

GLOBAL POLITICAL ECONOMY
POLSCI 774 / GLOBALST 774
Winter 2022, Term 2

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Course Description

By providing a graduate-level introduction to global political economy (GPE), this course engages with some of the core concepts, issues, structures and institutions that help us make sense of the world we live in. Historically, international political economy (IPE) focused on the interaction between states and the international market/economy with more prominence given to state (and elite) forces and institutions. In recent times, however, GPE has become a preferred terminology to capture a field that has expanded to incorporate more diverse cross-border interactions that include a plethora of non-state actors such multinational corporations, transnational networks and power structures as well as grassroots forces. The 'G' in GPE, therefore, opens up the field to a set of pluralist theoretical and methodological orientations that can be used to understand our complex world. The uptake of 'global' also points to the notion of '*glocal*', which signals the global-local continuum that underpins GPE.

The course is broken up into four parts. The first part interrogates the 'state of the field' by examining some of the ongoing debates around the contours of IPE/GPE, including new ways of thinking that help us to transcend the mainstream (and colonial) historiography, theoretical and methodological underpinnings of the field. Part two delves into a selection of theoretical perspectives that can be used to examine some of the issues in the field. This is followed by emphasis on some IPE/GPE themes such as financialization, global governance in the context of the changing world order and global environmental politics. The last part of the course focuses on a discussion of some global commodities that bring to life theories and concepts explored in the earlier parts of the course, including capitalist accumulation and production, commodification, governmentality, dispossession, subalternity, power and resistance among others.

Course Objectives

The objectives of the course are as follows:

1. Identifying the history and (dis)continuities of IPE/GPE while understanding the strengths and weaknesses of the various debates in the field
2. Introducing students to the theory and empirical applications of IPE/GPE
3. Preparing students to apply abstract theoretical formulations to a number of specific issues and topics relevant to international or global political economy
4. Helping students to develop and demonstrate expertise in at least one area covered by the course by producing original research that contributes to IPE/GPE scholarship
5. Enhancing the interpersonal communication skills of students through general class participation and group activities
6. Familiarizing students with critical thinking, research and academic writing through seminar contributions and all writing assignments
7. Developing the leadership skills and confidence of students through seminar presentations and discussion facilitation

Required Materials and Texts

There is no required textbook for this course. Instead, peer-reviewed journal articles are used and **students should be prepared to read at least 60-80 pages of required text per week**. These articles can be accessed via the McMaster electronic journal database and/or Google Scholar. Upon email request, the instructor can supply those that are not readily available but it is the students' sole responsibility to access and read all required papers in preparation for seminars. For each week, students should focus on the four (or three) required texts. The recommended reading list is mainly for those who are particularly keen about any specific theme covered in the course and these readings can be consulted when working on various assignments (e.g. seminar presentation, essays etc). In addition to these texts, students are encouraged to remain abreast of current affairs by following global news agencies that regularly publish articles relevant to the themes covered in this course.

GPE is related to the field of International Relations (IR) and it is expected that students enrolled in this course would have a working knowledge of the key concepts and issues which are typically covered in a range of undergraduate IR courses. If a student lacks this background or needs a refresher, it is advisable to consult an introductory textbook (e.g. Robert O'Brien and Marc Williams, *Global Political Economy: Evolution and Dynamics*. New York: Palgrave, 2017) and/or other trusted online repositories (see, for instance, <https://www.e-ir.info/2016/12/29/global-political-economy/>).

Class Format

The course is designed with maximum student participation and engagement in mind. For each week, there will be a three-hour seminar with student presentations and facilitation during the first half, followed by a 15-minute break, and further discussions and/or class activity to be facilitated by the instructor in the second half. This format is consistent with a student-oriented teaching philosophy that sees students as partners or collaborators in knowledge co-production. Thus, over the various weeks, the students and instructor will both be engaged in a process of (un)learning and discovery.

Course Evaluation – Overview

The final mark/grade that students receive in this class will be a direct reflection of their input throughout the term. Unless under exceptional circumstances, which require written explanation, students are required to complete all components of the course in order to receive a passing grade. Assignments and tests will be assigned percentages with a corresponding letter grade. The distribution of the marks will be as follows:

Seminar Participation	20%	
Seminar Presentation	20%	topics to be assigned in Week 1
Critical Review Essay	20%	due Friday Feb. 18 <u>OR</u> March 18 at 4PM
Research Abstract & Outline	5%	due Friday March 4 at 4PM
Final Research Paper	35%	due Monday April 11 at 4PM

Course Evaluation – Details

Seminar Participation (20%)

Participation constitutes a significant portion of the final grade. Students are therefore expected to be fully engaged in class discussions at all times. Such engagement requires students to have read required texts prior and possibly taken brief notes on pertinent issues addressed. The final mark for this component of the course will be based on both attendance and active participation. Mere seminar attendance will only guarantee students at most 50% of the mark. Students cannot be evaluated if they do not show up.

A student's final participation mark will take the following into account: 1) the extent to which they demonstrate that they are conversant with the required readings; 2) their ability to connect the readings with relevant current affairs; 3) how frequent they comment and build upon other students' contributions in a collegial and respectful fashion; 4) their contribution to the occasional in-class writing exercises based some of the key ideas/concepts explored in readings; and 5) the overall insightfulness and/or originality of their comments during seminar discussions. Everyone must read all required texts in preparation for seminars since the instructor can choose to call upon any student to provide their comments on any of the readings. The total mark for this component will be based on a total of 10 seminars (2% each excluding Week 1) so the best 10 scores out of the number of seminars attended will be used. Thus, missing one seminar should not significantly impact a student's final participation mark since there are 11 substantive weeks that would count towards this component of the course.

It is expected that students at the graduate level are able to contribute effectively to scholarly discussions even when the topics do not directly correspond with their research interest(s). However, it can sometimes be difficult to participate in fast-paced discussions, especially in a class that has many eager and outspoken contributors and it is important that no student is left behind. Therefore, students with challenges should consult with the instructor in the first few weeks to identify practical ways of maintaining an inclusive, vibrant and welcoming classroom for all.

Seminar Presentation (20%)

Each week, a student or group of students (depending on class size) will lead the discussion for the first half of the three-hour seminar, which includes a **25-minute (maximum) reflection** on the ideas and themes in the assigned readings. This segment is meant to help student presenters think creatively (i.e. 'outside the box') about the topic being examined, which means the discussion should not be limited to who said what, when and how but also 'why', 'what if', 'what ought to' etc. This requires the student to add their 'voice' and critique in an interesting and imaginative manner throughout the presentation. A mere summary of the readings will not result in a high mark. Students should treat this presentation formally because it provides a good training opportunity for future presentations at academic and non-academic events.

The second part of the student presentations will be a discussion of questions. Student participants will be given a chance to ask the presenter(s) questions based on some of

the points raised during the presentation. The crux of this segment, however, entails the list of questions the presenter(s) has prepared for the class. Presenters can choose to hand out a brief summary of their presentation and a list of questions (approx. 1-2 pages) for discussion or project questions on a screen. These questions should be able to stimulate, provoke and engage the minds of fellow students for the remainder of the first 90 minutes of the seminar period. Presenters can use a combination of PowerPoint, Prezi, audiovisuals, and other activities or methods to enhance their presentation. Although group work is encouraged, the final grade will consider individual presentation skills during the seminar. During the second half (usually after a 15-minute break), the instructor will return the class to some of the outstanding questions and issues in the readings. This will entail another round of discussions and/or group activity. Depending on class size, students should be ready to do two presentations in order to get a passing mark for this component of the course.

The rubric for grading this assignment will entail:

1. Analysis and synthesis of readings: The ability to coherently summarize and examine some of the key ideas in the assigned text – and possibly exploring how they may relate to other themes covered in the course.
2. Critical reflection: The ability to critique what is presented in the text and imagine alternatives, possibilities and new ways of thinking or theorizing that the authors may have missed.
3. Q&A + overall engagement: The ability to respond to questions posed by fellow students, the range of questions posed by the presenters themselves and the ability to stay fully in control of the entire discussion segment of the presentation.
4. Presentation style: The ability to maintain an engaging style of presentation (i.e. not consistently reading a script, projecting your voice, keeping good posture and eye contact etc.). Note that it is possible to have an engaging presentation without PowerPoint or Prezi.
5. Use of appropriate media: The ability to use the appropriate techniques, methods, and audio-visual support to enhance the presentation.
6. Time consciousness: The ability to stay within the stated time limits (i.e. 25 minutes for presentation and approx. 45 minutes for Q&A) and facilitate class discussions such that all participants get relatively equal opportunities to contribute.

Critical Review Essay (20%), due Friday February 18 OR March 18 at 4PM

Students will write a critical review essay, **either** for the Feb. 18 (Week 6) **OR** March 18 (Week 10) due date. The essay should reflect on one of the themes covered in the course up to the chosen due date. The essay's theme has to be different from the one the student(s) would have chosen for their seminar presentation(s) and should capture what may be considered as the 'state of the field' on the chosen topic. This essay should touch on the controversies in the chosen theme and the questions that remain unanswered, with some emphasis on the required readings for that week. Students are encouraged to align the discussion with some current global issues, if applicable. But the essay can also

be focused on a conceptual or theoretical exposé that fleshes out and/or builds upon what is presented in the readings.

Regardless of students' preference, this assignment should not be more than **10 pages long** (typed and double-spaced 12pt Times New Roman font) excluding the bibliography. In addition to the required readings for chosen week, **at least eight scholarly articles** (five for MA students) should be used to further augment the analysis. An excellent critical review essay will have the following components:

1. A creative title based on theme covered and/or the core aspects of the analysis in the essay
2. A body that coherently, concisely and critically explores the various issues covered with illustrative examples and key quotes as needed; also demonstrating good integration of sources used
3. Sub-headings where appropriate and/or at least clearly demarcated introductory and concluding paragraphs
4. Excellent and engaging writing that is fully proofread to avoid common grammatical and typographical errors
5. A bibliography that contains all reference cited in the paper using a consistent citation format (e.g. APA, Chicago, MLA, etc.).

Research Abstract & Outline (5%), due Friday March 4 at 4PM

This research outline assignment is meant to encourage students to think about their research papers in advance. It is also supposed to ensure that students have a topic that is related to at least one of the themes covered by the course. Students are required to develop an outline that captures some of their initial ideas for the paper including the following:

1. A preliminary title.
2. A justification of the research puzzle and how it fits with one of the course's themes.
3. An overarching argument, thesis statement or preposition for the paper: Question should have a question mark and a statement or argument should be clearly marked out as "the paper argues that" or "this research seeks to show that."
4. A brief description of the kinds of evidence you will draw upon to address your question or argument.
5. A breakdown of some applicable key sub-sections.
6. Preliminary bibliography: A list of at least 20 references (15 for MA students) you have either consulted already or plan to consult for your paper. This list should include scholarly publications such as journal articles, books and/or book chapters. Online sources and other grey literature can be included (with links and date accessed) but will not be counted as part of the required 20 scholarly sources.

The assignment **should not exceed 3 pages** (typed and double-spaced 12pt Times New Roman font) excluding the bibliography. Please note that you will be required to

submit a proposal prior to handing in your final research paper on the due date. The final submission should also correspond with the previously submitted research proposal. There are no exceptions to this rule and students are expected to consult with instructor on their chosen research topic prior to submission, as needed.

Final Research Paper (35%), due Monday April 11 at 4PM

Students will write a **20-page maximum** (typed and double-spaced 12pt Times New Roman font) paper on a topic of choice. The paper should be based on one or more of the themes discussed in the course but sources to be used should include readings not listed in this course outline. This is an analytical scholarly writing exercise; essays that merely describe or narrate past or present events in an uninteresting manner will not receive a high grade. Research Days 1 & 2 will enable students to workshop their paper ideas in class to receive feedback from their peers and instructor before finalization. An excellent research paper will have the following:

1. A creative title/heading with appropriate sub-headings and clear topic sentences for each paragraph
2. Three main sections: introduction, body and conclusion
3. A well thought out thesis statement and/or research question, which should typically be stated in the introduction
4. A good combination of both theory (covered in the course or other GPE theories that address the particular issue being explored) and practically relevant case(s) and examples
5. Proper organization of overall arguments to ensure both brevity and coherence; account for possible rebuttals or counterarguments
6. Shows evidence of research by buttressing argument with verifiable sources from peer-reviewed scholarly articles. Wikipedia is not a scholarly source. A **minimum of 20 references** (15 for MA students) is required for the paper, excluding news articles and online sources but including academic books and book chapters
7. Proper and consistent usage of an accepted citation format (e.g. APA, Chicago, MLA etc.)
8. A list of cited sources (references) on the last page. Only include sources that are actually used in the paper
9. Proofreading to detect and correct avoidable typographical errors.

Synopsis of Class Schedule and Due Dates

Week/Date	Theme(s)	Assignment/Activity Due
PART I	History and State of the Field	
Week 1: January 12	Introduction to the Course	

Week 2: January 19	Overview I: Disciplinary Boundaries and Debates	
Week 3: January 26	Overview II: The IPE of 'Forefathers' vs GPE of Today?	
PART II	Theorizing IPE/GPE	
Week 4: February 2	Theoretical Perspectives I: Regime Theory and World Order	
Week 5: February 9	Theoretical Perspectives II: Feminist GPE	
Week 6: February 16	Theoretical Perspectives III: Capitalist Accumulation & Dispossession	Critical review essay <u>OPTION 1</u> due Friday Feb. 18 at 4PM
Week 7: Feb. 21-27	Mid-term recess – no class	
PART III	Some GPE Themes and Issues	
Week 8: March 2	Thematic Issues I: Financialization & Everyday Life	Research Day 1; Research abstract & outline due Friday March 4 at 4PM
Week 9: March 9	Thematic Issues II: Global Governance & the Shifting (Neo)Liberal Order	Research Day 2
Week 10: March	Thematic Issues III: Global Environmental Governance	Critical review essay <u>OPTION 2</u> due Friday March 18 at 4PM
PART IV	The GPE of Commodities	
Week 11: March 23	Commodities I: Minerals	
Week 12: March 30	No class: Instructor away for academic conference	
Week 13: April 6	Commodities II: Hydrocarbons	Final research paper due Monday April 11 at 4PM
Week 14: April 13	Commodities III: Land	

Weekly Course Schedule and Required Readings

PART I: History and State of the Field

Week 1 (January 12) Intro Introduction to the Course

- Introduction & welcome: motivation for class
- Discussion of course outline/requirements
- Assignment of seminar presentations; no required reading

Recommended reading

- Helleiner, Eric. "Globalising the classical foundations of IPE thought." *Contexto Internacional* 37 (2015): 975-1010.
- Selwyn, Benjamin. "Twenty-first-century International Political Economy: A class-relational perspective." *European Journal of International Relations* 21, no. 3 (2015): 513-537.

Week 2 (January 19) Overview I

Overview I: Disciplinary Boundaries and Debates

- Cohen, Benjamin J. "The transatlantic divide: Why are American and British IPE so different?." *Review of International Political Economy* 14, no. 2 (2007): 197-219.
- Weber, Heloise. "Is IPE just 'boring', or committed to problematic meta-theoretical assumptions? A critical engagement with the politics of method." *Contexto Internacional* 37, no. 3 (2015): 913-944.
- Clift, Ben, Peter Marcus Kristensen, and Ben Rosamond. "Remembering and forgetting IPE: disciplinary history as boundary work." *Review of International Political Economy* (2020): 1-34.
- Cochrane, Logan, and Samuel O. Oloruntoba. "Whose voice matters in the teaching and learning of IPE? Implications for policy and policy making." *Policy and Society* (2021): 1-20.

Recommended reading

- Worth, Owen. "Reclaiming critical IPE from the 'British' school." In *Critical International Political Economy*, pp. 117-131. Palgrave Macmillan, London, 2011.
- Graz, Jean-Christophe, Oliver Kessler, and Rahel Kunz. "International political economy (IPE) meets international political sociology (IPS)." *International Relations* 33, no. 4 (2019): 586-594.
- Hobson, John M. "What's at Stake in Doing (Critical) IR/IPE Historiography? The Imperative of Critical Historiography." In *Historiographical Investigations in International Relations*, pp. 149-169. Palgrave Macmillan, Cham, 2019.

- Bieler, Andreas, and Adam David Morton. "The deficits of discourse in IPE: turning base metal into gold?." *International Studies Quarterly* 52, no. 1 (2008): 103-128.
- Bair, Jennifer, Daniela Gabor, Randall Germain, Alison Johnston, Saori N. Katada, Genevieve LeBaron, and Lena Rethel. "Strengthening RIPE's commitment to equality, diversity, and inclusion in our field." *Review of International Political Economy* (2021): 1-6.
- Legrand, Tim, and Diane Stone. "Governing global policy: what IPE can learn from public policy?." *Policy and Society* (2021): 1-18.
- Seabrooke, Leonard, and Kevin L. Young. "The networks and niches of international political economy." *Review of International Political Economy* 24, no. 2 (2017): 288-331.

Week 3 (January 26) Overview II

Overview II: The IPE of 'Forefathers' vs GPE of Today?

- Hobson, John M. "Part 1—Revealing the Eurocentric foundations of IPE: A critical historiography of the discipline from the classical to the modern era." *Review of International Political Economy* 20, no. 5 (2013): 1024-1054.
- Bhabra, Gurminder K. "Colonial global economy: towards a theoretical reorientation of political economy." *Review of International Political Economy* 28, no. 2 (2020): 307-322.
- Shilliam, Robbie. "The past and present of abolition: Reassessing Adam Smith's "liberal reward of labor"." *Review of International Political Economy* (2021): 28:3, 690-711.
- Deciancio, Melisa, and Cintia Quiliconi. "Widening the 'Global Conversation': Highlighting the Voices of IPE in the Global South." *All Azimuth: A Journal of Foreign Policy and Peace* 9, no. 2 (2020): 249-266.

Recommended reading

- LeBaron, Genevieve, Daniel Mügge, Jacqueline Best, and Colin Hay. "Blind spots in IPE: Marginalized perspectives and neglected trends in contemporary capitalism." *Review of International Political Economy* 28, no. 2 (2020): 283-294.
- Hobson, John M. "Part 2—Reconstructing the non-Eurocentric foundations of IPE: From Eurocentric 'open economy politics' to inter-civilizational political economy." *Review of International Political Economy* 20, no. 5 (2013): 1055-1081.
- Schueller, Malini Johar. "Decolonizing Global Theories Today: Hardt and Negri, Agamben, Butler." *interventions* 11, no. 2 (2009): 235-254.
- Baumann, Hannes. "Avatars of Eurocentrism in international political economy textbooks: The case of the Middle East and North Africa." *Politics* (2021): 02633957211054739.
- Zwiener-Collins, Nadine, Juvaria Jafri, Rima Saini, and Tabitha Poulter. "Decolonising quantitative research methods pedagogy: Teaching contemporary politics to challenge hierarchies from data." *Politics* (2021): 02633957211041449.

- Ramos, Leonardo, and Marina Scotelaro. "The State of Art of International Political Economy in Brazil: Possibilities to Think (and Practice) an IPE from Below." *Desafios* 30, no. 2 (2018): 127-157.
- Odoom, Isaac, and Nathan Andrews. "What/who is still missing in International Relations scholarship? Situating Africa as an agent in IR theorising." *Third World Quarterly* 38, no. 1 (2017): 42-60.
- Tieku, Thomas Kwasi. "The Legon School of International Relations." *Review of International Studies* (2021): 1-16.
- Sheppard, Eric, and Helga Leitner. "A tale of two GPEs: Decentering macro-geopolitics." *Environment and Planning A: Economy and Space* 50, no. 2 (2018): 479-483.

PART II: Theorizing IPE/GPE

Week 4 (February 2) Theoretical Perspectives I

Theoretical Perspectives I: Regime Theory and World Order

- Ruggie, John Gerard. "International regimes, transactions, and change: embedded liberalism in the postwar economic order." *International Organization* 36, no. 2 (1982): 379-415.
- Strange, Susan. "Cave! hic dragones: a critique of regime analysis." *International Organization* 36, no. 2 (1982): 479-496.
- Cox, Robert W. "Beyond empire and terror: critical reflections on the political economy of world order." *New Political Economy* 9, no. 3 (2004): 307-323.
- Kim, Rakhyun E. "Is global governance fragmented, polycentric, or complex? The state of the art of the network approach." *International Studies Review* 22, no. 4 (2020): 903-931.

Recommended reading

- Katzenstein, Peter J., Robert O. Keohane, and Stephen D. Krasner. "International organization and the study of world politics." *International Organization* 52, no. 4 (1998): 645-685.
- Keeley, James F. "Toward a Foucauldian analysis of international regimes." *International Organization* 44, no. 1 (1990): 83-105.
- Krasner, Stephen D. "Structural Causes and Regime Consequences: Regimes as Intervening Variables." *International Organization* 36, no. 2 (1982): 185-205.
- Mearsheimer, John J. "The false promise of international institutions." *International Security* 19, no. 3 (1994): 5-49.
- Grieco, Joseph M. "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism." *International Organization* 42, no. 3 (1988): 485-507.
- Oatley, Thomas. "Toward a political economy of complex interdependence." *European Journal of International Relations* 25, no. 4 (2019): 957-978.

- Milner, Helen V. "International political economy: Beyond hegemonic stability." *Foreign Policy* (1998): 112-123.
- Ruggie, John Gerard. "What makes the world hang together? Neo-utilitarianism and the social constructivist challenge." *International Organization* 52, no. 4 (1998): 855-885.
- Keohane, Robert O., and Lisa L. Martin. "The promise of institutionalist theory." *International security* 20, no. 1 (1995): 39-51.
- Hasenclever, Andreas, Peter Mayer, and Volker Rittberger. "Interests, power, knowledge: the study of international regimes." *Mershon International Studies Review* 40, no. Supplement_2 (1996): 177-228.
- Pratt, Tyler. "Deference and hierarchy in international regime complexes." *International Organization* 72, no. 3 (2018): 561-590.
- Nexon, Daniel H., and Iver B. Neumann. "Hegemonic-order theory: A field-theoretic account." *European Journal of International Relations* 24, no. 3 (2018): 662-686.
- Colgan, Jeff D., and Robert O. Keohane. "The liberal order is rigged: Fix it now or watch it wither." *Foreign Affairs* 96, no. 3 (2017): 36-44.
- Acharya, Amitav. "After liberal hegemony: The advent of a multiplex world order." *Ethics & international affairs* 31, no. 3 (2017): 271-285.

Week 5 (February 9) Theoretical Perspectives II

Theoretical Perspectives II: Feminist GPE

- Steans, Jill. "The Private is global: Feminist politics and global political economy." *New Political Economy* 4, no. 1 (1999): 113-128.
- Elias, Juanita, and Adrienne Roberts. "Feminist global political economies of the everyday: From bananas to bingo." *Globalizations* 13, no. 6 (2016): 787-800.
- Griffin, Penny. "#MeToo, white feminism and taking everyday politics seriously in the global political economy." *Australian Journal of Political Science* 54, no. 4 (2019): 556-572.
- Thompson, Merisa S. "Cultivating 'new' gendered food producers: intersections of power and identity in the postcolonial nation of Trinidad." *Review of International Political Economy* 28, no. 1 (2021): 177-203.

Recommended reading

- Griffin, Penny. "Refashioning IPE: What and how gender analysis teaches international (global) political economy." *Review of International Political Economy* 14, no. 4 (2007): 719-736.
- Prügl, Elisabeth, and J. Tickner. "Feminist international relations: some research agendas for a world in transition." *European Journal of Politics and Gender* 1, no. 1-2 (2018): 75-91.
- Mezzadri, Alessandra, Susan Newman, and Sara Stevano. "Feminist global political economies of work and social reproduction." *Review of International Political Economy* (2021): 1-21.

- Chisholm, Amanda, and Saskia Stachowitsch. "(Re) integrating Feminist Security Studies and Feminist Global Political Economy: Continuing the Conversation." *Politics & Gender* 13, no. 4 (2017): 710-715.
- Beattie, Amanda Russell, Clara Eroukhanoff, and Naomi Head. "Introduction: Interrogating the 'everyday' politics of emotions in international relations." *Journal of International Political Theory* 15, no. 2 (2019): 136-147.
- Ackerly, Brooke, and Jacqui True. "With or without feminism? Researching gender and politics in the 21st century." *European Journal of Politics and Gender* 1, no. 1-2 (2018): 259-278.
- Budabin, Alexandra Cosima, and Natalie F. Hudson. "Sisterhood partnerships for conflict-related sexual violence." *World Development* 140 (2021): 105255.
- Stern, Maria. "Feminist global political economy and feminist security studies? The politics of delineating subfields." *Politics & Gender* 13, no. 4 (2017): 727-733.
- Werner, Marion, Kendra Strauss, Brenda Parker, Reecia Orzeck, Kate Derickson, and Anne Bonds. "Feminist political economy in geography: Why now, what is different, and what for?." *Geoforum* 79 (2017): 1-4.
- Peterson, Spike V. "How (the meaning of) gender matters in political economy." *New Political Economy* 10, no. 4 (2005): 499-521.
- Peterson, Spike V. "Problematic premises: Positivism, modernism and masculinism in IPE." In *Handbook on the international political economy of gender*. Edward Elgar Publishing, 2018.

Week 6 (February 16) Theoretical Perspectives III

Theoretical Perspectives III: Capitalist Accumulation & Dispossession

- Harvey, David. "Neo-Liberalism as creative destruction." *Geografiska Annaler: Series B, Human Geography* 88, no. 2 (2006): 145-158.
- Springer, Simon. "Neoliberalism as discourse: between Foucauldian political economy and Marxian poststructuralism." *Critical Discourse Studies* 9, no. 2 (2012): 133-147.
- Bin, Daniel. "So-called accumulation by dispossession." *Critical Sociology* 44, no. 1 (2018): 75-88.
- Brenner, Neil, Jamie Peck, and Nik Theodore. "Variegated neoliberalization: geographies, modalities, pathways." *Global Networks* 10, no. 2 (2010): 182-222.

Recommended reading

- Harvey, D. "The 'new' imperialism: accumulation by dispossession." *Socialist Register*, 40 (2004): 63-87.
- Glassman, Jim. "Primitive accumulation, accumulation by dispossession, accumulation by 'extra-economic' means." *Progress in Human Geography* 30, no. 5 (2006): 608-625.
- Arrighi, Giovanni, Nicole Aschoff, and Ben Scully. "Accumulation by dispossession and its limits: the Southern Africa paradigm revisited." *Studies in Comparative International Development* 45, no. 4 (2010): 410-438.

- Robinson, William I. "Global capitalism and its anti-'human face': organic intellectuals and interpretations of the crisis." *Globalizations* 10, no. 5 (2013): 659-671.
- Sklair, Leslie, and Jason Struna. "The icon project: The transnational capitalist class in action." *Globalizations* 10, no. 5 (2013): 747-763.
- Brenner, Neil, and Nik Theodore. "Cities and the geographies of "actually existing neoliberalism"." *Antipode* 34, no. 3 (2002): 349-379.
- Peck, Jamie, and Nik Theodore. "Variegated capitalism." *Progress in Human Geography* 31, no. 6 (2007): 731-772.
- Bruff, Ian, and Cemal Burak Tansel. "Authoritarian neoliberalism: Trajectories of knowledge production and praxis." *Globalizations* 16, no. 3 (2019): 233-244.
- Glaze, Simon. "Schools out: Adam Smith and pre-disciplinary international political economy." *New Political Economy* 20, no. 5 (2015): 679-701.
- AlShehabi, Omar Hesham, and Saleh Suroor. "Unpacking "accumulation by dispossession", "fictitious commodification", and "fictitious capital formation": Tracing the dynamics of Bahrain's land reclamation." *Antipode* 48, no. 4 (2016): 835-856.
- Amsden, Alice. "Third World industrialization: 'global Fordism' or a new model?." *New Left Review* 182, no. 5 (1990): 5-32.
- Das, Raju. "David Harvey's theory of accumulation by dispossession: A Marxist critique." *World Review of Political Economy* 8, no. 4 (2017): 590-616.
- Batou, Jean. "Accumulation by dispossession and anti-capitalist struggles: A long historical perspective." *Science & Society* 79, no. 1 (2015): 11-37.

Week 7 (Feb 23, 2022) Mid-term recess, NO CLASS

PART III: Some GPE Themes and Issues

Week 8 (March 2) Thematic Issues I

Thematic Issues I: Financialization & Everyday Life

- Norrlof, Carla, Paul Poast, Benjamin J. Cohen, Sabreena Croteau, Aashna Khanna, Daniel McDowell, Hongying Wang, and W. Kindred Winecoff. "Global Monetary Order and the Liberal Order Debate." *International Studies Perspectives* 21, no. 2 (2020): 109-153.
- Aitken, Rob. "Ambiguous incorporations: microfinance and global governmentality." *Global Networks* 10, no. 2 (2010): 223-243.
- Karaagac, Esra Alkim. "The financialization of everyday life: Caring for debts." *Geography Compass* 14, no. 11 (2020): e12541.

Recommended reading

- Helleiner, Eric, and Stefano Pagliari. "The end of an era in international financial regulation? A postcrisis research agenda." *International Organization* 65, no. 1 (2011): 169-200.

- Oatley, T., Winecoff, W.K., Pennock, A. and Danzman, S.B., 2013. The political economy of global finance: A network model. *Perspectives on Politics*, 11(1), pp.133-153.
- Drezner, Daniel W., and Kathleen R. McNamara. "International political economy, global financial orders and the 2008 financial crisis." *Perspectives on Politics* 11, no. 1 (2013): 155-166.
- Langley, Paul. "(Re) politicizing global financial governance: what's 'new' about the 'New International Financial Architecture'?" *Global Networks* 4, no. 1 (2004): 69-87.
- Aitken, Rob. "Capital at its fringes." *New Political Economy* 11, no. 4 (2006): 479-498.
- Jones, Emily, and Alexandra O. Zeitz. "Regulatory convergence in the financial periphery: How interdependence shapes regulators' decisions." *International Studies Quarterly* 63, no. 4 (2019): 908-922.
- Cunha, Raphael, and Andreas Kern. "Global banking and the spillovers from political shocks at the core of the world economy." *The Review of International Organizations* (2021): 1-33.
- Bauerle Danzman, Sarah, W. Kindred Winecoff, and Thomas Oatley. "All crises are global: Capital cycles in an imbalanced international political economy." *International Studies Quarterly* 61, no. 4 (2017): 907-923.
- Keating, Christine, Claire Rasmussen, and Pooja Rishi. "The rationality of empowerment: Microcredit, accumulation by dispossession, and the gendered economy." *Signs: Journal of Women in Culture and Society* 36, no. 1 (2010): 153-176.
- Porter, Tony. "Tracing associations in global finance." *International Political Sociology* 7, no. 3 (2013): 334-338.
- Cohen, Benjamin. "The IPE of money revisited." *Review of International Political Economy* 24, no. 4 (2017): 657-680.

Week 9 (March 9) Thematic Issues II

Thematic Issues II: Global Governance & the Shifting (Neo)Liberal Order

- Flockhart, Trine. "Is this the end? Resilience, ontological security, and the crisis of the liberal international order." *Contemporary Security Policy* 41, no. 2 (2020): 215-240.
- Brazys, Samuel, and Niamh Hardiman. "From 'Tiger' to 'PIIGS': Ireland and the use of heuristics in comparative political economy." *European Journal of Political Research* 54, no. 1 (2015): 23-42.
- Downie, Christian. "One in 20: the G20, middle powers and global governance reform." *Third World Quarterly* 38, no. 7 (2017): 1493-1510.
- Nilsen, Alf Gunvald, and Karl von Holdt. "Rising powers, people rising: neo-liberalization and its discontents in the BRICS countries." *Globalizations* 16, no. 2 (2019): 121-136.

Recommended reading

- Krisch, Nico. "Liquid authority in global governance." *International Theory* 9, no. 2 (2017): 237-260.
- Posen, Barry R. "The Rise of Illiberal Hegemony: Trump's Surprising Grand Strategy." *Foreign Aff.* 97 (2018): 20.
- Mayer, Frederick W., Nicola Phillips, and Anne C. Posthuma. "The political economy of governance in a 'global value chain world'." *New Political Economy* 22, no. 2 (2017): 129-133.
- Clegg, Liam. "Global governance behind closed doors: The IMF boardroom, the Enhanced Structural Adjustment Facility, and the intersection of material power and norm stabilisation in global politics." *The Review of International Organizations* 7, no. 3 (2012): 285-308.
- Kahler, Miles. "Complex governance and the new interdependence approach (NIA)." *Review of International Political Economy* 23, no. 5 (2016): 825-839.
- Macdonald, Kate, and Terry Macdonald. "Liquid authority and political legitimacy in transnational governance." *International Theory* 9, no. 2 (2017): 329-351.
- Rethel, Lena. "Corporate Islam, global capitalism and the performance of economic moralities." *New Political Economy* 24, no. 3 (2019): 350-364.
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- Dellepiane-Avellaneda, Sebastian, Niamh Hardiman, and Jon Las Heras. "Financial resource curse in the Eurozone periphery." *Review of International Political Economy* (2021): 1-27.
- Bishop, Matthew Louis, and Anthony Payne. "The political economies of different globalizations: Theorizing reglobalization." *Globalizations* 18, no. 1 (2021): 1-21.

Week 10 (March 16) Thematic Issues III

Thematic Issues III: Global Environmental Governance

- Moore, Jason W. "The Capitalocene, Part I: on the nature and origins of our ecological crisis." *The Journal of Peasant Studies* 44, no. 3 (2017): 594-630.
- Paterson, Matthew. "Climate change and international political economy: between collapse and transformation." *Review of International Political Economy* 28, no. 2 (2020): 394-405.
- Adelle, Camilla, and John Kotsopoulos. "The EU–South Africa Strategic Partnership and global environmental governance: Towards effective multilateralism after Copenhagen?." *South African Journal of International Affairs* 24, no. 2 (2017): 229-248.
- Sovacool, Benjamin K. "Who are the victims of low-carbon transitions? Towards a political ecology of climate change mitigation." *Energy Research & Social Science* 73 (2021): 101916.

Recommended reading

- Newell, Peter. "The political economy of global environmental governance." *Review of International Studies* 34, no. 3 (2008): 507-529.

- Morrison, Tiffany H., W. Neil Adger, Katrina Brown, Maria C. Lemos, Dave Huitema, Jacob Phelps, Lousia Evans et al. "The black box of power in polycentric environmental governance." *Global Environmental Change* 57 (2019): 101934.
- Lawless, Sarah, Andrew M. Song, Philippa J. Cohen, and Tiffany H. Morrison. "Rights, equity and justice: a diagnostic for social meta-norm diffusion in environmental governance." *Earth System Governance* 6 (2020): 100052.
- Bernstein, Steven. "Liberal environmentalism and global environmental governance." *Global Environmental Politics* 2, no. 3 (2002): 1-16.
- O'Neill, Kate, Erika Weinthal, Kimberly R. Marion Suiseeya, Steven Bernstein, Avery Cohn, Michael W. Stone, and Benjamin Cashore. "Methods and global environmental governance." *Annual Review of Environment and Resources* 38 (2013): 441-471.
- Newell, Peter, and Richard Lane. "IPE and the environment in the age of the Anthropocene." In *Traditions and trends in global environmental politics* (2017): 136-153.
- Delreux, Tom. "Multilateral environmental agreements: A key instrument of global environmental governance." In *European Union External Environmental Policy*, pp. 19-38. Palgrave Macmillan, Cham, 2018.
- Marion Suiseeya, Kimberly R., Laura Zanotti, and Kate Haapala. "Navigating the spaces between human rights and justice: cultivating Indigenous representation in global environmental governance." *The Journal of Peasant Studies* (2021): 1-25.
- Green, Jessica, Jennifer Hadden, Thomas Hale, and Paasha Mahdavi. "Transition, hedge, or resist? Understanding political and economic behavior toward decarbonization in the oil and gas industry." *Review of International Political Economy* (2021): 1-28.
- Biermann, Frank, and Philipp Pattberg. "Global environmental governance: Taking stock, moving forward." *Annual Review of Environment and Resources* 33 (2008): 277-294.
- Blondeel, Mathieu, Michael J. Bradshaw, Gavin Bridge, and Caroline Kuzemko. "The geopolitics of energy system transformation: A review." *Geography Compass* 15, no. 7 (2021): e12580.
- Moore, Jason W. ed. "Anthropocene or capitalocene? Nature, history, and the crisis of capitalism." Oakland: PM Press, 2016.

PART IV: The GPE of Commodities

Week 11 (March 23) Commodities I

Commodities I: Minerals

- Dahlin, Johanna, and Martin Fredriksson. "Extracting the commons." *Cultural Studies* 31, no. 2-3 (2017): 253-276.
- *López, Emiliano, and Francisco Vértiz. "Extractivism, transnational capital, and subaltern struggles in Latin America." *Latin American Perspectives* 42, no. 5 (2015): 152-168.

- Rosales, Antulio. "Radical rentierism: gold mining, cryptocurrency and commodity collateralization in Venezuela." *Review of International Political Economy* 26, no. 6 (2019): 1311-1332.
- Holden, William, Kathleen Nadeau, and R. Daniel Jacobson. "Exemplifying accumulation by dispossession: mining and indigenous peoples in the Philippines." *Geografiska Annaler: Series B, Human Geography* 93, no. 2 (2011): 141-161.

Recommended reading

- Bowles, Paul, and Henry Veltmeyer. "Extractivism." In *The Routledge Handbook to the Political Economy and Governance of the Americas*, pp. 103-112. Routledge, 2020.
- Singh, Jewellord Nem, and France Bourgoignie. "States and Markets in the Context of a Resource Boom: Engaging with critical IPE." In *Resource Governance and Developmental States in the Global South*, pp. 21-39. Palgrave Macmillan, London, 2013.
- Perreault, Tom. "Dispossession by accumulation? Mining, water and the nature of enclosure on the Bolivian Altiplano." *Antipode* 45, no. 5 (2013): 1050-1069.
- Andrews, Nathan. "Land versus livelihoods: Community perspectives on dispossession and marginalization in Ghana's mining sector." *Resources Policy* 58 (2018): 240-249.
- Frederiksen, Tomas, and Matthew Himley. "Tactics of dispossession: Access, power, and subjectivity at the extractive frontier." *Transactions of the Institute of British Geographers* 45, no. 1 (2020): 50-64.
- Veltmeyer, Henry, and Paul Bowles. "Extractivist resistance: The case of the Enbridge oil pipeline project in Northern British Columbia." *The Extractive Industries and Society* 1, no. 1 (2014): 59-68.
- Núñez, Andrés, Matthew C. Benwell, and Enrique Aliste. "Interrogating green discourses in Patagonia-Aysén (Chile): green grabbing and eco-extractivism as a new strategy of capitalism?." *Geographical Review* (2020): 1-19.
- Fent, Ashley. "The anticipatory politics of dispossession in a Senegalese mining negotiation." *Journal of Political Ecology* 27, no. 1 (2020): 877-897.

Week 12 (March 30) No Class

- Instructor away for academic conference – No class 😊

Week 13 (April 6) Commodities II Commodities II: Hydrocarbons

- Balmaceda, Margarita M. "Differentiation, materiality, and power: Towards a political economy of fossil fuels." *Energy Research & Social Science* 39 (2018): 130-140.
- Nem Singh, Jewellord Tolentino. "Towards post-neoliberal resource politics? The international political economy (IPE) of oil and copper in Brazil and Chile." *New Political Economy* 19, no. 3 (2014): 329-358.

- Andrews, Nathan. "Oil, power and social differentiation: A political ecology of hydrocarbon extraction in Ghana." *Journal of Political Ecology* 28, no. 1 (2021): 358-375.
- Bowles, Paul, and Fiona MacPhail. "The town that said "No" to the Enbridge Northern Gateway pipeline: The Kitimat plebiscite of 2014." *The Extractive Industries and Society* 4, no. 1 (2017): 15-23.

Recommended reading

- Enns, Charis, Nathan Andrews, and J. Andrew Grant. "Security for whom? Analysing hybrid security governance in Africa's extractive sectors." *International Affairs* 96, no. 4 (2020): 995-1013.
- Carter, Angela V., and Anna Zalik. "2. Fossil Capitalism and the Rentier State: Towards a Political Ecology of Alberta's Oil Economy." In *First World Petro-Politics*, pp. 51-77. University of Toronto Press, 2018.
- Loginova, Julia, and Emma Wilson. "'Our consent was taken for granted": A relational justice perspective on the participation of Komi people in oil development in northern Russia." In *Regulation of Extractive Industries*, pp. 156-184. Routledge, 2020.
- Valdivia, Gabriela. "Governing relations between people and things: Citizenship, territory, and the political economy of petroleum in Ecuador." *Political Geography* 27, no. 4 (2008): 456-477.
- Kaup, Brent Z. "A neoliberal nationalization? The constraints on natural-gas-led development in Bolivia." *Latin American Perspectives* 37, no. 3 (2010): 123-138.
- Baker, Janelle Marie, and Clinton N. Westman. "Extracting knowledge: Social science, environmental impact assessment, and Indigenous consultation in the oil sands of Alberta, Canada." *The Extractive Industries and Society* 5, no. 1 (2018): 144-153.
- Sherval, Meg. "Canada's oil sands: The mark of a new 'oil age' or a potential threat to Arctic security?." *The Extractive Industries and Society* 2, no. 2 (2015): 225-236.
- Perreault, Tom. "Energy, extractivism and hydrocarbon geographies in contemporary Latin America." *Journal of Latin American Geography* 17, no. 3 (2018): 235-252.

Week 14 (April 13) Commodities III **Commodities III: Land**

- Li, Tania Murray. "What is land? Assembling a resource for global investment." *Transactions of the Institute of British Geographers* 39, no. 4 (2014): 589-602.
- Margulis, Matias E., and Tony Porter. "Governing the global land grab: Multipolarity, ideas, and complexity in transnational governance." *Globalizations* 10, no. 1 (2013): 65-86.

- Akram-Lodhi, A. Haroon. "LGAR-Land grabs, the agrarian question and the corporate food regime." *Canadian Food Studies* 2, no. 2 (2015): 233-241.
- Levien, Michael. "The land question: special economic zones and the political economy of dispossession in India." *The Journal of Peasant Studies* 39, no. 3-4 (2012): 933-969.

Recommended reading

- Andrews, Nathan, and Logan Cochrane. "International Political Economy and the Land Rush in Africa: Trends, Scale, Narratives, and Contestations." In *The Transnational Land Rush in Africa*, pp. 1-24. Palgrave Macmillan, Cham, 2021.
- Hall, Derek. "Primitive accumulation, accumulation by dispossession and the global land grab." *Third World Quarterly* 34, no. 9 (2013): 1582-1604.
- McMichael, Philip. "The land grab and corporate food regime restructuring." *The Journal of Peasant Studies* 39, no. 3-4 (2012): 681-701.
- Li, Tania Murray. "After the land grab: Infrastructural violence and the "Mafia System" in Indonesia's oil palm plantation zones." *Geoforum* 96 (2018): 328-337.
- Benjaminsen, Tor A., and Ian Bryceson. "Conservation, green/blue grabbing and accumulation by dispossession in Tanzania." *The Journal of Peasant Studies* 39, no. 2 (2012): 335-355.
- McKeon, Nora. "'One does not sell the land upon which the people walk': Land grabbing, transnational rural social movements, and global governance." *Globalizations* 10, no. 1 (2013): 105-122.
- Kenney-Lazar, Miles. "Plantation rubber, land grabbing and social-property transformation in southern Laos." *The Journal of Peasant Studies* 39, no. 3-4 (2012): 1017-1037.
- Nally, David. "Governing precarious lives: land grabs, geopolitics, and 'food security'." *The Geographical Journal* 181, no. 4 (2015): 340-349.
- Gellert, Paul K. "Palm oil expansion in Indonesia: land grabbing as accumulation by dispossession." In *States and citizens: accommodation, facilitation and resistance to globalization*. Emerald Group Publishing Limited, 2015.
- Kan, Karita. "Accumulation without dispossession? Land commodification and rent extraction in peri-urban China." *International journal of urban and regional research* 43, no. 4 (2019): 633-648.
- Levien, Michael. "From primitive accumulation to regimes of dispossession: Six theses on India's land question." *Economic and Political Weekly* (2015): 146-157.
- Bergius, Mikael, Tor A. Benjaminsen, Faustin Maganga, and Halvard Buhaug. "Green economy, degradation narratives, and land-use conflicts in Tanzania." *World Development* 129 (2020): 104850.
- Cochrane, Logan, and Danielle D. Legault. "The rush for land and agricultural investment in Ethiopia: What we know and what we are missing." *Land* 9, no. 5 (2020): 167.
- Cochrane, Logan, and Hussein A. Amery. "Gulf cooperation council countries and the global land grab." *The Arab World Geographer* 20, no. 1 (2017): 17-41.

FURTHER SUPPLEMENTAL READING

Postcolonial/Decolonial IPE Perspectives

- Keyman, E. Fuat. "Articulating difference: The problem of the other in international political economy." *Review of International Political Economy* 2, no. 1 (1995): 70-95.
- Spike Peterson, V. "State/Nation Histories, Structural Inequalities and Racialised Crises." *New Political Economy* 26, no. 2 (2021): 291-301.
- Mantz, Felix. "Decolonizing the IPE syllabus: Eurocentrism and the coloniality of knowledge in International Political Economy." *Review of International Political Economy* 26, no. 6 (2019): 1361-1378.
- Pradella, Lucia. "Postcolonial theory and the making of the world working class." *Critical Sociology* 43, no. 4-5 (2017): 573-586.
- Owen, Catherine, John Heathershaw, and Igor Savin. "How postcolonial is post-Western IR? Mimicry and mētis in the international politics of Russia and Central Asia." *Review of International Studies* 44, no. 2 (2018): 279-300.
- Franklin, Marianne I. "Inside out: Postcolonial subjectivities and everyday life online." *International Feminist Journal of Politics* 3, no. 3 (2001): 387-422.
- Davies, Matt. "Everyday life as critique: Revisiting the everyday in IPE with Henri Lefebvre and postcolonialism." *International Political Sociology* 10, no. 1 (2016): 22-38.
- Schultz, Cecilia. "Postcolonial Finance: The Political History of 'Risk-Versus-Reward' Investment in Emerging Markets." *Theoria* 68, no. 166 (2021): 60-86.
- Gonzalez-Vicente, Ruben, and Annita Montoute. "A Caribbean perspective on China–Caribbean relations: global IR, dependency and the postcolonial condition." *Third World Quarterly* 42, no. 2 (2020): 219-238.
- Singh, J. P. "Race, culture, and economics: an example from North-South trade relations." *Review of International Political Economy* 28, no. 2 (2021): 323-335.
- Epstein, C. ed., 2017. *Against International Relations Norms: Postcolonial Perspectives*. Taylor & Francis.
- Geeta, Chowdhry, and Sheila Nair. *Power, postcolonialism and international relations: Reading race, gender and class*. Routledge, 2013.
- Rutazibwa, Olivia U., and Robbie Shilliam, eds. *Routledge handbook of postcolonial politics*. Routledge, 2018.

Global Development, Race & Inequality

- Lockwood, Erin. "The international political economy of global inequality." *Review of International Political Economy* 28, no. 2 (2021): 421-445.
- McEwan, Cheryl. "Postcolonialism, feminism and development: intersections and dilemmas." *Progress in Development Studies* 1, no. 2 (2001): 93-111.
- Bose, Anuja. "Frantz Fanon and the Politicization of the Third World as a Collective Subject." *Interventions* 21, no. 5 (2019): 671-689.
- Kothari, Uma. "An agenda for thinking about 'race' in development." *Progress in Development Studies* 6, no. 1 (2006): 9-23.

- Salem, Sara. "Reading Egypt's postcolonial state through Frantz Fanon: Hegemony, dependency and development." *Interventions* 20, no. 3 (2018): 428-445.
- Pailey, Robtel Neajai. "De-centring the 'white gaze' of development." *Development and Change* 51, no. 3 (2020): 729-745.
- Mahmud, Tayyab. "Surplus humanity and the margins of legality: Slums, slumdogs, and accumulation by dispossession." *Chap. L. Rev.* 14 (2010): 1.
- Radcliffe, Sarah A. "Development for a postneoliberal era? Sumak kawsay, living well and the limits to decolonisation in Ecuador." *Geoforum* 43, no. 2 (2012): 240-249.
- Phillips, Nicola. "Power and inequality in the global political economy." *International Affairs* 93, no. 2 (2017): 429-444.
- Güven, Ali Burak. "Whither the post-Washington Consensus? International financial institutions and development policy before and after the crisis." *Review of International Political Economy* 25, no. 3 (2018): 392-417.
- Goodwin, Morag. "The poverty of numbers: reflections on the legitimacy of global development indicators." *International Journal of Law in Context* 13, no. 4 (2017): 485-497.
- Sumner, Andy. "Global poverty and inequality: Change and continuity in late development." *Development and Change* 50, no. 2 (2019): 410-425.
- Reddy, Sanjay, and Antoine Heuty. "Global development goals: The folly of technocratic pretensions." *Development Policy Review* 26, no. 1 (2008): 5-28.
- Shaffer, Paul. "Post-development and poverty: An assessment." *Third World Quarterly* 33, no. 10 (2012): 1767-1782.
- Andrews, Nathan, and Sylvia Bawa. "A post-development hoax? (Re)-examining the past, present and future of development studies." *Third World Quarterly* 35, no. 6 (2014): 922-938.
- Tarabini, Aina, and Judith Jacovkis. "The poverty reduction strategy papers: An analysis of a hegemonic link between education and poverty." *International Journal of Educational Development* 32, no. 4 (2012): 507-516.
- Fehl, Caroline, and Katja Freistein. "Organising Global Stratification: How International Organisations (Re) Produce Inequalities in International Society." *Global Society* 34, no. 3 (2020): 285-303.

Conceptualizing Commodification

- Thrift, Nigel. "Re-inventing invention: new tendencies in capitalist commodification." *Economy and Society* 35, no. 02 (2006): 279-306.
- Heynen, Nik, and Paul Robbins. "The neoliberalization of nature: Governance, privatization, enclosure and valuation." *Capitalism Nature Socialism* 16, no. 1 (2005): 5-8.
- Massey, Doreen. "Vocabularies of the economy." *Soundings* 54, no. 54 (2013): 9-22.
- Watson, Daniel. "Fordism: a review essay." *Labor History* 60, no. 2 (2019): 144-159.

- Graz, Jean-Christophe. "Grounding the politics of transnational private governance: introduction to the special section." *New Political Economy* (2021): 1-11.
- Tomiak, Julie. "Contesting the settler city: Indigenous self-determination, new urban reserves, and the neoliberalization of colonialism." *Antipode* 49, no. 4 (2017): 928-945.
- Birch, Kean, Les Levidow, and Theo Papaioannou. "Sustainable capital? The neoliberalization of nature and knowledge in the European "knowledge-based bio-economy"." *Sustainability* 2, no. 9 (2010): 2898-2918.
- Gledhill, John. "Citizenship and the social geography of deep neo-liberalization." *Anthropologica* (2005): 81-100.

Commodities IV: Ocean & Fisheries

- Bennett, Nathan James, Hugh Govan, and Terre Satterfield. "Ocean grabbing." *Marine Policy* 57 (2015): 61-68.
- Sneddon, Chris. "Nature's materiality and the circuitous paths of accumulation: Dispossession of freshwater fisheries in Cambodia." *Antipode* 39, no. 1 (2007): 167-193.
- Campling, Liam, Elizabeth Havice, and Penny McCall Howard. "The political economy and ecology of capture fisheries: market dynamics, resource access and relations of exploitation and resistance." *Journal of Agrarian Change* 12, no. 2-3 (2012): 177-203.
- Veuthey, Sandra, and Julien-François Gerber. "Accumulation by dispossession in coastal Ecuador: Shrimp farming, local resistance and the gender structure of mobilizations." *Global Environmental Change* 22, no. 3 (2012): 611-622.
- Andrews, Nathan, Nathan J. Bennett, Philippe Le Billon, Stephanie J. Green, Andrés M. Cisneros-Montemayor, Sandra Amongin, Noella J. Gray, and U. Rashid Sumaila. "Oil, fisheries and coastal communities: A review of impacts on the environment, livelihoods, space and governance." *Energy Research & Social Science* 75 (2021): 102009.
- Barbesgaard, Mads. "Blue growth: savior or ocean grabbing?." *The Journal of Peasant Studies* 45, no. 1 (2018): 130-149.
- Menon, Ajit, Maarten Bavinck, Johny Stephen, and R. Manimohan. "The Political Ecology of Palk Bay Fisheries: Geographies of Capital, Fisher Conflict, Ethnicity and Nation-State." *Antipode* 48, no. 2 (2016): 393-411.
- Perreault, Tom. "What kind of governance for what kind of equity? Towards a theorization of justice in water governance." *Water International* 39, no. 2 (2014): 233-245.
- Roberts, Adrienne. "Privatizing social reproduction: The primitive accumulation of water in an era of neoliberalism." *Antipode* 40, no. 4 (2008): 535-560.
- Richardson, Tanya. "Litigating for legality: Nature conservation, commercial fisheries and disputed territoriality in Ukraine's Danube Delta." *Journal of Agrarian Change* (2021).

- Lund, Ragnhild. "Fishers on the move: Changing livelihoods, gendered entanglements, and well-being." In *Fisherfolk in Cambodia, India and Sri Lanka*, pp. 1-24. Routledge India, 2020.
- Nolan, Callum. "Power and access issues in Ghana's coastal fisheries: a political ecology of a closing commodity frontier." *Marine Policy* 108 (2019): 103621.

OTHER RESOURCES & WEBSITES

- Student Success Centre (academic writing support and resources), <https://studentsuccess.mcmaster.ca>
- Writing and Citation, <https://libguides.mcmaster.ca/c.php?g=712181&p=5083446>
- How to Cite (various formats), <https://library.mcmaster.ca/research/citing#tab-using-style-guides>
- Social Sciences Abstracts, <https://library.mcmaster.ca/databases/social-sciences-abstracts>
- How to Write an Abstract, <http://www.uq.edu.au/student-services/phdwriting/phlink08.html>
- Other Sample Abstracts, http://writing.wisc.edu/Handbook/presentations_abstracts_examples.html
- How to Write a Critical Review of a Journal Article, <http://library.queensu.ca/inforef/criticalreview.htm> See also, <http://www.lib.uoguelph.ca/get-assistance/writing/specific-types-papers/using-scientific-journal-article-write-critical-review>
- How to Write your Research Paper, <http://library.queensu.ca/research/guide/research-strategy-guide/writing-your-paper>
- United Nations, <http://www.un.org/>
- World Trade Organization, <http://www.wto.org>
- International Monetary Fund, <http://www.imf.org>
- World Bank, <http://www.worldbank.org>

Course Policies

Submission of Assignments

All assignments will be submitted to respective folders in the Avenue to Learn (A2L) shell for this course by the due date/time. Please do not email your assignments unless under exceptional circumstances where A2L is not accessible for whatever reason.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+

MARK	GRADE
73-76	B
70-72	B-
69-0	F

Late Assignments

Note that late essays will be subject to a 5% penalty per day, including weekends. Essays will not be accepted/graded if submitted after 7 days from due date and a mark of zero will be issued for the particular assignment. Also, comments/feedback on late assignments will not be detailed. To be fair, this rule applies to everyone except prior approval for extension has been sought and given. It is the sole responsibility of students to plan for unforeseen issues such as computer failures and backup their work as needed.

Absences, Missed Work, Illness

It is expected that all components of the course would be completed in a timely fashion. However, the instructor will consider and accommodate extenuating circumstances that result in absences and/or missed/late work. Such consideration could include waiving the late assignment penalty.

Courses With An On-Line Element

This course will use Avenue to Learn (A2L) as a platform for the submission of assignment, grading and sharing of grades/feedback, announcements, etc. Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details

about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.

- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.).

Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.