basic%20Income_FINAL.pdf">https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office%2C%20Ontario%20Office/2016/10/CCPA%20ON%20Basic%20Income_FINAL.pdf</a></li> <li data-bbox="632 620 1730 722">□ Bruijns and Butcher 2014 “Calculating a Living Wage for the Waterloo Region” <a href="http://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2014/10/Calculating%20Living%20Wage%20for%20Kitchener.pdf">www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2014/10/Calculating%20Living%20Wage%20for%20Kitchener.pdf</a></li> <li data-bbox="632 761 1730 863">□ Region of Waterloo 2013 “The Income Gap Report” <a href="http://chd.region.waterloo.on.ca/en/healthyLivingHealthProtection/resources/INCOME_GAP_REPORT.pdf">chd.region.waterloo.on.ca/en/healthyLivingHealthProtection/resources/INCOME_GAP_REPORT.pdf</a></li> <li data-bbox="632 902 1730 1005">□ Region of Waterloo 2014 “Poverty Indicators in Waterloo Region: Status Report 2014” <a href="http://socialservices.regionofwaterloo.ca/en/communityPlanningPartnerships/resources/PovertyIndicatorsinWaterlooRegion.pdf">socialservices.regionofwaterloo.ca/en/communityPlanningPartnerships/resources/PovertyIndicatorsinWaterlooRegion.pdf</a></li> <li data-bbox="632 1044 1730 1146">□ Region of Waterloo 2013 “Poverty Myth Busters for Waterloo Region” <a href="http://communityservices.regionofwaterloo.ca/en/communityPlanningPartnerships/resources/MythBustersAugust262013.pdf">http://communityservices.regionofwaterloo.ca/en/communityPlanningPartnerships/resources/MythBustersAugust262013.pdf</a></li> </ul>	RR7



Wk	Date	Theme	Required Readings	Assignments
10	Nov 20	Paper Workshop and Peer Review	□ To be announced.	<b>Complete paper draft due (bring 3 copies)</b>  <b>RR8</b>
11	Nov 27	New Student Research	Peers' papers.	<b>Research presentation or peer reviews (RR9&amp;10)</b>
12	Dec 4	New Student Research	Peers' papers.	<b>Research presentation or peer reviews (RR9&amp;10)</b>
<p><b>Dec 7 @ 4pm: Final research paper due.</b> Upload your final paper to the appropriate dropbox in the LEARN system, then submit a hardcopy by into my mailbox at the Department of Political Science. The mailbox is across from my office door at Hagey Hall 311.</p> <p><i>*If you want comments on your paper, include a stamped, self-addressed, legal-sized envelope and I will mail it back to you after the end of the examination period.</i></p>				