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 the political economy approach. 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.

**Evaluation:**
On a Pass/Fail basis (with A symbolizing a Pass). 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 15-17 pages double-spaced in length and demonstrate a command of the literature and original thinking in the domain of political economy. Papers will be due to both instructors April 11th.
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.

In addition to regular seminar participation, students will make two formal presentations in the weeks February 28th to April 4th. Prior to these weeks, each participant will be invited to nominate two articles or chapters reflecting: a) the way their discipline has influenced political economy and b) the way political economy has influenced their discipline. We will then allocate these pieces over the ten student-presentation sessions (normally 4 readings per week), inviting the nominator to introduce one of the pieces and another student to introduce the other. These articles are meant to be read in advance and will provide the basis for conversation. Consequently, introductions are limited to 10 minutes. Each presentation should address the main argument, points of insight and contentious issues in the assigned readings.

Course Outline

Part I – Introduction

January 10  Introduction
January 17  Intellectual Autobiographies

Part II – Theoretical Traditions

January 24  Canadian Political Economy


January 31  International Political Economy


February 7  Comparative Political Economy

a) Industrial Societies


b) Developing Countries


February 14  Key Concepts: Gender, Class, Race, Place, Intersections, etc.):


2. James Scott, Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed, Yale University, 1998 , Introduction and/or Chapter 1 (LM)


February 21 **Winter Break**

**Part III: Student-led Seminars**

February 28 


March 7 

a) Chapters One (the promise) and Ten (politics) in CW Mills, *The Sociological Imagination*. Jamie

Patricia Marchak's, 'Canadian Political Economy' (1985) *Canadian Review of Sociology and Anthropology* Wayne


March 14 


March 21  
No Class

March 28  
a) Radha Jhappan, "Post-Modern Race and Gender Essentialism or a Post-Mortem of Scholarship". *Studies in Political Economy*. 51. 15-63  

Julie

Jessica

b) Peter Kulchyski, “Aboriginal Peoples and Hegemony in Canada”  
Janet

Lindsey

April 4  
Wayne

Janet

Thomas

Jamie

April 6  
Reflections and Refreshments

April 11  
Course Requirement Due