

**Carleton University**  
**Arthur Kroeger College of Public Affairs**

**PAPM 2002 A**  
**Foundations of Public Policy: Economic Thought**  
**Winter 2024**

**Instructor: Dr Lisa Mills**

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(include “PAPM 2002” in subject line)

**Class Time:** Thursday 2.35 – 4.25 p.m.

**Office Hours:** Thursday 4.30 – 5.30 p.m. or by appointment

**First class: Thursday, January 11<sup>th</sup>**

**Tutorials will begin on Friday, January 12<sup>th</sup> (i.e. Wednesday and Thursday tutorials begin the following week)**

**Schedule for the tutorials:**

| <u>Tutorial Group #</u> | <u>Day of Week</u> | <u>Time</u>       | <u>Room</u> | <u>TA Name</u>    | <u>TA Email Address</u>  |
|-------------------------|--------------------|-------------------|-------------|-------------------|--|
| A1                      | Thursday           | 12.35 – 1.25 p.m. |             | Samantha Diedrich | <a href="mailto:samanthadiedrich@cmail.carleton.ca">samanthadiedrich@cmail.carleton.ca</a> |
| A2                      | Friday             | 2.35 – 3.25 p.m.  |             | Meghan Hembruff   | <a href="mailto:meghanhembruff@cmail.carleton.ca">meghanhembruff@cmail.carleton.ca</a>     |
| A3                      | Wednesday          | 11.35-12.25 a.m.  |             | Lorenz Pizolinas  | <a href="mailto:lorenzpizolinas@cmail.carleton.ca">lorenzpizolinas@cmail.carleton.ca</a>   |

“The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influences, are usually the slaves of some defunct economist. Madmen in authority, who hear voices in the air, are distilling their frenzy from some academic scribbler of a few years back. [...] Soon or later, it is ideas, not vested interests, which are dangerous for good or evil.”  
- John Maynard Keynes, *General Theory*, 1936

“We need to say straight out that the history of economics is ‘useful’ not because it helps students to sharpen theoretical skills or because it gives them a little interdisciplinary breadth, but because it can affect the understanding of economics itself, its potential accomplishment and its important limitations.”  
- Karen Vaughn, *Why Teach the History of Economics*, 1993

## **1. COURSE DESCRIPTION:**

### **PAPM 2002**

#### **Foundations of Public Policy: Economic Thought**

Theoretical, philosophical and ethical foundations for the study of public affairs and policy management. Drawing from classic and contemporary texts in economic philosophy and theory, students consider issues relating to the nature of democracy, civic society and social organizations, the public, public affairs, public interest.

#### *Overview:*

The objective of the course is to provide an understanding of economic ideas and thinking, and how these ideas have evolved and developed and been applied over many centuries. We will also explore the implications of economic ideas for past and current policy debates, analysis, development and management.

Economic ideas become particularly important when they are used to assess policy problems and to provide the rationale for laws, regulations, policies, programs and other government actions. The resulting changes to e.g. tax, expenditure, interest rate, procurement, industrial, trade, employment or other policies affect the material well-being of the Canadian economy and society as well as of individuals, companies and other groups either directly by making them richer or poorer, or indirectly through changing their behaviour. This course aims at familiarizing students with the main authors and schools of thought that had a determining influence on the shaping of economics. It will help students understand the evolution of the economic discipline, especially since the eighteenth century.

In addition to the canonical economic thinkers, we will also consider critiques from feminist economists and analysts of the relationship between racism and capitalism.

#### *Learning outcomes:*

At the end of the course, you will be able to:

- Describe the major schools of economic thought examined in the class;
- explain the differences between the major schools of economic thought;
- Explain the feminist, and racial capitalist, critique of mainstream and Marxist economic thought;
- Describe the historical context in which the different schools of economic thought arose;
- Write a well-structured academic essay, using correct citation methods;
- Engage in respectful discussion and debate with your classmates, TA, and professor.

## **2. COURSE READINGS**

The course readings will be available on Ares, via Brightspace (please see section 5, below, for the week-by-week schedule and readings list).

I will be using a textbook – Frank Stilwell’s *Political Economy: The Contest of Economic Ideas* (Melbourne, Oxford University Press) frequently. **You do not have to buy it. If you are able to, I encourage you to buy it; but the relevant chapters will be available on Ares.** The most recent edition of the textbook (third edition) is expensive, but you may also be able to find the first (2002) or second (2006) edition on sites such as Abe books, and there really isn’t any difference between the earlier and later editions.

I also recommend: Babington, Doug and Don LePan *The Broadview Guide to Writing*, Revised 4<sup>th</sup> Canadian Edition, Peterborough: Broadview Press, 2016.

I also strongly recommend reading George Orwell’s (short!) statement on politics & the English language, at:

<https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/politics-and-the-english-language/>

The other readings for the course will be available on Ares (link on Brightspace). If not in Ares, there will be a link to the reading on the course outline.

### **3. COURSE FORMAT**

The course encompasses both lectures and tutorials. The two hours lectures of each week provide an overview of the development of economic ideas and thinking, including how these ideas have influenced and been applied to past and current economic policies and related government actions.

The tutorials in the same week provide an opportunity to discuss some of the ideas associated with the development of economic thinking, with emphasis on the relevance of these issues in contemporary economic debates.

You are expected to do the required reading for each class/tutorial.

### **4. COURSE CALENDAR/EVALUATION:**

- |    |   |     |
|----|---|-----|
| 1. | First Reflection Paper (due Monday, January 29 <sup>th</sup> )            | 10% |
| 2. | 2 <sup>nd</sup> Reflection Paper (due Monday, February 12 <sup>th</sup> ) | 30% |
| 3. | 3 <sup>rd</sup> Reflection Paper (due Monday, March 18 <sup>th</sup> )    | 35% |
| 4. | Final exam (date TBA)   | 25% |
| 5. | Tutorial attendance   | 5%  |
| 6. | Tutorial participation  | 5%  |

#### 4a. The reflection papers

*The first reflection paper:* Should be a minimum of one, and no more than two, double-spaced pages. You will select one of the asterisked\* readings from Week 3 or Week 4, *or* the documentary, *Inside Job*, to write about.

Your paper should include an introduction – which provides a brief overview of the issue that the reading introduces, and outlines your evaluation of the reading – and a conclusion, which sums up your evaluation. For example, in the introduction you may say something like, “the readings on Adam Smith demonstrate that Smith was not only an advocate for commercial society, but a critic of it.”

(If you’re writing on Smith, you will probably want to select just one or two of the extracts from his work in the readings).

It is OK to use the word “I” as in, “I will argue...”

The paper should do the following:

- Identify the author’s main argument. (In some cases, the author’s argument will be stated clearly, in the introduction to the article or chapter. Take note – this is a very good way to state *your* argument in essays! In other cases, you will have to infer the author’s argument – that is, you will determine what the main argument is from your reading of the sub-arguments, examples, or ideas presented by the author).
- Identify the *main points* the author makes in support of this argument.
- Identify the evidence the author uses to support the argument. What information, data, metaphors, or examples does the author use to support the argument?
- Critique the author’s argument, OR briefly discuss an present-day example that demonstrates the author’s ideas or concepts. This does not mean being completely negative about everything the author has said, but developing an appreciation of the strengths and weaknesses of their claims.

*The second and third reflection papers:* The reflection papers ask you to respond to a question related to the issues discussed in class and tutorial, and **must be based on the course readings**. I may direct you to additional readings, such as those included in the “further readings” list, if it would be helpful for answering the question – however, the reflection papers **do not require additional research, but reflection on the readings required for the course**. Depending on the question, you may wish to refer to one or more of the “further readings” in the course schedule.

Each essay should be between 5-6 double-spaced, typed pages, with no more than 12 point, Times New Roman font, one-inch margins, and no fancy lettering or designs to take up space. Clearly identify the date of your tutorial, your name, and your TA’s name.

The essay questions will be available two weeks before the essay is due.

You may use the content of the first paper in the second or third papers!

For the second essay, due **Monday February 12<sup>th</sup>**, the questions will be posted on Monday, January 29<sup>th</sup>.

For the third essay, due **Monday March 18<sup>th</sup>**, the questions will be posted on Monday, March 4<sup>th</sup>.

The grading rubric for the reflection papers is available on the Brightspace page.

Assignments will be returned within two weeks of their submission.

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

#### **4b. The final exam**

The final exam will consist of several short-answer questions. More information will be provided before the end of the semester.

#### **4c. Reference Style for Written Work**

You are required to use proper citations for all your written work. More details on academic integrity are provided below.

Referencing style: It is recommended that references for all assignments be in the Chicago, Author-Date system. Please note that you should reference the page number when citing your source, not only for quotes, but for ideas or evidence derived from the source.

<https://www.chicagomanualofstyle.org/turabian/turabian-author-date-citation-quick-guide.html>

#### **4d. Academic Consideration and Extensions**

If you are unable to complete an assignment due to extenuating circumstances, such as: illness; injury; mental health issues; bereavement; or other compassionate circumstances, please notify me (and your TA) as soon as possible of your absence or inability to complete the assignment in question, and we will make alternate arrangements for you to submit the work. **You must notify me no later than three days after the work was due.** If you contact me on a weekend, and I don't reply immediately, please don't panic; I will be in touch on Monday. I will take your circumstances into consideration in setting another deadline. **Please note that in the case of final exams, you must apply for a deferral through the Registrar's Office, no later than three (3) working days after the original final examination.**

Also note that competing deadlines, personal social obligations, and employment obligations are not considered extenuating circumstances. **Late assignments submitted without contacting**

**me regarding extenuating circumstances will incur a late penalty of 3 marks per day, including weekend days.**

#### **4e. Tutorial attendance, tutorial participation, and lecture attendance**

Tutorial attendance will count for 5% of your grade. It is okay to miss one tutorial – but if you miss more than one, in addition to contacting your TA, your attendance grade may be reduced.

Tutorial participation will count for 5% of your grade, and will be based on the quality rather than the quantity of your contribution. **Your participation should demonstrate that you have done the readings, and reflected upon them.** Your participation may include:

- A comment or question that relates to the readings
- A response to another student (or TA's) question or comment

The comment or question:

- Should relate to the readings – it may expand on the reading, or connect other ideas or examples not in the reading, but it shouldn't be a random or disconnected comment
- Should make sense ie not be a random collection of words
- Should be respectful of others in the class

I realize that some students may not feel comfortable speaking in front of others in class. If this is an issue for you, please speak to me or your TA about how we may help you with this.

Please note that in order to pass the course, in addition to achieving the required final grade, you must submit all assignments and sit the final exam, and attend a minimum of six tutorials, unless other accommodations have been made due to extenuating circumstances.

## 5. **CLASS SCHEDULE:**

1. **Week 1. January 11: Introduction**
2. **Week 2. January 18: Background to the current context: The financial crisis**

We will watch the 2010 documentary, *Inside Job*,\* available at  
<https://www.youtube.com/watch?v=T2IaJwkqgPk>

Readings:

Frank Stilwell. 2012. *Political Economy: The Contest of Economic Ideas. Third Edition*. Melbourne, Oxford University Press.  
Ch 6, Capitalism; and Ch 7, Economic Theories.  
(2012 or 2002 editions)

\*may be used for the first reflection paper

3. **Week 3. January 18**  
**Ancient, Medieval & Mercantilist Economic Thought and Institutions**

*Readings:*

Ekelund, Robert B. and Robert F. Hebert. 2014. *A History of Economic Theory and Method: Sixth Edition*. Long Grove, Illinois, Waveland Press. Ch 2 Ancient And Medieval Thought and Institutions, Section on Aristotle, 15-20 \*

Thomas Aquinas. 1270. *Summae Theologica*. Second Part of the Second Part, Q. 66, Of Theft and Robbery,\* at  
<https://www.sacredtexts.com/chr/aquinas/summa/sum322.htm>

Rebecca Robbins and Cecilia Kang. 2022. Martin Shkreli is barred from the drug industry and ordered to pay \$64.6 million. *New York Times*,  
<https://www.nytimes.com/2022/01/14/business/martin-shkreli-barred.html>

*Further (optional) reading:*

Heinz D. Kurz. 2016. *Economic Thought: A Brief History*. Translated by Jeremiah Riemer. New York, Columbia University Press. Ch. 1 Early Economic Thought 5-15

Diana Wood. 2002. *Medieval Economic Thought*. Cambridge, Cambridge University Press. Ch 6: The Just Price and the Just Wage

Ekelund, Robert B. and Robert F. Hebert. 2014. *A History of Economic Theory and Method: Sixth Edition*. Long Grove, Illinois, Waveland Press. Ch 2 Ancient And Medieval Thought and Institutions

Aristotle. *Politics*. Chapter 1, and Beginning of Chapter 2.

Aristotle. *Nicomachean Ethics*. Book V, Section 5.

\*May be used for the first reflection paper

Note: January 19 is the last day for registration and course changes.

#### **4. Week 4. January 25** **Classical Economic Thought: Adam Smith**

Robert L. Heilbroner. 1996. *Teachings from the Worldly Philosophy*. New York & London, W.W. Norton & Company. Ch. Three, The Classical Economists: Adam Smith, pp. 54-105 \*

Emma Rothschild. 2023. Adam Smith, Climate Change, and Loss,\*  
<https://histecon.fas.harvard.edu/climate-loss/smith/oppression.html>  
(Click on each tab under Emma Rothschild's name for each section)

*Further reading (optional):*

Corey Robin. 2022. Empathy and the Economy, *New York Review of Books*, Dec. 8,  
<https://www.nybooks.com/articles/2022/12/08/empathy-the-economy-being-me-being-you-adam-smith/>

Cal Newport. 2022. What Hunter-Gatherers Can Teach Us About the Frustrations of Modern Work. *The New Yorker*, November 2,  
<https://www.newyorker.com/culture/office-space/lessons-from-the-deep-history-of-work>

Heilbroner, Robert L. 1999. *The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers. Seventh Edition*. New York, Touchstone/Simon & Schuster. Chapter 3: The Wonderful World of Adam Smith.

\*May be used for the first reflection paper

Note: January 26<sup>th</sup> is the last day to withdraw from full winter courses with a full fee adjustment.

#### **5. Week 5: February 1** **Classical Economic Thought: Malthus & Ricardo**

Reading:

Frank Stilwell. 2012. *Political Economy: The Contest of Economic Ideas. Third Edition*. Melbourne, Oxford University Press.  
Part III, Back to Basics: Classical Political Economy, Chs. 8, 9, 10, 11



(2012 or 2002 edition)

Amartya Sen and Amartya K. Sen. 1982. The Food Problem: Theory and Policy. *Third World Quarterly*, Vol. 4 No. 3 447-459

*Further (optional) reading:*

Heilbroner, Robert L. 1999. *The Worldly Philosophers*, Chapter 4, The Gloomy Presentiments of Reverend Malthus and David Ricardo

Ricardo, David. 1821. *Principles of Political Economy and Taxation*, Chapter 1.

Malthus, Robert. 1826. *Essay on the Principle of Population*. Book I, Chapter 1.

Ekelund, Robert B. and Robert F. Hebert. 2014. *A History of Economic Theory and Method: Sixth Edition*. Chapters 6 & 7.

**6. Week 6: February 8**  
**Critics of Classical Economic Thought: List, Hamilton & their descendants**

*Readings:*

Chang, Ha-Joon. 2003. Kicking Away the Ladder: The “Real” History of Free Trade. *Foreign Policy in Focus* (FPIF) Special Report.

Levi-Faur, David. 1997. Friedrich List and the Political Economy of the Nation-State, *Review of International Political Economy*, Vol 4 No 1 Spring 154-178

Krugman, Paul. 2019. Globalization: What Did We Miss? In Luis A. V. Catao and Maurice Obstfeld. *Meeting Globalization’s Challenges: Policies to Make Trade Work for All*. Princeton and Oxford, Princeton University Press, Ch 6, pp. 113-120.

*Further reading:*

Joseph Stiglitz, “The overselling of globalization,” *Business Economics*, 52, 2017, 129–137.

*Foreign Policy*, no. 249, Summer 2023, pp. 9-14 (Matthew Duss and Ganesh Sitaraman, “The era of neoliberal foreign policy is over”; Aude Dernal, “US Foreign Policy must consider the Global South”; Adam Tooze, “America has dictated its economic peace terms to China”).

Josh Zumbrun. 2023. Is Globalization in Decline? *Wall Street Journal*, November 3, <https://www.wsj.com/economy/global/is-globalization-in-decline-a-new-number-contradicts-the-consensus-60df8ecf>

**7. Week 7: February 15  
Marx**

*Reading:*

Frank Stilwell. 2012. *Political Economy: The Contest of Economic Ideas. Third Edition*. Melbourne, Oxford University Press.

Part IV: The Critique of Capitalism: Marxist Economics. Chs. 12, 13, 14, 15, 16, 17 (Either the 2012 or 2002 edition)

Robin Kaiser-Schatzein. 2022. How Life as a Trucker Devolved into a Dystopian Nightmare. New York Times, March 15, <https://www.nytimes.com/2022/03/15/opinion/truckers-surveillance.html>

*Further (optional) readings:*

Marx, Karl. 1990. [1867]. *Capital Vol I*. Ch. 1 Section I (pp. 125-131 of Penguin Classics edition or pp. 27-30 of electronic version); Ch. 6; Ch. 7; Ch. 10. sections (pp. 340-346 and 353-362 of Penguin Classics edition or pp. 162-164 and 168-175 of electronic version); and Ch. 26.

Marx, Karl and Friedrich Engels. *Manifesto of the Communist Party*. 1848. Read pages 14-21.

<https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>

Heilbroner, Robert L. 1999. *The Worldly Philosophers*, Chapter 6.

Watch: *The Young Marx*. Film by Raoul Peck.

February 16<sup>th</sup> – April examination schedule available online.

**8. Week 8: February 22. Reading Week. No Class**

**9. Week 9: February 29  
Racial Capitalism**

*Readings:*

Kelley, Robin D.G. 2017. What Did Cedric Robinson Mean By Racial Capitalism? Boston Review, January 12, at <https://bostonreview.net/articles/robin-d-g-kelley-introduction-race-capitalism-justice/>

Robinson, Cedric. 1983. *Black Marxism: The Making of the Black Radical Tradition*, Chapel Hill and London, University of North Carolina Press, Ch. 1.

Meiksins Wood, Ellen. 2015. Class, race, and capitalism, in D.E. Davis (ed) *Political Power and Social Theory*, Vol 15, Bingley, Emerald Group Publishing Limited, 275-284. [http://dx.doi.org/10.1016/S0198-8719\(02\)80027-8](http://dx.doi.org/10.1016/S0198-8719(02)80027-8)

Loic Wacquant. 2023. The Trap of “Racial Capitalism,” *European Journal of Sociology*, August, 153-162.

*Further (optional) reading:*

Bhattacharyya, G. 2018. *Racial Capitalism: Questions of Reproduction and Survival*. London: Rowman & Littlefield. Esp. Introduction and Ch 1, Beginning.

Tsing, Anna. 2009. Supply Chains and the Human Condition. *Rethinking Marxism: A Journal of Economics, Culture and Society*. Vol. 21, Issue 2, 148-176.

McNally, David. 2020. *Blood and Money: War, Slavery, Finance, and Empire*. Chicago, Haymarket Books, esp. Ch 4

Morgan, Kenneth. 2007. *Slavery and the British Empire: From Africa to America*. Oxford, Oxford University Press, esp. Ch 3

Spronk, Susan and Jody-Ann Anderson. 2021. The Critical Political Economy of Development, in Paul Haslam, Jessica Schafer, and Pierre Beaudet, *Introduction to International Development: Approaches, Actors, Issues, and Practice*, Oxford, Oxford University Press, <https://global.oup.com/academic/product/introduction-to-international-development-9780199036431?cc=ca&lang=en&>

## **10. Week 10: March 7**

### **The Marginalist Revolution and Neo-Classical Economics**

*Readings:*

Frank Stilwell. *Political Economy: The Contest of Economic Ideas. Third Edition*. Melbourne, Oxford University Press.

Part V: The Ideology of the Market: Neoclassical Economics. Chs. 18, 19, 20, 21, 22, 23. (2012 or 2002 editions)

Mazzucato, Mariana. 2018. *The Value of Everything*. New York: Public Affairs, Ch. 2.

*Further (optional) readings:*

Jevons, W. Stanley. 1871. *The Theory of Political Economy*, Ch. 1, 2, 3.

Marshall, Alfred. 1890. *The Principles of Economics*, Book V, Chapter III

Ekelund, Robert B. and Robert F. Hebert. 2014. *A History of Economic Theory and Method: Sixth Edition*. Chapters 15 & 16.

## 11. Week 11: March 14

### Keynes

#### *Readings:*

Stillwell, Frank. 2012. *Political Economy: The Contest of Economic Ideas. Third Edition*. Oxford, Oxford University Press. Part IV: Stabilizing the Economy: Keynesian Economics, Chs. 29, 30, 31, 32

Or, Chs. 29, 30, 31 of 2002 edition

John Cassidy. “The Demand Doctor”. *New Yorker*. October 10 2011.

Eugene Lang. 2020. The Era of Gigantic Government is Upon Us. *Policy Options*, April 17, <https://policyoptions.irpp.org/magazines/april-2020/the-era-of-gigantic-government-is-upon-us/>

#### *Further (optional) reading:*

John Maynard Keynes. 1936. *The General Theory of Employment, Interest, and Money*. Ch 18

Corey Robin. 2022. The Trouble With Money. *New York Review of Books*, December 22, pp. 73-76

March 15<sup>th</sup> – last day for academic withdrawal from winter, late winter, and fall/winter courses.

## 12. Week 12: March 21

### Neoliberalism, Monetarism, and Inflation

#### *Readings:*

Stillwell, Frank. 2012. *Political Economy: The Contest of Economic Ideas. Third Edition*. Oxford, Oxford University Press. The Keynesian Legacy (Chapter 33 of the 2012 edition; OR Chapter 32 of the 2002 edition)

Milton Friedman. “The Role of Monetary Policy”. *American Economic Review*. Vol. 58 #1, March 1968, at <http://proxy.library.carleton.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=4499930&site=bsi-live>

Isabella M. Weber and Evan Wasner. 2023. Sellers’ inflation, Profits and Conflict: Why Can Large Firms Hike Prices in an Emergency? Working Paper, University of Massachusetts,

Amherst.

[https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1348&context=econ\\_working\\_paper](https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1348&context=econ_working_paper)

Jim Stanford. 2023. Profits, not wages, have driven Canadian inflation. January 20, <https://centreforfuturework.ca/2023/01/20/profits-not-wages-have-driven-canadian-inflation/>

*Further (optional) reading:*

Jim Stanford. 2022. Fifteen super-profitable industries fuel Canada's inflation. Centre for Future Work. <https://centreforfuturework.ca/wp-content/uploads/2022/12/Fifteen-SuperProfitable-Industries.pdf>

Michel Beaud and Gilles Dostaler. 1997. *Economic Thought Since Keynes: A History and Dictionary of Major Economists*. London: Routledge. Chapter 7: The Liberal Resurgence, pp. 103-116

David Harvey. 2005. *A Brief History of Neoliberalism*. Oxford, Oxford University Press. Ch 1, Freedom's Just Another Word

Milton Friedman. *Capitalism and Freedom*. Chicago and London: University of Chicago Press, 1962. Introduction and Chapters 1-2: pp.1-36

Mark Blyth. 2002. *Great Transformations: Economic Ideas and Institutional Change in the Twentieth Century*. Cambridge, Cambridge University Press. Ch 5.

### **13. Week 13: March 28 Feminist Economics**

*Readings:*

Waring, Marilyn. 1999. *Counting for Nothing: What Men Value and What Women are Worth*. Toronto: University of Toronto Press. Chapter 1.

Barker, Drucilla K., Suzanne Bergeron, and Susan F. Feiner. 2021. *Liberating Economics: Feminist Perspectives on Families, Work, and Globalization*. Ann Arbor, University of Michigan Press, Ch. 1. Introduction.

Fraser, Nancy. 2016. Contradictions of Capital and Care. *New Left Review*, July/August.

*Further (optional) reading:*

The Care Collective. 2020. *The Care Manifesto: The Politics of Interdependence*. London, Verso. Introduction: Carelessness Reigns

Marianne A. Ferber and Julie A. Nelson. 1993. *Beyond Economic Man: Feminist Theory and Economics*. Chicago: University of Chicago Press. Ch. 1 The Study of Choice of the Study of Provisioning

Elson, Diane and Ruth Pearson. 1981. 'Nimble Fingers Make Cheap Workers': An Analysis of Women's Employment in Third World Export Manufacturing, *Feminist Review*, Vol. 7, 87-107

Silvia Federici. 2021. *Patriarchy and the Wage: Notes on Marx, Gender, and Feminism*. PM Press

Kabeer, Naila. 2004. Globalization, Labor Standards and Women's Rights: Dilemmas of Collective (In)action in an Interdependent World. *Feminist Economics* 10(1): 3-35.

Hartmann, Heidi. 1979. The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union. *Capital & Class* 3.2 (1979): 1-33.

Kabeer, Naila. 1994. *Reversed Realities: Gender Hierarchies in Development Thought*, London, Verso.

Okin, Susan Moller (2003) "Poverty, Well-Being, and Gender: What Counts, Who's Heard?" *Philosophy and Public Affairs*, 31(3), 280-316.

Beneria, L. (2003) "Paid and Unpaid Labour: Meanings and Debates" in *Gender, Development and Globalization: Economics as if all People Mattered*. London: Routledge: 131-160.

#### **Week 14: April 4**

**Review Class. This will not be a formal lecture, but I will be available for any questions that you may have about the course material and the final exam.**

## 6. STATEMENT ON PLAGIARISM

### PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course.

*My pointers on plagiarism:*

If you have any questions about how to handle a specific type of source, please feel free to ask. Here are some of my specific pointers on avoiding plagiarism:

- 1) Acknowledge every source from which you have drawn information or ideas for your paper. That is, even if you are not quoting directly from a source, you should still acknowledge where the idea, argument, or information came from.
- 2) Place *every direct quote* from a source in quotation marks (or indent it), and provide an in-text citation for the source.\*
- 3) Express other authors’ ideas in your own words. If you are outlining someone else’s argument, for example, outline it in your own words, and acknowledge the author at the end of your summation of his or her argument or idea(s). *Any words not in quotation marks must be your own words.* This advice has an intellectual as well as a legal purpose:

being able to express an author's ideas in your own words is part of your learning process.

- 4) Try not to use quotes too frequently. Quotes should be used when they so beautifully or aptly sum something up that you cannot say it any better. An essay is not a collection of quotes.

## 7. STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

**See also:** <https://carleton.ca/wellness/>

## 8. ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Academic consideration for medical or other extenuating circumstances:** Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. *[Provide any additional information on your requirements for short-term informal accommodations. If you require supporting documentation for short-term considerations, you may only request the [Self-Declaration for Academic Considerations form](#). You may not request medical notes or documentation.]*



Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy and Family-Status Related Accommodation:** Please write to me with any requests for academic accommodation during the first few weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the Equity and Inclusive Communities (EIC) website.

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **9. STUDENT CONDUCT**

This goes without saying, but all communication should be professional and respectful and should uphold the tone of the Student Rights and Responsibilities Policy, found at <https://carleton.ca/studentaffairs/student-rights-and-responsibilities/>