Political Economy Doctoral Seminar (Winter 2011)
PECO 6000
2:30 - 5:30 Thursdays
Loeb A820

Instructors:

Hugh Armstrong, Social Work and Institute of Political Economy
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This seminar is the core course for the Collaborative PhD Program with a Specialization in Political Economy. The seminar is designed to promote advanced and critical thinking on the political economy tradition and its future. A primary goal is to encourage collaborative and interdisciplinary reading, thinking and discussion regarding political economy approaches and main concepts. The course is also designed to help guide students regarding the range of theoretical alternatives that may be of use in developing their own doctoral research.

Course Readings:

Students are expected to read their WEB-CT account regularly, as change and additions in the readings and the schedule will be announced weekly.

The readings will be placed in the Political Economy Students' Lounge when not available on-line (Room Loeb A 831).

There is one recommended text:

Robert Heilbroner, *Teachings from the Worldly Philosophy*, W.W. Norton, 1996.

The book has been ordered at Octopus Books, 116 Third Avenue (near Bank in the Glebe) (http://octopusbooks.ca/content/about-us).

Note: Octopus requests that you come equipped with **the instructors' names** as well as the **course code**.

Evaluation: Students will be evaluated on the following basis:

Class participation and attendance:	20%
Final essay (due by **April 9th)**	50%
One oral presentation on your final paper	20%
Comment on colleague's presentation	10%

Course Schedule:

I. Introductions

Week 1 - 5 January Introduction and Intellectual autobiographies

Students and faculty will come to class each prepared to do a 10 minute presentation of their intellectual autobiography. In this informal presentation, you should discuss what formative experiences led you to come to study what you do, what influences your thinking, why you selected the topic for your planned dissertation, etc. The instructors will also participate!
Janet Siltanen, Director of the Institute, will join this session.

II. Theoretical Traditions

Week 2 - 13 January - Classics of Political Economy
Guest participant: Justin Paulson, Department of Sociology

Required reading:

Heilbroner 55-157 (emphasis on Smith; skim pp. 106-157 for flavour)

Marx, chapters 1, 4, 7, and 10 of *Capital* (excerpts from the Tucker compilation are fine (302-336, 344-376)

Suggested additional reading:

Therborn, chapter 2 of *Science, Class, and Society*, "The Economy and the Economics of Capitalism"

Arrighi, chapter 2 of *Adam Smith in Beijing*, "The Historical Sociology of Adam Smith"

Week 3 – 19 January - Canadian Political Economy (led by Hugh)

Mel Watkins, "A Staples Theory of Economic Growth" in Approaches to Canadian Economic History, edited by Easterbrook and Watkins. Carleton Library, McClelland and Stewart: Toronto, 1967 (original 1963) pp. 49-73.

Mel Watkins, "Staples Redux," *Studies in Political Economy* 79 (Spring 2007): 215-26

Leo Panitch, "The Role and Nature of the Canadian State" in Panitch (ed.), *The Canadian State: Political Economy and Political Power* (Toronto: University of Toronto Press, 1997):3-27

Leah F. Vosko, "The Pasts (and Futures) of Feminist Political Economy in Canada: Reviving the Debate," *Studies in Political Economy* 68 (Summer 2002): 55-84

John Ralston Saul, *A Fair Country,* Toronto: Penguin 2010: 3-44

Week 4 - January 26 – Comparative Political Economy

Global North – led by Hugh

Gøsta Esping-Andersen**,** *Social Foundations of Postindustrial Economies*, Oxford University Press, 1999 Introduction, Chapters 2 and 3, pp. 1-33

Julia O'Connor, Ann Orloff and Sheila Shaver, *States, Markets, Families: Gender , Liberalism and Social Policy in Australia, Canada, Great Britain and the United States*, Cambridge University Press, 1999. Chapter 1 "Gendering Theories and Comparisons of Welfare States" pp. 1-42

Global South – led by Laura

Colin Leys**,** 1996, **"**The Rise and Fall of Development Theory," in *The Rise and Fall of Development Theory*, Nairobi: EAEP and Bloomington: Indiana University Press, pp. 3-44.

Fernando Ignacio Leiva, *Latin American Neostructuralism: The Contradictions of Post-Neoliberal Development*, University of Minnesota Press, 2008, pp. 1-41.

Week 5 - 2 February - International Political Economy, led by Laura

Essay Proposal due today

Benjamin J. Cohen, "The Transatlantic Divide: Why are American and British IPE so Different?" *Review of International Political Economy,* 14:2 2007: 197-219.

Penny Griffin, "Refashioning IPE: What and how gender analysis teaches international (global) political economy," *Review of International Political Economy,* 14:4 2007 719-736.

Robert W. Cox, "Social Forces, States, and World Orders," in Robert Keohane, ed., *Neorealism and its Critics*, New York: Columbia University Press, 1986, pp. 204-254.

William Robinson, "Capitalist Globalization and the Transnationalization of the State," in Mark Rupert and Hazel Smith, eds., *Historical Materialism and Globalization*, London: Routledge, 2002, 210-229.

Week 6 – 9 February – The Current Crisis

Guest participant: Dr. Manfred Bienefeld, School of Public Policy and Administration, Carleton

Week 7. Week of 13 February – Postcolonialism/Feminism
Guest speaker – Jane Parpart, adjunct with Institute of Political Economy

Date, Time, and Readings to be confirmed
(This class will be rescheduled to accommodate Professor Parpart's teaching schedule).

Readings to be announced

Winter Break - 23 February - No class

III. Presentation of Papers

** The schedule and names of speakers will be determined later. Note that speakers must assign an appropriate background reading for the date of their presentation and make it available to the rest of the class.*

Week 8 – March 1

Week 9 – March 8

Week 10 – March 15

Week 12 – March 22

Week 13 - March 29 – Intersectionality – led by Hugh

Carol Bacchi and Joan Eveline, "Gender mainstreaming or diversity mainstreaming? The politics of 'doing'", Chap 13 in their *Mainstreaming politics: Gendering practices and feminist theory*, Adelaide: University of Adelaide Press, 2010, 311-34 [accessible at www.adelaide.edu.au].

**A social event will follow the last class*
Final essay due April 9th

Assignments:

All papers should be posted to Web-CT. Supplementary instructions for the writing and the presentation of assignments will be regularly posted on WEB-CT and announced in seminars.

Participants may satisfy the written element of the course requirements in a variety of ways:

1) A review paper based on the impact of Political Economy on their discipline;
2) A review paper based on the impact of their discipline on Political Economy;
3) A review paper based on their thesis proposal;
4) A research paper based on their thesis research;
5) Another topic negotiated with the course instructors;

Papers will normally be about 7000 words (double-spaced, Times New Roman) in length and will demonstrate a command of the literature and original thinking in the domain of political economy.

Proposals for the papers, of two to three pages, will be due on **February 2.** They aim at establishing the topic, the general approach and an initial bibliography. The proposals will be returned, with feedback, but **will not be graded**.

Final papers will be due on **April 9th**. The presentation in class offers an opportunity to students to receive the seminar's feedback on their draft. For those who wish, **first drafts** will be due on **March 26th**, and will be returned with feedback by **April 2nd**. The mark on the final papers will count for **50%** of the final mark.**Class participation** will also represent a major element of evaluation. This is an advanced seminar class in which regular, active, and critical participation is expected from every member of the class. All students should show that they have done the readings and have reflected upon them. Students are expected to be respectful of other seminar participants. The mark for the participation will count for **20%** of the final mark. It will be based on the pertinence and the depth of students' interventions, the rigour of their understanding, the collegiality of their engagement with their peers' concerns, the clarity of their expression, and the openness of their reflection.

In addition to regular seminar participation, students will make one formal **presentation** in the weeks from March 8th to March 29th, based on their final research paper. The marks for these presentations, and for the ability to help lead the ensuing discussions, will count for **20 %** of the final mark. An outline of your paper, including your research question, main argument, theoretical perspective, and outline of the content, will be due to the instructors and your discussant **one week** before your presentation.

As well, each student will serve as discussant on one of their colleague's presentation. This commentary, which will help launch discussion, and provide supportive suggestions, will last about 8-10 minutes, and will be worth **10%** of your final grade.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by March 7, 2012

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include: • reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
• submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
• using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
• using another's data or research findings;
• failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
• handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approvedby the Dean.

Course Requirements: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are availableONLY if the student is in good standing in the course.

Connect Email Accounts: All email communication to students will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Official Course Outline: The course outline posted to the Political Economy website is the official course outline.