

**Political Economy Doctoral Seminar  
PECO 6000 (Winter 2026)**

Timing: Mondays from 2:35 to 5:25 pm  
Location: Check Carleton Central

**Instructor:** Laura Macdonald, Political Science

**Office hours:** Mondays 11 to 1 pm (In person without appointment, or email me to arrange an in-person or Zoom meeting at another time or day)

**Office:** LA C669

**Email:** [Laura.Macdonald@carleton.ca](mailto:Laura.Macdonald@carleton.ca)

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.

All of the required readings will be available on Brightspace so there **you are not required to purchase any course materials, so there is no cost.**

**Background Reading:** If you are nervous about your basic knowledge of economic concepts, you might find these two books interesting/useful.

Jim Stanford, *Economics for Everyone: A Short Guide to the Economics of Capitalism*, Halifax: Fernwood, 2008.

Ha-Joon Chang, *Economics: The Users Guide*, Bloomsbury: New York, 2014.

ALSO I strongly recommend the podcast *Ones and Tooze*, featuring economic historian Adam Tooze and Foreign Policy editor Cameron Abadi – see especially their series discussing heterodox economists.

**Marking Scheme**

- Proposal: 10 % - due **February 9<sup>th</sup>**
- Final paper: 45 % - First draft due **March 23rd**  
Final version due **April 12<sup>th</sup>**
- Class participation: 25%
- One oral presentation: 10%
- Commentary on fellow student's draft paper in last two weeks of class - 10%

**Late Policy:** There will be a deduction of 2% per day for late papers.

## Evaluation:

**Proposals** for the final papers, 3-4 pages in length, will be due on **February 9<sup>th</sup>**. They aim at establishing the topic, the general approach and an initial bibliography. More guidance on this requirement will be provided in class or on Brightspace.

**Final Papers** will normally be about 18-20 pages (double-spaced) in length. Your paper should explore a key political economy concept that relates to your own research program and demonstrate a command of the literature and original thinking in the domain of political economy. You will submit a first draft on March 23<sup>rd</sup>, on which you will receive comments from the instructor and fellow students. This version will not receive a grade. The final version, to be submitted on April 12<sup>th</sup>, should incorporate your response to commentaries and suggestions you have received. You will receive more guidance on this course requirement after the course begins. I encourage all students to speak to me in person about what type of paper will be most productive for your academic progress.

**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 **25%** 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, the openness of their reflection.

In addition to regular seminar participation, students will make **one formal presentation**. This will take the form of individual précis and commentaries on 2-3 readings from **one** week of the class. Each presentation should address the main argument, points of insight and contentious issues in the assigned reading. The marks for these presentations, and for the ability to help the ensuing discussions, will count for **10%** of the final mark. Students will hand in a short outline of their presentation on the day (around 2 pages, single spaced) also worth 10% of your final grade. Presenters will also share 2-3 questions for class discussion **two days** before their presentation on Brightspace and will lead the class discussion for that day.

Finally, you will also provide **written comments** on a colleague's paper. This commentary is designed to provide helpful, constructive feedback that paper. Your written comment should be around 1.5 to 2 pages single spaced and shared on Brightspace the day before the presentation of that paper (worth 10%). I will share all student paper drafts on Brightspace when they are submitted. All students should read the submitted papers for the day on which they will be discussed.

## ***Generative AI and this course (adapted from Peter Andrée's course outline)***

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google's Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably.

Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. Generative AI can be used as a guide to new topics, and to correct spelling and grammar, but no more. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about, much as one might use Wikipedia. As with Wikipedia, the validity of which also varies, text written by Generative AI tools should not be copied into a student's assignment, or even quoted from directly. Instead, students should find and work from original sources to inform their papers, and then cite those original sources in their list of references cited.

If Generative AI tools are used as aids in the research process for any course assignment, students must include, in an attachment alongside the relevant assignment submission, a word or pdf document that includes a statement about how they used generative AI, along with copies of all texts generated by these tools that informed their research process. I reserve the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

## **Course Schedule**

### **Week 1 - January 5th - Introduction and the Liberal Political Economy "Classics"**

*This class will begin with introductions. Students will come to class this day prepared to briefly discuss how you came to study what you do, what influences your thinking (whether influential thinkers or lived experience), why you selected the topic for your planned dissertation etc. We will also discuss the following texts (although this discussion may be continued the following week given the size of the class):*

Adam Smith, selections from *The Wealth of Nations*, in Robert Heilbroner, *Teachings from the Worldly Philosophy*, New York: W.W. Norton, 74-105.

Max Weber, "Protestant Sects and the Spirit of Capitalism." H.H. Gerth and C. Wright Mills, ed. *From Max Weber*, Oxford University Press, 1958.

John Maynard Keynes, selections, in *Teachings from the Worldly Philosophy*, New York: W.W. Norton, 264-296.

Milton Friedman, "The Relation between Economic Freedom and Political Freedom," in *Milton Friedman on Freedom: Selections from The Collected Works of Milton Friedman*, Hoover Institution Press, 2017, 17-33.

*Further reading:*

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

Robert Heilbroner, *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*, New York: W.W. Norton, 4<sup>th</sup> ed. 1972.

Friedrich Von Hayek, *The Road to Serfdom*, 2008.

## **Week 2 - January 12<sup>th</sup> – Critical Political Economy “Classics”**

Karl Marx, “Manifesto of the Communist Party,” “18<sup>th</sup> Brumaire of Louis Bonaparte,” “Theses on Feuerbach” Robert C. Tucker, ed. *The Marx-Engels Reader*, 2<sup>nd</sup> ed. London: Norton, 1978.

Antonio Gramsci, *Selections from the Prison Notebooks*. New York: International Publishers, 1971, pp. 5-14, 52-60, 147-57.

Karl Polanyi, *The Great Transformation: The Political and Economic Origins of our Time*. Boston: Beacon Press, 2001 edition recommended. Required: Chapters 1-3, 21.

Walter Rodney, *How Europe Underdeveloped Africa*, “Chapter 1: Some Questions on Development,” London: Verso, 2018.

**January 19<sup>th</sup> class will be rescheduled for a date later in term as the professor is out of town this week.**

## **Week 3 - January 26<sup>th</sup> – Canadian Political Economy**

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.

Jim Stanford, “Mel Watkins and the Continuing Evolution of Staples Theory.” *Studies in Political Economy* 101, no. 3 (2020): 280–287.

Mark P. Thomas and Leah Vosko, “Introduction: Canadian Political Economy in the New Millennium,” in Mark P. Thomas, Leah Vosko, Carlo Fanelli and Olena Lyubchenko, eds., *Change and Continuity: Canadian Political Economy in the New Millennium*. Montreal/Kingston: McGill-Queens University Press, 3-17.

Glenn S. Coulthard, “Subjects of Empire: Indigenous Peoples and the ‘Politics of Recognition’ in Canada,” *Contemporary Political Theory*, 6, 2007, 437–460.

Rebecca Hall, “Diamond Mining in Canada’s Northwest Territories: A Colonial Continuity,” *Antipode*, 45:2, 2013, 376-393.

### **Recommended:**

Shari Pasternak, “Assimilation and Partition: How Settler Colonialism and Racial Capitalism Co-Produce the Borders of Indigenous Economies,” *South Atlantic Quarterly*, 119:2, 2020.

Heather Whiteside, *Canadian Political Economy*. Toronto: University of Toronto Press, 2020

Mark P. Thomas, Leah Vosko, Carlo Fanelli and Olena Lyubchenko, eds., *Change and Continuity: Canadian Political Economy in the New Millennium*. Montreal/Kingston: McGill-Queens University Press, 2019.

Wallace Clement "Canadian Political Economy's Legacy for Sociology," Special Issue "Legacy for a New Millennium" edited by Harry H. Hiller, *Canadian Journal of Sociology* 26:3, 2001, 405-420.

Jane Jenson, "Representations in Crisis: The Roots of Canada's Permeable Fordism. *Canadian Journal of Political Science*, 23(4), 1990, 653-684.

Stephen McBride, "Quiet Constitutionalism: The International Political Economy of Domestic Institutional Change", *Canadian Journal of Political Science*, Vol. 36, No.2, pp. 251-273.

Leah Vosko. 2002. "The Past (and Futures) of Feminist Political Economy in Canada. Reviving the Debate". *Studies In Political Economy* 68. pp. 55-83.

Meg Luxton. 2006. "Feminist Political Economy in Canada and the Politics of Social Reproduction". In *Social Reproduction: Feminist Political Economy Challenges Neo-Liberalism*. Editors Kate

Luin Goldring and Patricia Landolt, eds, *Producing and Negotiating Non-Citizenship: Precarious Legal Status in Canada* (Toronto: University of Toronto Press, 2013);

Christina Gabriel and Laura Macdonald, "Beyond the Continentalist/Nationalist Divide: Politics in a North America "Without Borders," in Wallace Clement and Leah F. Vosko, eds., *Changing Canada: Political Economy as Transformation*, Toronto: University of Toronto Press, 2003, 213-240.

#### **Week 4 – February 2<sup>nd</sup> – International Political Economy**

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.

Cristóbal Kay and Richard N. Gwynne, "Relevance of Structuralist and Dependency Theories in the Neoliberal Period: A Latin American Perspective," in Richard Harris and Melinda Seid, eds., *Critical Perspectives on Globalization and Neoliberalism in the Developing Countries*, Brill, 2000, 49-69.

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.

Spike Peterson, "Problematic Premises: Positivism, Modernism and Masculinism in IPE," in Juanita Elias, et al. *Handbook on the International Political Economy of Gender*. 1st ed., Edward Elgar Publishing, 2018, 23-36.

*Further reading:*

Spike Peterson, *A Critical Rewriting of the Global Political Economy: Integrating reproductive, productive and virtual economies*. London, UK: Routledge, 2003.

John M. Hobson, "Part 1 – Revealing the Eurocentric Foundations of IPE: A critical historiography of the discipline from the classical to the modern era," *Review of International Studies*. 20: 5, 2013, 1024-1054.

Danielle Guizzo and Iara Vigo de Lima, "Polanyi and Foucault on the Issue of Market in Classical Political Economy: Complementary Approaches to the Radical Theory of Social Control," *Review of Radical Political Economics*. 49, 1, 2017, 100-113.

Frederick Mayer and Nicola Phillips, "Outsourcing governance: states and the politics of a 'global value chain world'," *New Political Economy*, Vol. 22, no. 2 (2017): 134- 152.

Genevieve LeBaron, "The political economy of the household: Neoliberal restructuring, enclosures, and daily life," *Review of International Political Economy*. 17, 5. (2010): pp. 889-912.

Eric Helleiner, *The Neomercantilists: A Global Intellectual History*. Cornell University Press, 2022.

Immanuel Maurice Wallerstein, *The Modern World-System. I, Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. University of California Press, 2011.

Mariana Mazzucato, "Governing the economics of the common good: from correcting market failures to shaping collective goals," *Journal of Economic Policy Reform*, 2023, DOI: 10.1080/17487870.2023.2280969

## **Week 5 – February 9<sup>th</sup> – Comparative Political Economy**

Thomas Piketty, *Capitalism in the Twenty-First Century*, Cambridge: Harvard University Press, Introduction, 1-35.

Nancy Fraser, "From Redistribution to Recognition? Dilemmas of Justice in a 'Postsocialist Age'" In Nancy Fraser, ed., *Justice Interruptus: Critical Reflections on the "Postsocialist" Condition* (pp. 11–39). NY: Routledge, 199, 11–39

Ha-Joon Chang, "An Institutionalist Perspective on the Role of the State: Towards an Institutionalist Political Economy", in I. Burlamaqui, A. Castro, and H-J. Chang, eds, *Institutions and the Role of the State*. London: Edward Elgar, 1997.

Saskia Sassen, *Expulsions: Brutality and Complexity in the Global Economy*, Harvard University Press, 2014, Introduction and Chapter 1, 1-79.

Dan Breznitz and Jane Gingrich, "Industrial Policy Revisited," *Annual Review of Political Science*, 2-25. 29:329-350.

*Further Reading:*

Isabel Altamirano-Jimenez, "Free Mining Body Land and the Reproduction of Indigenous Life," In Fiona MacDonald and Alexandra Dobrowolsky, eds., *Turbulent Times, Transformational Possibilities: Gender and Politics Today and Tomorrow*, Toronto: University of Toronto Press, 2020, 159-176.

Mark Blyth, "Any more bright ideas? The Ideational turn of comparative political economy," *Comparative Politics*, 29:2, 1997, 229-50.

Lyle A. Scruggs and James P. Allan, "Social Stratification and Welfare Regimes for the Twenty-first Century: Revisiting 'the Three Worlds of Welfare Capitalism,'" *World Politics*, 60, 4, 2008, 642-64.

Magnus Feldmann, "Global Varieties of Capitalism," *World Politics*, 71:1, 2019, 162-96.

John M. Hobson and Leonard Seabrooke, "Everyday International Political Economy. In M. Blyth ed., *Routledge Handbook of International Political Economy (IPE): IPE As a Global Conversation*. New York: Routledge, 2010, 290-306.

Juanita Elias and Adrienne Roberts, "Feminist Global Political Economies of the Everyday: From Bananas to Bingo," *Globalizations*, 13:6, 2016, 787-800.

Mark Blyth. "The Austerity Delusion: Why a Bad Idea Won Over the West." *Foreign Affairs* 92:3, 2013, 41-56.

Anna Tsing, "Supply Chains and the Human Condition," *Rethinking Marxism*, 21:2, 2009, 148-76.

Anna Tsing, "Contingent Commodities: Mobilizing Labor in and Beyond Southeast Asian Forests." In Joseph Nevins and Nancy Lee Peluso, eds., *Taking Southeast Asia to Market: Commodities, Nature, and People in the Neoliberal Age*, Cornell, 2008, 27-42.

David Harvey, *A Brief History of Neoliberalism*, Oxford UP, 2007.

David Harvey, *Seventeen Contradictions and the End of Capitalism*, Oxford UP, 2014.

**February 16<sup>th</sup> to 20<sup>th</sup> – Reading Week – No class this week**

**Week 6 – February 23<sup>rd</sup> – International Development**

Amartya Sen, *Development as Freedom*, New York: Anchor Books, 1999 (Focus on

Introduction, Chapters 1, 5 and 11).

Andrea Cornwall and Althea María Rivas, "From 'gender equality and 'women's empowerment' to global justice: reclaiming a transformative agenda for gender and development," *Third World Quarterly*, 36:2, 2015, 396-415.

Maristella Svampa, "Commodities Consensus: Neoextractivism and Enclosure of the Commons in Latin America," *The South Atlantic Quarterly* 114:1, 2015: 65-82.

Amy Trauger and Jennifer L. Fluri. "Engendering Development," *Engendering Development*, Routledge, 2019, Chapters 1 and 2.

#### *Further Reading:*

Caroline Shenaz Hossein, "A Black Epistemology for the Social and Solidarity Economy: The Black Social Economy," *The Review of Black Political Economy*, 4:3, 2019, 209-229. <https://doi.org/10.1177/0034644619865266>

Charles Gore, "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries," *World Development*, 28: 5, 2000, 789-804.

Peter Evans, "The State as Problem and Solution: Predation, Embedded Autonomy, and Structural Change," in Stephan Haggard, and Robert Kaufman, eds., *Politics of Economic Adjustment*, Princeton University Press, 139-181.

Cristóbal Kay, "Why East Asia Overtook Latin America: Agrarian Reform, Industrialization, and Development," *Third World Quarterly*, 23: 6, 2002, 1073-1102.

Ha-Joon Chang, "Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective," *Oxford Development Studies*, 31:1, 2003, 21-32.

Stephan Haggard, . 2015. "The developmental state is dead: long live the developmental state!", in James Mahoney and Kathleen Thelen (ed), *Advances in Comparative Historical Analysis*. Chapter 2 (39-56).

Susan Spronk and Jody-Ann Anderson, "Critical Political Economy of Development," in Paul A. Haslam, Jessica Schafer, and Pierre Beaudet, eds. *Introduction to International Development*, 4<sup>th</sup> edition. Oxford University Press, 2021, 60-76.

#### **Week 7 –March 2<sup>nd</sup> – The Care/Social Reproduction/Queer Economy**

Silvia Federici, *Caliban and the Witch*, Brooklyn: Autonomedia, 2004, Chapter 1, 1-19.

Nancy Fraser, "Contradictions of Capital and Care," *New Left Review*, 100, 2016, 99-117.

Shirin M. Rai, "Introduction: Care, Social Reproduction, and Depletion", *Depletion: The Human Costs of Caring*, New York: Oxford University Press, 2024, 1-18.



Rhacel Salazar Parreñas. *Servants of Globalization: Women, Migration, and Domestic Work*. Stanford, California: Stanford University Press, 2001, Chapters 1, 2.

Ellie Gore, "Understanding Queer Oppression and Resistance in the Global Economy: Towards a Theoretical Framework for Political Economy, *New Political Economy*, 27:2, 2022, 296-311.

*Further reading:*

Nancy Fraser, *Cannibal Capitalism: How Our System is Devouring Democracy, Care, and the Planet and What We Can Do About It*, London: Verso.

Nancy Fraser, 2014. "Behind Marx's Hidden Abode: For an Expanded Conception of Capitalism," *New Left Review* 55-72.

Nicola J. Smith, "Queer Political Economy," *Capitalism's Sexual History*. New York: Oxford Academic 2020.

Sylvia Chant and Caroline Sweetman, "Fixing women or fixing the world? 'Smart economics', efficiency approaches, and gender equality in development," *Gender & Development*, 20:3, 2012, 517-529, DOI: [10.1080/13552074.2012.731812](https://doi.org/10.1080/13552074.2012.731812)

Alessandra Mezzadri, "A Value Theory of Inclusion: Informal Labour, the Homemaker, and the Social Reproduction of Value." *Antipode* 53:4, 2021, 1186–1205.

Shahra Razavi, 2009. "Engendering the Political Economy of Agrarian Change." *The Journal of Peasant Studies* 36:1, 2009, 197-226.

Sakiko Fukuda-Parr, James Heintz and Stephanie Seguino, "Critical Perspectives on Financial and Economic Crises: Heterodox Macroeconomics Meets Feminist Economics." *Feminist Economics* 19:3, 2013, 4–31.

Isabella Bakker and Stephen Gill. "Rethinking Power, Production, and Social Reproduction: Toward Variegated Social Reproduction." *Capital and Class* 43:4, 2019, 503–523.

**Week 8 – March 9<sup>th</sup> – Environment/Climate Change/Nature**

Vandana Shiva and Maria Mies, *Ecofeminism*, London: Zed Books, Chapters 1 and 2, pp. 1-35.

Kyle Whyte, "Too Late for Indigenous Climate Justice: Ecological and Relational Tipping Points." *WIREs Climate Change* 11:1, 2020: e603.

Jennifer Clapp, "Mega-Mergers on the Menu: Corporate Concentration and the Politics of Sustainability in the Global Food System," *Global Environmental Politics* 18, no. 2 (2018): 12– 33.

Sherilyn MacGregor, "Making Matter Great Again? Ecofeminism, New Materialism and the Everyday Turn in Environmental Politics," *Environmental Politics* 30, no. 1-2 (2021): 41–60.

Andreas Malm, *Fossil Capital: The Rise of Steam Power and the Roots of Global Warming*, London: Verso, 2016, Chapter 1.

*Further reading:*

WEA and NYSHM. *The Violence on the Land, Violence on Our Bodies. Building an Indigenous Response to Environmental Violence*. Toronto: Women's Earth Alliance and Native Youth Sexual Health Network, 2016.

Whyte, Kyle. "Indigenous Climate Change Studies : Indigenizing Futures, Decolonizing the Anthropocene." *English Language Notes* 55(1) (2017): 153–62.

Andreas Malm, *How To Blow Up a Pipeline: Learning to Fight in a World on Fire*, London: Verso, 2023.

Helena Shilomboleni, "Political Economy Challenges for Climate Smart Agriculture in Africa," *Agriculture and Human Values*. 37: 4,2020, 1195–1206.

John Bellamy Foster, Brett Clark, and Richard York, *The Ecological Rift: Capitalism's War on the Earth*. New York: Monthly Review Press, 2010.

Janae Davis, , Alex A. Moulton, Levi Van Sant, and Brian Williams. "Anthropocene, Capitalocene,... Plantationocene?: A Manifesto for Ecological Justice in an Age of Global Crises." *Geography Compass* 13, no. 5 (2019).

Mike Davis, *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. London: Verso, 2001.

Timothy Mitchell, *Carbon Democracy : Political Power in the Age of Oil*. London: Verso, 2011.

Michael Lowy, "Eco-Socialism and Democratic Planning." *Socialist Register* 43 (2007).

Sara H Nelson, and Patrick Bigger. "Infrastructural Nature." *Progress in human geography* 46, no. 1 (2022): 86–107. (21 pages)

## **Week 9 - March 16<sup>th</sup> - Race and Decolonial Theory**

Rita Dhamoon, "A feminist approach to decolonizing anti-racism: Rethinking transnationalism, intersectionality, and settler colonialism," *Feral Feminisms*, 4, 2015, 20-37.

Anibal Quijano, "Coloniality and Modernity/Rationality," *Cultural Studies*, 21, 2007, 2-3 and 168-178.

bell hooks, 1982, *Ain't I A Woman?*, Boston: South End Press, Chapter 4, "Racism and Feminism"

Lisa Tilley and Robbie Shilliam. "Raced Markets: An Introduction," *New Political Economy*, vol. 23, no. 5, 2018, pp. 534–43, <https://doi.org/10.1080/13563467.2017.1417366>.

Sarah A. Radcliffe, 2019, "Development for a postneoliberal era? *Sumak kawsay*, living well and the limits to decolonisation in Ecuador," *Geoforum* 43 (2), 240–249.

*Further reading:*

Edward Said, *Orientalism*, London: Penguin, 1995.

Robbie Shilliam, *The Black Pacific*, Bloomsbury, 2015.

Lisa Tilley and Robbie Shilliam, eds., *Raced Markets*, Routledge, 2021.

Ilan Kapoor, "Capitalism, Culture, Agency: Dependency versus Postcolonial Theory," *Third World Quarterly*, 23:4, 2002, 647–664.

Edward Said, *Culture and Imperialism*, New York: Vintage, 1993.

Gayatri C. Spivak, "Can the Subaltern Speak?, in: C Nelson & L Grossberg, eds, *Marxism and Interpretation of Culture*, Chicago: University of Chicago Press, 1988, 271–313.

Stuart Hall, "The West and the Rest: Discourse and Power," in S. Hall et al., eds., *Modernity: An Introduction to Modern Societies*. Oxford: Blackwell, 1996, 184–227.

María Lugones, "Toward a Decolonial Feminism," *Hypatia*, 25:4, 2010, 742–759.

Pal Ahluwalia, "The Wonder of the African Market: Post-colonial Inflections," *Pretexts, literary and cultural studies*, 12: 2, 2003, 133–144

Tanya Murray Li, *The Will to Improve: Governmentality, Development and the Practice of Politics*. Durham, NC: Duke University Press, 2007.

Dipesh Chakrabarty, "The Idea of Provincializing Europe" in *Provincializing Europe. Postcolonial Thought and Historical Difference*, Princeton: Princeton University Press, 2000, 3–23.

Sarah J. Martin, "The Political Economy of Distillers' Grains and the Frictions of Consumption." *Environmental Politics*. 29, no. 2 (2020): 297–316.

**Week 10 – March 23<sup>rd</sup> – Neoliberalism and Beyond(?)**

Jamie Peck and Adam Tickell, "Neoliberalizing Space," *Antipode*, 34: 380–404.

Nancy Fraser, "From Redistribution to Recognition? Dilemmas of Justice in a 'Postsocialist Age'" In Nancy Fraser, ed., *Justice Interruptus: Critical Reflections on the "Postsocialist" Condition* (pp. 11–39). NY: Routledge, 199, 11–39.

Quinn Slobodian, *The Globalists*, Cambridge: Harvard University Press, 2018, Chapter 1, 1-26.

Neil Brenner, Jamie Peck, Nik Theodore, "After Neoliberalization?" *Globalizations* September 2010, Vol. 7, No. 3, pp. 327–345.

Ruth Dukes and Wolfgang Streeck, "Labour Law after Neoliberalism," *Journal of Law and Society*, 50: 2023, 165-184.

*Further reading:*

Francesco Laruffa, "Making Sense of (Post)Neoliberalism," *Politics and Society*, pre-publication on-line access, <https://doi-org.proxy.library.carleton.ca/10.1177/00323292231193805>

Alfredo Saad-Filho and Deborah Johnston: *Neoliberalism: A Critical Reader*, Pluto Press, 2004.

David Harvey, "Neoliberalism as Creative Destruction," *Annals of the American Academy of Political and Social Science* 610 (2007): 22-44

Charles Hale, "Neoliberal multiculturalism: The remaking of cultural rights and racial dominance in Central America," *PoLAR: Political and Legal Anthropology Review*, 28:1, 2005, 10-28.

Elinor Ostrom, "Beyond Markets and States: Polycentric Governance of Complex Economic Systems," *American Economic Review*, 100, 2010, 1-33.

Juanita Elias, "Stitching Up the Labour Market: Recruitment, Gender and Ethnicity in the Multinational Firm," *International Feminist Journal of Politics*, 7:1, 2005, 90-111.

Joseph E Stiglitz, (2008) "The end of neo-liberalism?" Project Syndicate Commentary, July, accessed at <http://www.project-syndicate.org>.

**Week 11 – March 30<sup>th</sup> – Student Presentations**

**Week 12 – April 6<sup>th</sup> – Student Presentations**

- Social event to be scheduled, possibly April 9<sup>th</sup> or 10<sup>th</sup>

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## Appendix

### 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. Here is a list that may be helpful:

***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>

## **Requests for Academic Accommodation**

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

***Pregnancy accommodation:*** Please contact your instructor 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***Religious accommodation:*** Please contact your instructor 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](#).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the

substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor 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 information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional 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, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, 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;
- 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.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

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 approved by the Dean.