

**POLITICAL SCIENCE 3B03:
HONOURS ISSUES IN INTERNATIONAL RELATIONS AND
GLOBAL PUBLIC POLICY:
EXAMINING THE LINK BETWEEN KNOWING AND MAKING
MARKETS: THE CASE OF NEOCLASSICAL ECONOMICS AND
NEOLIBERALISM.**

Term

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Course Description

This lecture course examines the primary competing approaches to understanding the relationship between conceptions of, and knowledge about, markets and the policies associated with 'neoliberalism' that use market mechanisms as instruments of governance. To this end, the first part of the course is devoted to an overview of the different ways that the relationship between knowledge and politics has been understood by some of the major approaches in the history of political theory and political science. Following this, the second part of the course is devoted to an examination of the major different interpretations of the nature of markets in political economy, beginning with Smith's famous image of the invisible hand. The third part examines the emergence of neoliberalism as a political project centered around a specific conception of what markets are and how they can be used to solve governance problems. The objective throughout is not to argue for or against the desirability of using market mechanisms to deal with particular social and policy issues. Rather, it aims to highlight the political and ethical commitments that are built into different conceptions of markets as well as provide students with the analytical tools required to critically examine the nature of the relationship between dominant ideas about what markets are and the kinds of policies adopted by governments around the world under the rubric of neoliberalism.

Course Objectives

Upon successful completion of this course students should have:

1. Gained an appreciation of the theoretical foundations of some of the major approaches to analysing the role of knowledge and ideas in the policy-making process.
2. Developed the ability to effectively identify the central characteristics of different conceptions of the function and role of the market and their respective policy implications.
3. Acquired a better understanding of the relationship between dominant conceptions of markets and the policies of neoliberalism.
4. Have developed the analytical tools necessary to critically engage with arguments for and against proposed market reforms in different industries.
5. Improved their ability to identify and communicate insights succinctly through verbal and textual outputs.

Required Materials and Texts

There is no required textbook for this course, but students are required to access and read all the required readings that are listed below. Most are available from the McMaster electronic journal collections. You can simply enter the title into the library catalogue search field and proceed from there. A few readings will be available as scanned

readings of a book chapters that are on Avenue to Learn. A few are documents that are available for free on the internet.

Class Format

The course involves three hour-long sessions a week consisting of a mix of lecture and class discussion.

Course Evaluation – Overview

1. **Topic statement and research proposal - 10%**. Topic Statement is due Thursday September 26; Research proposal is due Thursday October 19.
2. **Commentary on course readings – 20%**. Due weekly through most of the course.
3. **One research paper, 3500-4000 words – 30%**, due by the beginning of the December 4 class.
4. **Final exam, to be scheduled by registrar – 40%**. December 2019

Course Evaluation – Details

Topic statement and research proposal (10%)

Topic Statement is due Thursday September 26

Research proposal is due Monday October 21.

The topic statement is a brief summary of the topic you intend to research. Its purpose is to make sure you have a topic that is doable and that fits with course themes. Topics discussed in the course outline, or other similar topics, are likely to be acceptable, but the range of available topics is discussed in more detail in section four outlining the direction for the research paper. The following should be included in your topic statement: a tentative title, the topic, how it relates to course themes, and how your paper hopes to contribute to knowledge.

The research proposal is a more detailed plan for your research paper and is meant to make sure that you have a good plan to execute your research and have begun the task of reading through some of the relevant material to identify potentially useful questions or puzzles that are worthy of your attention. In your research proposal you should restate your topic and indicate how you hope to say something new on this topic. You should also set out your working hypothesis or arguments and indicate why these are of interest. Additional details, like the minimum of references, will be discussed in class.

Commentary on course readings (20%)

10 comments spread throughout the course

Students are expected to post regularly on Avenue to Learn (A2L). Starting from Week 3 (September 16-20), students are expected to post 10 times (once a week) to receive the full 20 points for this assignment. The posting should consist of a summary of the

weekly readings (one summary per reading). Each summary should not be longer than a short paragraph, and should contain the following:

1. List of the most relevant key concepts and terms of the reading (between 3 and 5 terms)
2. Summary statement (four sentences maximum) of the author's main argument. This statement should be written in your own words as far as possible. It should not be borrowed directly from the text of the reading.

Postings deal with the readings that have already been covered in lecture during that respective week. The deadline for posting summaries each week is Friday at midnight of that week. No retroactive postings are allowed in the spirit of fairness to all students.

Research Paper 3500 – 4000 words (30%), due December 4 at the beginning of class

The research paper should build on your proposal. One of its primary objectives is provide students with a chance to draw on and critically engage with the material covered in this course. The course is designed to enable students to think critically about two primary issues. The first of these concerns the best way to understand the relationship between knowledge and politics in the case of the kinds of market reforms associated with neoliberalism. The different theoretical approaches covered in this class all adopt significantly different views of the nature of the relationship between ideas (and knowledge) and the policy-making process. The case of neoliberal market reforms provides a useful case study through which the relative strengths and weaknesses of these approaches can be identified and compared. The second central issue of concern in this course is the link between the substantive content of dominant ideas and knowledge about markets and the way that they have been utilized in practice as a means of governance. The research paper should directly address one or both of these central issues.

As students have different theoretical and empirical interests, there will be a possibility of choosing between two broad kinds of research papers. On the one hand, students can choose to undertake a comparison of two (or more) of the primary approaches discussed in this course in examining the use of market mechanisms to solve governance or management problems. In this case, students are not required to 'pick' one approach that they think best explains developments associated with neoliberal market reforms, but rather examine and compare the relative strengths and weaknesses of the respective approaches in analyzing the issue in question. Key themes in papers like this should include the following. How does each approach understand the relationship between knowledge and politics? What are some of the overlaps, complementarities, tensions, or contradictions between these approaches? How does this translate to the analysis of the case of market reforms associated with neoliberalism? What aspects of the topic are they each well-suited to analyzing, and

which ones are they less able to engage with? Of course, students are allowed to argue in support of an approach they find superior, but the choice of the preferred approach would be less important for the overall grade than the clarity of the analysis of each approach covered and the quality and precision of the arguments they deploy.

On the other hand, students can choose one empirical case wherein market mechanisms have either been advocated or adopted to deal with specific management or governance issues. Students could examine issues ranging from climate change, international trade and tariffs, global financial regulation, the privatization of hitherto public services, or the management of natural resources like fisheries, as well as others. Key themes in papers like this should include the following. What kinds of governance or management mechanisms were there before? How was the adoption of market mechanisms justified or attacked by the primary actors involved? Which strategies proved to be successful or unsuccessful? What are some of the specificities of the market mechanism that was implemented, and what have been the results? What are some of the ongoing issues and problems related to them?

These options are not meant to be exhaustive of the possible research topics, but rather as indicative of the kind of research questions that would make for a strong research paper. Specific research questions can be discussed with the instructor. Research papers will be graded according to the following criteria. (a) Is a thesis or argument clearly stated at the beginning of the paper and is the paper organized around that? (b) Does your paper address course themes? (c) Are the counter-arguments to your own position acknowledged and addressed at some point in your paper? (d) Have you drawn on good scholarly and non-scholarly sources in your paper? (e) Is your writing clear, engaging, and adequately proofread? The paper should be between 3400 – 4000 words (not including bibliography).

Final Exam, to be scheduled by the Registrar (40%), December 2019

The exam will be two hours and will include a mix of short-answer and essay questions. You will be expected to synthesize material from across the readings and lectures. A pool of questions will be circulated by the last class and the exam questions will be drawn from these.

Weekly Course Schedule and Required Readings

Week 1 (Sep 4, 5)

Sep 4 – Introduction and overview of the course.

No readings.

Sep 5 – Setting the stage: Conventional Debates Around Markets

Required Readings:

- Wolf, M. (2003). The morality of the market. *Foreign Policy*, 47-50.

Optional Readings:

- Zelizer, V. A. (2000). The purchase of intimacy. *Law & Social Inquiry*, 25(3), 817-848.
- Sandel, M. J. (2000). What money can't buy: the moral limits of markets. *Tanner Lectures on Human Values*, 21, 87-122.

Week 2 (Sep 9, 11, 12)

The classical normative view and the 'Weberian' critique

Required Readings:

- Plato. *The Republic*. Trans. G. M. A. Grube. (1992) Hackett Publishing. Excerpts
- Dahl, R. A. (1957). The concept of power. *Behavioral science*, 2(3), 201-215.
- Bachrach, P., & Baratz, M. S. (1962). Two Faces of Power. *The American Political Science Review*, 56 (4), 947-952.

Optional Readings:

- Hay, C. (1997). State of the art: Divided by a common language: Political theory and the concept of power. *Politics*, 17(1), 45-52.
- Arts, B., & Van Tatenhove, J. (2004). Policy and power: A conceptual framework between the 'old' and 'new' policy idioms. *Policy sciences*, 37(3-4), 339-356.

Week 3 (Sep 16, 18, 19)

What role for Ideas in Policymaking? An Introduction

Required Readings:

- Meijerink, S. (2005). Understanding policy stability and change. The interplay of advocacy coalitions and epistemic communities, windows of opportunity, and Dutch coastal flooding policy 1945–2003. *Journal of European Public Policy*, 12(6), 1060-1077.
- Haas, P. M. (1989). Do regimes matter? Epistemic communities and Mediterranean pollution control. *International Organization*, 43(3), 377-403.
- Weible, C. M., Sabatier, P. A., & McQueen, K. (2009). Themes and variations: Taking stock of the advocacy coalition framework. *Policy Studies Journal*, 37(1), 121-140.

Optional Readings:

- Howlett, M., McConnell, A., & Perl, A. (2017). Moving policy theory forward: connecting multiple stream and advocacy coalition frameworks to policy cycle models of analysis. *Australian Journal of Public Administration*, 76(1), 65-79.
- Weible, C. M., Heikkila, T., & Sabatier, P. A. (2012). Understanding and influencing the policy process. *Policy Sciences*, 45(1), 1-21.
- Weible, C. M., & Sabatier, P. A. (2007). A guide to the advocacy coalition framework. *Handbook of public policy analysis: theory, politics, and methods*, 123-136.
- Weible, C. M. (2006). An advocacy coalition framework approach to stakeholder analysis: Understanding the political context of California marine protected area policy. *Journal of public administration research and theory*, 17(1), 95-117.
- Timothy Heinmiller, B., & Pirak, K. (2017). Advocacy Coalitions in Ontario Land Use Policy Development. *Review of Policy Research*, 34(2), 168-185.
- Haas, P. M. (1992). Introduction: epistemic communities and international policy coordination. *International organization*, 46(1), 1-35.

Week 4 (Sep 23, 25, 26)

The Marxian critique: Ideology in the service of the dominant class(es)

Notes: Topic Statement due the 26th

Required Readings:

- Marx, K. (1994[1932]). *The German Ideology*. In Simon, L. (eds). Karl Marx: Selected Writings. Hackett Publishing: Indianapolis, Indiana. Excerpts. Around 10 pages.
- Eagleton, T. (2007). Ch.3 'From the Enlightenment to the Second International.' *In Ideology: An Introduction*. London: Verso. pp. 63-91.
- Lukes, S. (2005). *Power: A Radical View*, 2nd edition. Hampshire UK: Palgrave Macmillan. Excerpts. pp. 14-29.

Optional Readings:

- Eagleton, T. (2007). Ch. 4. 'From Lukes to Gramsci.' *In Ideology: An Introduction*. London: Verso.
- Eagleton, T. (2007). Ch. 7. 'Discourse and Ideology'. *In Ideology: An Introduction*. London: Verso
- Howarth, D. (2010). Power, discourse, and policy: articulating a hegemony approach to critical policy studies. *Critical policy studies*, 3(3-4), 309-335.
- Martin, D. A. (1990). Economics as ideology: on making "The Invisible Hand" invisible. *Review of Social Economy*, 48(3), 272-287.

- Van der Pijl, K. (2009). Ch. 8. 'Historical Materialism and Dialectics'. In [A survey of global political economy](#). Centre for Global Political Economy, University of Sussex available online.

Week 5 (Sep 30; Oct 2, 3)

Beyond the instrumental treatment of Ideas: Policy Paradigms and Causal Force of Ideas on Policy

Required Readings:

- Campbell, J. L. (1998). Institutional analysis and the role of ideas in political economy. *Theory and society*, 27(3), 377-409.
- Hall, P. (1993). Policy Paradigms, Social Learning, and the State: The Case of Economic Policymaking in Britain. *Comparative Politics*, 25 (3), 275–96.
- Widmaier, W. W. (2003). Constructing Monetary Crises: New Keynesian Understandings and Monetary cooperation in the 1990s. *Review of International Studies* 29, 61-77.

Optional Readings:

- Baumgartner, F. R. (2013). Ideas and policy change. *Governance*, 26(2), 239-258.
- Béland, D. (2009). 'Ideas, institutions and policy change', *Journal of European Public Policy* 16(5): 701 –18.
- Béland, D. (2005). Ideas and social policy: An institutionalist perspective. *Social Policy & Administration*, 39(1), 1-18.
- Campbell, J. L. (2002) 'Ideas, Politics, and Public Policy'. *Annual Review of Sociology*, 28, 21 – 38.
- Daigneault, P. M. (2014). Reassessing the concept of policy paradigm: aligning ontology and methodology in policy studies. *Journal of European Public Policy*, 21(3), 453-469.
- Kay, A. (2011). UK monetary policy change during the financial crisis: Paradigms, spillovers, and goal co-ordination. *Journal of Public Policy*, 31(2), 143-161.
- Oliver, M. J., & Pemberton, H. (2004). Learning and change in 20th-century British economic policy. *Governance*, 17(3), 415-441.
- Walsh, J. I. (2000). When do ideas matter? Explaining the successes and failures of Thatcherite ideas. *Comparative Political Studies*, 33(4), 483-516.
- Widmaier, W. W. (2007). Where You Stand Depends on How You Think: Economic Ideas, the Decline of the Council of Economic Advisers and the Rise of the Federal Reserve. *New Political Economy*, 12, (1), 43-59.

- Surel, Y. (2000). The role of cognitive and normative frames in policy-making. *Journal of European public policy*, 7(4), 495-512.

Week 6 (Oct 7, 9, 10)

Power and Policy Paradigms: What determines when, and which, ideas have power?

Required Readings:

- Carstensen, M. B., & Schmidt, V. A. (2016). Power *through, over and in* ideas: conceptualizing ideational power in discursive institutionalism. *Journal of European Public Policy*, 23(3), 318-337.
- Carstensen, M. B., & Matthijs, M. (2018). Of Paradigms and Power: British economic policy making since Thatcher. *Governance*, 31(3), 431-447.
- Blyth, M. (2013). Paradigms and paradox: The politics of economic ideas in two moments of crisis. *Governance*, 26(2), 197-215.

Optional Readings:

- Widmaier, W. (2016). The power of economic ideas – through, over and in – political time: the construction, conversion and crisis of the neoliberal order in the US and UK. *Journal of European Public Policy*, 23(3), 338–356.
- Seabrooke, L., & Wigan, D. (2016). Powering ideas through expertise: professionals in global tax battles. *Journal of European Public Policy*, 23(3), 357-374.
- Carstensen, M.B. (2011a) 'Ideas are not as stable as political scientists want them to be: a theory of incremental ideational change', *Political Studies* 59(3): 596–615.
- Carstensen, M. B. (2011b). Paradigm man vs. the bricoleur: bricolage as an alternative vision of agency in ideational change. *European political science review*, 3(1), 147-167.
- Wilder, M., & Howlett, M. (2014). The politics of policy anomalies: bricolage and the hermeneutics of paradigms. *Critical Policy Studies*, 8(2), 183-202.
- Wood, M. (2015). Puzzling and powering in policy paradigm shifts: politicization, depoliticization and social learning. *Critical Policy Studies*, 9(1), 2-21.

Week 7 (Oct 14, 16, 17)

Reading Week – No class

Week 8 (Oct 21, 23, 24)

The Foucaultian Approach to Power: Governing through Knowledge

Notes: Research proposal due on the 21st

Required Readings:

- Foucault, M. (1976). "Two Lectures". In Foucault, M. (1980) *Power/Knowledge: Selected Interviews & Other Writings: 1972-1977*, (ed.) Colin Gordon. (trans.) Colin Gordon, Leo Marshall, John Mephan, Kate Soper. Vintage Books, New York
- Rose, N. and P. Miller. (1992). 'Political power beyond the state: problematics of government', *British Journal of Sociology* 43 (2):173-205.
- Collier, S. J. (2009). Topologies of power: Foucault's analysis of political government beyond "governmentality".' *Theory Culture & Society* 26(6): 78—108.

Optional Readings:

- Miller, P. and N. Rose. (1990). 'Governing economic life', *Economy and Society* 19 (1): 1-31.
- Elden, S. (2007). "Governmentality, calculation, territory." *Environment and Planning D: Society and Space*, 25, 562–80.
- De Goede, M. (2003). 'Beyond economism in international political economy'. *Review of International Studies* 29, 79–97
- Foucault, M. (1977). 'Truth and Power'. In Michel Foucault. (1980). *Power/Knowledge: Selected Interviews & Other Writings : 1972-1977*, (ed) Colin Gordon. (trans) Colin Gordon, Leo Marshall, John Mephan, Kate Soper. New York: Vintage Books.
- Zanotti, L. (2013). Governmentality, ontology, methodology: Re-thinking political agency in the global world. *Alternatives*, 38(4), 288-304

For a Marxian critique of this approach see:

- Lukes, S. (2005). S. 2: 'Power, Freedom and Reason'. *Power: A Radical View*, 2nd edition. Hampshire UK: Palgrave Macmillan. Excerpts. Pp. 60-107

Week 9 (Oct 28, 30, 31)

The Liberal tradition:

Classical and neoclassical views of markets as efficient maximizers of welfare

Required Readings:

- Clark, C. M. (1989). Equilibrium for what?: Reflections on social order in economics. *Journal of Economic Issues*, 23(2), 597-606.
- Lundberg, E. (1996). On the concept of economic equilibrium. *Structural Change and Economic Dynamics*, 7(3), 361-390.
- Ingrao, B. (2004). The Equilibrium Image of the Market. *Journal des économistes et des études Humaines*, 14(2).

Optional Readings:

- O'Neill, J. (1998). Ch 4 'The market and human well-being'. In O'Neill (1998). *The market: Ethics, knowledge and politics*. Routledge.
- Ullmann-Margalit, E. (1978). Invisible-hand explanations. *Synthese*, 39(2), 263-291
- Dopfer, K. (1986). Causality and consciousness in economics: Concepts of change in orthodox and heterodox economics. *Journal of Economic Issues*, 20(2), 509-523.
- Clark, C. M. A. (2014). History Versus Equilibrium Revisited: Rethinking Neoclassical Economics as the Foundation of Business Education. *Journal of Education for Business*, 89(4), 207-212.
- Lang, D., & Setterfield, M. (2006). History versus equilibrium? On the possibility and realist basis of a general critique of traditional equilibrium analysis. *Journal of Post Keynesian Economics*, 29(2), 191-209.
- Sardoni, C. (2008). Some considerations on equilibrium and realism. *Journal of Post Keynesian Economics*, 30(3), 485-490.
- Lang, D., & Setterfield, M. (2008). Stability, equilibrium, and realism: a response to Sardoni. *Journal of Post Keynesian Economics*, 30(3), 491-495.

Week 10 (Nov 4, 6, 7)

The Socialist tradition: Marx and Polanyi

Required Readings:

- Marx, K. (1995). *Capital (Abridged Version)*. Oxford University Press: Oxford. Excerpts.
- Wood, E. (1981). 'The Separation of the Economic and the Political in Capitalism'. *New Left Review*, 127,
- Polanyi, K. (1944). *The great transformation: The Political and Economic Origins of our Time*. New York: Farrar & Rinehart Inc. Excerpts.

Optional Readings:

- Toscano A. (2008a). The open secret of real abstraction. *Rethinking Marxism* 20(2): 273–287.
- Toscano A. (2008b). The culture of abstraction. *Theory, Culture & Society* 25(4): 57–75.
- McCormack, D. (2012). Geography and abstraction: Towards an affirmative critique. *Progress in Human Geography*, 36(6), 715-734.
- Osborne, P. (2004). The reproach of abstraction. *Radical Philosophy* 1 (27), 21-28.
- Dillard, D. (1984). Keynes and Marx: a centennial appraisal. *Journal of Post Keynesian Economics*, 6(3), 421-433.
- Polanyi, K. (1957). The economy as instituted process. Trade and market in the early empires, 243.

Week 11 (Nov 11, 13, 14)

Keynes, the limits of equilibrium, and the necessity of intervention

Required Readings:

- Dillard, D. (1987). Money as an Institution of Capitalism. *Journal of Economic Issues*, 21(4), 1623-1647.
- Keynes J.M. (1936[1973]). The General Theory of Employment, Interest and Money, The Collected Writings of J.M. Keynes, vol. VII, London: MacMillan. Excerpts.
- De Vroey, Michel. "Involuntary Unemployment: The Elusive Quest for a Theory." *Discussion Papers* (2005): 04.

Optional Readings:

- Dunn, S. P. (2001). Bounded rationality is not fundamental uncertainty: A Post Keynesian perspective. *Journal of Post Keynesian Economics*, 23(4), 567-587.
- Dequech, D. (2001). Bounded rationality, institutions, and uncertainty. *Journal of economic issues*, 35(4), 911-929.
- Dillard, D. (1988). The barter illusion in classical and neoclassical economics. *Eastern Economic Journal*, 14(4), 299-318.
- Dillard, D. (1980). A monetary theory of production: Keynes and the institutionalists. *Journal of Economic Issues*, 14(2), 255-273.
- Blinder, A. S. (1988). The fall and rise of Keynesian economics. *Economic record*, 64(4), 278-294.

Week 12 (Nov 18, 20, 21)

Hayek and the Information-Processor view of Markets

Required Readings:

- Kirzner, I. M. (1967). *Methodological individualism, market equilibrium, and market process*. II Politico, 787-799.
- Hayek, F. A. (1945). The use of knowledge in society. *The American economic review*, 519-530.
- Fleetwood, S. (1996). Order without equilibrium: a critical realist interpretation of Hayek's notion of spontaneous order. *Cambridge Journal of Economics*, 20(6), 729-747.

Optional Readings:

- Mises, L. V. (1998[1949]). 'Part 3: Economic Calculation'. *Human Action*. Scholars' Edition. Auburn: Mises Institute. pp. 201-232. Available online.
- Lavoie, D. (1988). Economic Chaos or Spontaneous Order-Implications for Political Economy of the New View of Science. *Cato J.*, 8, 613.
- Jacobs, S. (2000). Spontaneous Order: Michael Polanyi and Friedrich Hayek. *Critical Review of International Social and Political Philosophy* 3(4), 49-67.
- Sugden, R. (1989). Spontaneous order. *The Journal of Economic Perspectives*, 3(4), 85-97.
- Khalil, E. L. (1997). Friedrich Hayek's theory of spontaneous order: two problems. *Constitutional Political Economy*, 8(4), 301-317.
- Nadeau, R. (1998). Spontaneous order. *Handbook of Economic Methodology*, Cheltenham: Edward Elgar, 477-84.

Week 13 (Nov 25, 27, 28)

The Rise of the Neoliberal Thought collective and Neoclassical Economics

Required Readings:

- Mirowski, P. (2009). The neo-liberal thought collective. *Renewal: A Journal of Labour Politics*, 17(4), 26.
- Cahill, D. & Humphrys, E. (2019). Rethinking the 'neoliberal thought collective' thesis. *Globalizations*, Winter, 1-18.
- Hirschman, D., & Berman, E. P. (2014). Do economists make policies? On the political effects of economics. *Socio-Economic Review*, 12(4), 779-811.

Optional Readings:

- Mirowski, P. (2014). The political movement that dared not speak its own name: The neoliberal thought collective under erasure. *Institute for New Economic Thinking Working Paper Series*, (23).
- Van Horn, R., & Mirowski, P. (2009). The rise of the Chicago School of Economics and the birth of neoliberalism. In Mirowski, P., & Plehwe, D.

(Eds.) *The Road from Mont Pelerin: The Making of the Neoliberal Thought Collective*. Harvard University Press: Boston, MA, 149-163.

- Fourcade, M., Ollion, E., & Algan, Y. (2015). The Superiority of Economists. *Journal of Economic Perspectives*, 29(1), 89–114.
- Markoff, J., & Montecinos, V. (1993). The ubiquitous rise of economists. *Journal of Public Policy*, 13(1), 37-68.
- Muniesa, F., Millo, Y., & Callon, M. (2007). An introduction to market devices. *The sociological review*, 55(s2), 1-12.
- Henriksen, L. F. (2013). Economic models as devices of policy change: Policy paradigms, paradigm shift, and performativity. *Regulation & Governance*, 7(4), 481-495.

Week 14 Dec 2, 4)

Neoliberalism: Governing through competition

Required Readings:

- Foucault, M. (2007). *Security, territory, population: lectures at the Collège de France, 1977-78*. Springer. Excerpts.
- Gane, N. (2014). The Emergence of Neoliberalism: Thinking Through and Beyond Michel Foucault's Lectures on Biopolitics. *Theory, Culture & Society*, 31(4), 3-27.
- Konings, M. (2012). Neoliberalism & the State. *Alternate Routes: A Journal of Critical Social Research*, 23.

Optional Readings:

- Mitchell, T. (2014). Economentality: How the future entered government. *Critical inquiry*, 40(4), 479-507.
- Harvey, D. 2007. Neoliberalism as creative destruction. *The ANNALS of the American Academy of Political and Social Science*, 610 (1), 21-44.
- Venugopal, R. (2015). Neoliberalism as concept. *Economy and Society*, 44(2), 165-187.
- Konings, M. (2018). *Capital and time: For a new critique of neoliberal reason*. Stanford University Press
- Konings, M. (2010). Neoliberalism and the American state. *Critical Sociology*, 36(5), 741-765.
- Terranova, T. (2009). Another life: The nature of political economy in Foucault's genealogy of biopolitics. *Theory, Culture & Society*, 26(6), 234-262.

Course Policies

Submission of Assignments

Assignments will be submitted to Avenue using the Assignment Submission Folders.

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+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

You are free to appeal the grade of your exam, research paper, paper proposal, short paper or participation mark. However, I will only consider appeals based on substantive reasons. Appeals will consequently require you to provide a half-to-full-page explanation laying out the grounds for your case. If you provide adequate reasons for me to reconsider your grade, I will do so in light of your explanation.

Extensions will only be made to students unable to submit in time due to extraordinary circumstances. If you anticipate requiring an extension, please contact me as early as possible. In cases where you have not discussed alternative arrangements with me, extensions will be made to students based on McMaster University's Student Absence Form Policy (MSAF) <https://socialsciences.mcmaster.ca/current-students/absence-form>. Please submit a Student Absence Form within 3 days of missing your assignment. Also, please note that if the assessment is worth 25 % or higher or you have not submitted an MSAF form for assignments worth less than 25% after 3 days, students must present supporting documentation to their Faculty Office. Otherwise, late assignments will be penalized by 5% per day including Saturday and Sunday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension or have submitted an MSAF.

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. For more information, please refer to the [Student Absence Information](#) page on the Faculty of Social Sciences’ website.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

In-Class Technology Policy

While laptops are permitted in the course to take or consult notes, please respect your colleagues (and me!) by refraining from using the internet for non-course-related matters (Facebook comes to mind). Cell phone usage is strictly prohibited during class.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. 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 information please refer to the [Turnitin.com Policy](#).

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 requiring a RISO accommodation 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

University Policies

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.

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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

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.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for [Academic Accommodation of Students with Disabilities](#).

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.