



COURSE GUIDE

POLS211

Semester 1, 2018

GLOBAL POLITICAL ECONOMY

This course provides an introduction to the subfield of Politics variously called *International Political Economy*, the *Politics of International Economic Relations*, or *Global Political Economy*. It focuses on the political determinants and political consequences of economic interaction across national borders: How power shapes economic policies and outcomes, and how these in turn affect the distribution of power and privilege across the planet. In explaining these, the course also introduces you to current debates about political-economic issues.

Lecturer: Prof Philip Nel Room A4N6 (Arts Building, 4th floor, North, room 6)

e-mail: philip.nel@otago.ac.nz

Lecture times:	Tuesday	14h00 – 14h50 (50 minutes)
	Thursday	09h00 – 11h00 (100 minutes)
Tutorials:	Tue	16h00 (Stream 1)
	Wed	17h00 (Stream 2)
Office hour:	Tuesday	15h00 – 16h00 (or by appointment via email)

Assessment

Class-project papers (x 5)	30% of final mark
Performance as part of presentation team (team mark):	25% of final mark
3 x Evaluations of presentations	15% of final mark
Final exam (2 hours)	30% of final mark

‘...Practical men, who believe themselves to be quite exempt from any intellectual influence, are usually the slaves of some defunct economist ... for in the field of economic and political philosophy there are not many who are influenced by new theories after they are twenty-five or thirty years of age, so that the ideas which civil servants and politicians and even agitators apply to current events are not likely to be the newest. But, soon or late, it is ideas, not vested interests, which are dangerous for good or evil.’

(John Maynard Keynes, *The General Theory of Employment, Interest and Money*, pp. 383–4)

CONTENTS

Academic integrity	3
Aim and outcomes	4
Assessment	5
<i>Class-project paper</i>	5
<i>Group presentation</i>	6
<i>Presentation evaluation</i>	7
<i>Tutorials</i>	7
<i>Exam</i>	8
Outline and example of class-project paper	9
Assistance for students	11
Referencing	12
Programme (including readings)	15

There are many online sources on economic concepts. Be careful which ones you use, though.

I recommend the following:

The Princeton Encyclopedia of the World Economy, available through Central Library resources (sign in, first) at: https://search-proquest-com.ezproxy.otago.ac.nz/publication/publications_54968?accountid=14700

The Economist, 'Economics A-Z'. Available at <http://www.economist.com/economics-a-to-z>

International Encyclopedia of Political Science
Available at: <http://knowledge.sagepub.com/view/intlpoliticalscience/n647.xml>

Academic Integrity

Having integrity means being honest in all your study activities, including the writing and submission of assignments, reports, and essays. Academic integrity is a personal virtue and is the basis for appropriate decision-making and behaviour in an academic context. This virtue is informed by the values of honesty, trust, responsibility, fairness, respect, and courage. Students are expected to be aware of, and act in accordance with, the University's Academic Integrity Policies:

<http://www.otago.ac.nz/administration/policies/otago116838.html>

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, and assisting someone else's misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University's Student Academic Misconduct Procedures:

<http://www.otago.ac.nz/administration/policies/otago116850.html>

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit:

www.otago.ac.nz/study/academicintegrity

or ask at the Student Learning Centre or Library. If you have any further questions, please ask your lecturer.

Aim and Outcomes

This course provides an introduction to the subfield of Politics variously called *International Political Economy*, the *Politics of International Economic Relations*, or *Global Political Economy*. It focuses on the political determinants and political consequences of economic interaction across national borders.

I prefer to use the name *Global Political Economy*, for two reasons: firstly, the word ‘international’ has become associated too closely with the system of states. In the global economy, states are not the only important actors. The term ‘global’, in contrast, tries to capture something of the broad plurality of actors that are economically and politically significant. Secondly, the world economy has indeed become ‘global’, that is, it has become an intertwined all-encompassing whole in which time and space have become compressed and transformed.

I follow the convention in English of using capital letters to refer to a field of study (= ‘Global Political Economy’ is regarded as a subfield of ‘Political Science’). We refer to the reality being studied, in this case ‘the global political economy’, by using the lower case.

The general aim of this course is to enable you to develop *your own* theoretically-informed and factually-based assessment of core dimensions of the interactions between sources of political power and authority and economic institutions (which are sources of authority in their own right), how they impinge on our daily lives, and the effects of these interactions on patterns of privilege and marginalization in the world. No prior knowledge of Economics is required, but I require you to be willing to learn how commentators on economic issues use core economic concepts and indicators.

As an introductory course, the emphasis will fall on developing basic discipline-related capabilities.

These include the ability to:

- Identify and analyse the main features of and trends in the various domains/areas of the global political economy.
- Identify and evaluate the main theoretical perspectives that are used by analysts and decision makers in this field of study.
- Find and interpret data and information on aspects of the global political economy, and relate it to local issues and concerns.
- Identify the characteristics of ‘good arguments’ in this field of study, and to apply these insights in developing your own style of argument.
- Find your way into the scholarly literature produced in this field of study.

In addition, this course aims at developing your ability to:

- Distinguish between the different uses that language is put to in academic discourse.

- ‘Work with’ ideas, that is, understand and apply concepts and theoretical constructs in order to aid your understanding of an issue.
- Participate in reasoned discussions on issues of the day (‘reasoned’ implies an ability to define concepts clearly, to argue systematically, and to use appropriate evidence and warrants to back up your claims.)
- Think independently and critically.
- Solve problems by investigating a research problem and systematically generating reasonable and creative solutions based on research.
- Communicate and present your insights/findings clearly and systematically.
- Interpret and correctly use economic concepts and data, and present the latter in figures and graphs.

ASSESSMENT

To be successful in this course a student has to prepare for, attend, and participate in all the lectures, tutorials, and student presentations and **achieve an overall pass mark in all the assessed components combined.**

Class-project paper (x 5)

30% of final mark

There are no formal lectures in this course. Instead, formal lecture times (and some tutorials) will be used as “class projects”. Through these projects, the lecturer and students together explore potential answers to core questions of Global Political Economy. You are encouraged to bring your laptop and/or mobile phone to class to assist with in-class research for these projects. After the 1st class on a class-project theme, I expect you to do some independent research on the theme in preparation for the 2nd class. After the 2nd class discussion, you have to compose and type a class-project paper, based on the class discussions and your own research. **This class-project paper is due on the Friday following the 2nd class discussion, on or before 2pm** (submit in 200-level Politics assignment drop box, 4th floor of Arts Building). You do not have to append an “Assignment Declaration” to your class-project papers. Just type your name and student number below the text.

One item of compulsory preparatory reading per class-project theme is prescribed, and you *must* do that reading before the class.

See below for an outline and an example of what a good class-project paper should look like.

Requirements to be met in class-project papers:

- The purpose of the class-project paper is to formulate an answer to the question posed in the programme below. This answer, and feedback that you receive on it, provides the material that you have to prepare for the exam.
- Length: 600-700 words (excluding sources). Use short sentences and short paragraphs. Avoid the passive voice (“why was the road crossed by the chicken”) and avoid jargon.
- No citations/references required in text, but sources used must be listed. No limit on number of sources.
- At least **ONE** of the sources must be an academic, peer-reviewed article (to be located via Library article databases). If you are not sure if an article is acceptable, please ask me.

You will receive a mark out of 6 for each class project, but this mark is awarded only if you:

- (a) Did the initial reading
- (b) Attended the class discussions in which the class project was discussed
- (c) Handed in your paper on time (see above).

Group Presentation

25% of final mark

Each student will have the opportunity, as member of a group, to prepare and present on a designated theme. Presentations must be 20-30 minutes in length, and must contain:

- An interpretive discussion of the theme and why this theme is important
- An overview of the most important insights gained from the readings and additional research
- A set of conclusions and a statement of 2 topics/questions for further discussion, listed in order of importance, combined with explanations of why they are important.

In addition, presenters must prepare a brief *handout* containing:

- *An abstract/summary of 600 words of the main points made in the presentation*
- *Two questions/topics for further discussion*
- *A bibliography that lists the literature that you used. Make sure that this literature also includes sources relevant to the questions/topics for further discussion*

Handouts must be distributed at the beginning of the relevant lecture.

The quality of the Handout will be considered as part of the overall assessment of the presentation.

You are welcome to make use of audio-visual aids in presentations.

Sources: You have to research the theme and find your own sources. Please use the article databases on the Library website (such as ProQuest) to locate peer-reviewed, trustworthy publications on your theme. You will be assessed on how robust your information/sources are.

Criteria for assessment (in order of importance)

- Clear conceptualisation/definition of core concepts
- Ability to summarise main dimensions of the issue/theme clearly and succinctly
- Coherence and clarity of the central argument
- The degree to which data/information sources used are up-to-date
- Insight into contemporary and local relevance of the issue/theme
- Clear and persuasive verbal presentation
- Quality of the handout, including clarity of questions for further discussion (Quality = *clear, systematic, and informative*. See also requirements listed above)

I run a tutorial/discussion for each presentation group on Tuesdays at 2pm, two days before the group presents.

I expect presentation groups to do their own research and use a wide array of sources. Please do the relevant research and planning of your Presentation BEFORE the tutorial/discussion on your theme.

Written presentation evaluations

15% of final mark

You can earn an additional 15% by submitting an evaluation of three of the six presentations that you are not responsible for. **Three evaluations must be submitted to be considered for this mark**, and each of the evaluations will be marked out of 5.

Your evaluation must be based on the presentation criteria as set out above, and should not be longer than 350 words (one page). Evaluation of one presentation must be submitted by 2pm on the Tuesday following the presentation – submit in POLS 200-level dropbox, 4th floor, Arts Building). No need to use references, except if you directly cite a source.

In an evaluation, one usually provides a brief summary of the main point of a presentation, and then assess the presentation using one or more of the criteria listed above (see “Group Presentation”). If you think a presentation group did particularly poorly, please tell me how you would have approached the presentation if you were in the shoes of the presenters.

Tutorials

Six tutorials are used to develop your insights into various aspects of the Global Political Economy. Each of tutorials 2-6 will address a question that you have to prepare for the exam, so it is in your own best interest to participate in tutorials.

Exam

30%

A two-hour written exam contributes 30% of your final mark. The exam counts out of 250. The exam covers the whole course, including the class projects, questions discussed during the tutorials, and the group presentations. Questions related to the class projects will count out of 100 marks, while those related to the presentations and the tutorials count out of 50 marks. In preparing for the final exam you will have to prepare one question of your own wording for each of the presentation themes.

The answer to a 50-mark question in the exam will usually be 2-3 handwritten pages long, while the answer to a 100-mark question will be 5-6 handwritten pages long. However, plan your answers according to the TIME allocated in the exam, and not according to these approximate length guidelines. So, answering a 50-mark question should take you no longer than 20 minutes, while you should spend 45-50 minutes on a 100-mark question. **The quality of answers is more important than length, so use your time to plan your answers and carefully formulate your sentences. Use paragraphs to separate points/arguments that you make. The exam is as much a test of your ability to write clearly and persuasively as it is a test of your understanding of the content of the paper.**

The following are the criteria that I use in evaluating exam answers (in order of importance):

- Does the answer develop a solid argument (that is, does it make a clear and unambiguous statement/claim, does it back this claim up with relevant evidence and warrants for this evidence, and does it take note of possible counter arguments)?
- Are important concepts defined clearly?
- Is the content of the readings, class discussions, presentations, and/or tutorials addressed in the answer? (NB: I do not want you to simply memorize and repeat what is in the readings, presentations, and tutorials/lectures. Rather, prove to me that you can engage critically with the content of the lectures/readings/presentations.)
- Is the answer to longer questions (100 marks) in the form of an essay, with an introduction, a conclusion, and clearly demarcated paragraphs?
- Are formulations and sentence construction clear and unambiguous?
- Are answers legible?

OUTLINE & EXAMPLE OF CLASS-PROJECT PAPER

Outline (your class-project papers must have these components)

1. State the question as clearly as possible.

Let's say the first question that you have to discuss is "*What has been happening to global poverty since 1980?*" Obviously, this question is not precise enough, as there might be difference between "relative" and "absolute" poverty, and between "extreme" and "moderate" poverty. So, your first step must be to come up with a clear, unambiguous re-statement of the question that your class-project paper will deal with. In addition, *define the core concept(s) used in the question formulation* (in this example, the meaning of "global" is not obvious. Define it, and distinguish it from "international").

2. Briefly summarise responses that you located in your research.

These responses could be different opinions expressed in the literature, and/or they could be potential logical/theoretical responses to the question.

3. If there are conflicting viewpoints, tell the reader which of you agree with, and summarise the reasons why. (If necessary, you might also have to show why the alternate view(s) is/are wrong.

4. Conclude by stating your answer to the project question as briefly, and as clearly as you possibly can.

5. List sources

An example of what a class-project paper could look like:

Question to be discussed: *Does corruption worsen income inequality?*

Philip Nel (2018)

1. "Corruption" refers to a wide variety of practices (often categorised as "grand" vs "petty") that abuse entrusted authority for personal gain. The prime example of "petty" corruption is "bribery". For reasons that will become clearer, I focus on the latter and rephrase the question to: "*Does bribery worsen income inequality?*"

"Bribery" is used here to refer to the practice of illicitly demanding/paying a fee to access a public good (such as a public utility, a license, a legal pardon, a health service, and/or an education service). I distinguish between "bribe takers" and "bribe payers."

"Income inequality" refers to the relative dispersal of income between the residents of an economy. I distinguish between pre-tax income (market) income, and post-tax and -transfer (disposable) income).

2. The majority view in the literature is that bribery is a practice that harms the interests of the poor, as they have to pay more for "public goods". The middle class and rich also pay bribes, but the marginal cost to the poor is larger than to other classes, making them relatively poorer. Income inequality worsens as a result. Also, because bribery is often used by the rich and middle class to avoid taxes, the state has less revenue to redistribute to the poor, thus missing the opportunity to reduce income inequality through fiscal means.

An alternative view states that bribery can also be a tool that bribe payers use to gain access to commercial opportunities that they otherwise would not have. Bribe paying can be a rational response in situations where income-generating opportunities are limited, maybe because of a general lack of development, a small formal sector, and/or scarce employment opportunities. To generate an income, poor entrepreneurs turn to the informal economy. To open a small informal business, they have to pay bribes to get access to water/electricity, to be allowed to operate, and to get authorities to turn a blind eye to breaches of health and safety rules. Where the formal sector of the economy is small, bribes can assist the poor in augmenting their income, thus improving their income share relative to the rest. This applies to developing countries more than to wealthier states.

3. Which of these two viewpoints should we accept? Ultimately, one will have to do an empirical test to see what the data on bribery and income inequality can tell us. As I cannot undertake that empirical investigation here, *I want to explore the possibility that both positions are correct, but that their “correctness” refers to two different dimensions of income inequality.*

I distinguish between market income and net (disposable) income. The former refers to the income that a household (individual) receives from their productive activities, rents, and interest received. It is possible that some households, whose members cannot find work in the formal sector, or who do not have the means to start a formal business, turn to the informal economy to gain income. As access to the informal economy may depend on their willingness to pay a bribe, it is possible that poor households augment their income through this channel. As their market income thus increases relative to other income groups, inequality may be lower in societies where bribery is common.

However, this effect may be reversed when we look at net (disposable) income, that is, the income of a household after tax has been paid and after transfers have been received. Normally, disposable income inequality is lower than market income inequality, because the state uses tax revenue to transfer income/goods to the poor. Paying bribes to avoid tax (and other forms of tax avoidance) leaves less to redistribute to the poor. This is typically the case in many developing countries.

4. Thus, my answer is: “*It all depends.*” If there is a small formal sector and few employment opportunities, bribes may help the poor to augment their market income. However, their *disposable* income may be less than it otherwise could be. A small formal sector generates less revenue for the state, and tax avoidance can worsen this further. The state has less to redistribute, and the poor thus receive less in income transfers from the state.

(699 words, excluding sources)

5. Sources:

Dobson, Stephen and Carlyn Ramlogan-Dobson (2012), Why is Corruption Less Harmful to Income Inequality in Latin America? In: *World Development* 40, 8: 1534–1545.

Justensen, Mogens and Christian Bjornskov (2014), Exploiting the Poor: Bureaucratic Corruption and Poverty in Africa, in: *World Development*, 58, 106-115.

Meon, Pierre-Guillaume and Laurent Weill (2010), Is Corruption an Efficient Grease? In: *World Development*, 38, 3, 244–259.

Assistance for Students

Class Representatives

You will be asked to nominate class representatives who will meet with the Head of Department to provide feedback on each course. This is an important role which is valued by the department and can be added to the service section of your CV. OUSA provide training and resources.

ADDITIONAL SUPPORT

Any student should feel free to approach their tutor or lecturer, if they are having any problems or concerns with a course.

1. Student Learning Centre

The Student Learning Centre at the University of Otago provides support for students in reading, writing, study skills, note taking and much more. They even provide individual essay consultations and can assist with your grammar and essay planning. Check their website for information and contacts:

<http://hedc.otago.ac.nz/hedc/sld.html>

2. Maori and Pacific Students

Department contact:

Prof Philip Nel

Email: philip.nel@otago.ac.nz

Tel: 479 8665

Room: 4N10, 4th Floor, Arts Building

Humanities Division contacts:

Ana Rangi is the Kaiāwhina Māori – Māori Student Support Officer for the Division of Humanities. She is of Ngāti Porou/Ngāti Kahungunu/Whakatōhea/Ngāti Kuia/Ngāti Koata descent, and originally from Christchurch. Her contact details are: Room 5C9, 5th Floor, Te Whare Kete Aronui (Arts Building)

Email: ana.rangi@otago.ac.nz

Tel: 479 8681

3. Library Support

Politics Library Liaison

Office: Central Library (ask for Politics at the Lending and idesk)

Phone: 479 8976

Hours: Monday 10.00am – 1.00 pm (or by appointment)

Library Search Video Tutorial

This 3 minute video covers the basics <https://unitube.otago.ac.nz/view?m=qlUI54rkNHj>

Self Help resources

This guide offers tips and techniques in developing independent research & information skills.

<http://otago.libguides.com/selfhelp>

Library Website

The Library website provides online access to resources and services, including the Catalogue, Library Search, Article Databases, Group Room Bookings, Hours, Library Locations, Library News, New Books, Exam Papers, Subject Guides, and more!

Library Website: <http://www.otago.ac.nz/library>

Politics Subject Guides

These guides will help you find information for your assignments including articles, books, websites and more!

<http://otago.libguides.com/politics>

Ask a Question

Library staff at any Lending and i-desk are available Monday to Friday, 9am to 6pm. Try these people first to answer any questions you might have about using the Library and its resources. Phone: 64 3 479 8910 Email:

ask.library@otago.ac.nz

Study Smart

The Study Smart tab in Blackboard offers advice and links to services and resources to help you with your studies. It includes information about the Library, Student IT and the Student Learning Centre.

Referencing Guide: Using the *International Studies Association* Style

The following is a suggested citation and referencing style. You can use any standard style, as long as you do it consistently and with due observation of its conventions.

Information on other citation and reference styles is available at:
<http://www.otago.ac.nz/library/referencing/index.html>

ISA Citation and Reference Style

Citations

All citations should be specified in the text in the following manner:

- (a) If the author is named in the text, cite by year of publication:
... Emile Durkheim (1966) has suggested...
- (b) If the author is not named in the text, cite by last name and year of publication:
... It has been noted (Zinnes 1979) that...
- (c) If necessary, pagination should follow the year of publication, separated by a colon:
... It was argued (Modelski 1983:22) that by...
- (d) Dual authors should be joined by "and"; multiple authors should be listed in full on first citation and indicated by et al. thereafter:
... Other approaches (Snyder and Diesing 1977:392-97) concede...
... Many assume (George et al. 1971:271-72) that...
- (e) If an author has multiple references for any single publication year, indicate specific works by use of lower case letters:
... On the one hand (Lacan 1974a:45, Derrida 1977b:22) it is...
- (f) Series of references should be enclosed chronologically within parentheses and separated by commas with multiple works in the same year listed alphabetically by author:
... Proponents of the position (George 1982, Holsti 1983, Starr 1983) and many...
- (g) Citations from electronic sources: Citations for information found on the World Wide Web, an e-mail message, a listserv message or other electronic forms should follow the common in-text pattern of author, year and, if available, the page number. If the electronic source does not have page numbers, it is appropriate to use internal divisions such as section numbers or chapter headings to assist the reader in finding the original information.
... (CIA 1999, Afghanistan/Government)

References

The reference form is modified from the *Style Manual of the American Political Science Association* (Draft 1985) prepared by the APSA Committee on Publications. Works should be listed alphabetically by author, or by institution or title of any material not attributed to a specific author or authors. References should conform to the following format:

[NOTE: ISA prefers the use of full first names of authors, but you are welcome to use initials only]

- (a) References to **books** should list author(s), year, title, place of publication, publisher:

Von Mises, Ludwig. (1983) *Nation, State, and Economy: Contributions to Politics and History of Our Time*, translated by Leland B. Yeager. New York: New York University Press.

Strunk, William, Jr., and E. B. White. (1979) *The Elements of Style*, 3rd ed. New York: Macmillan.

- (b) References to **journal articles** should list author(s), year, and title of article, journal name, volume, issue, and inclusive pages:

Anderson, Benedict. (1983) The New World Disorder. *New Left Review* 193 (6): 3-13.

- (c) References to **works in edited volumes** should list author(s), year, essay title, volume title, volume editor(s), inclusive pages, place of publication, and publisher:

Weber, Max. (1984) Legitimacy, Politics and the States. In *Legitimacy and the State*, edited by W. Connolly. New York: New York University Press.

(d) Reference to **monographs** in a series should list author(s), year, title, series title, place of publication, and publisher:

Fromkin, Morris (1968) *The Limits of Recognition*. Singer Series on Law and International Society. New Haven, CT: Sanger.

European Convention on Transfrontier Television. (1990) European Treaty Series No. 132. Strasbourg: Council of Europe.

(e) References to **newspaper and magazine articles** should list author(s), date of the article, title, and magazine or newspaper.

... Authored article:

Sanger, David E., and William J. Brood. (2004) From Rogue Nuclear Programs, Web of Trails Lead to Pakistan. *New York Times*, January 4.

... Anonymous author:

Economist. (2003) The Shadow Men, April 26.

Use the in-text citation: (The Shadow of Men 2003)

(f) References to **Translations into English** should list author(s), date, title, and translator's Name etc. (see example below):

Freud, Sigmund. (1961) "The Ego and the Id." In John Strachey, ed. and trans. The Standard Edition of the Complete Psychological Works of Sigmund Freud. Vol. 19, London: Hogarth Press. (Original work published in 1923.)

(g) References to **sources in foreign languages** should list the English translation of titles of books and articles (in brackets, just after the original title); do not translate the names of well-known periodicals. Romanized or foreign language words after the first word (except for proper names and for nouns in German) normally begin with small letters.

(h) References to **Government Documents** should list "author(s)" and date, title (underlined) and the term, session, place of publication, and publisher:

...U.S. Congress, House. June 5, 1983. Congressional Record. 98th Cong., 1st sess. Washington: Government Printing Office.

...U.S. Congress, Senate Committee on Foreign Relations. April 1984. Report on Covert Aid to Central America. 98th Cong., 2nd sess. Washington: Government Printing Office.

...Reagan, Ronald. 1981. Papers of President Ronald Reagan. Washington: Government Printing Office. ...United Kingdom. 1879. Hansard Parliamentary Debates. 3rd ser., vol. 249.

(i) References for **electronic sources**:

...World Wide Web: The reference listing for a WWW citation should contain the author's name; date of publication or last revision; title of document; title of complete work (if applicable); URL; and date of access in parentheses:

Talbot, Strobe. (1999) The New Europe and the New NATO. Available at <http://www.mtholyke.edu>. (Accessed February 15, 2005)

Buzgalin, Alexandr. (2002) Russia and America: A New Twist in the Confrontation? Prism 8 (3):
www.Jamestown.com.

...Email Message: To document an email message, you need to provide the author's name; the author's email address, in angle brackets; the date of publication; the subject line from posting; the type of communication (personal email, distribution list) in square brackets; and the date of access, in parentheses:

Albright, M. <albright@state.gov> 1999, Jan.5. Statement on Cuba [Personal email]. (1999, January 29)

...Newsgroup Message: To document a newsgroup message, you need to provide the author's name; the author's email address, in angle brackets; the date of publication; the subject line from posting; the name of the newsgroup, in angle brackets; and the date of access, in parentheses:

Stratfor. <alert@stratfor.com>, 1999, Jan.29. Thailand/Myanmar. <STRATFOR/Global Intelligence Update> (1999, January 29)

(j) References to **television and radio programs** should list the station, date, and title of show:

...CBS News. November 18, 1984. Sixty Minutes.

...National Public Radio. September 10, 1984. All Things Considered.

Quotations

Quotations must correspond exactly with the original in wording, spelling, and punctuation. Short quotations within the text should be noted by quotation marks; longer quotations or extracts should be indented from the left margin and require no quotation marks. Changes and additions to quotations should be identified by bracketing; ellipses (...) should be used to identify omissions; emphasis added should also be indicated.

Text Footnotes

Footnotes should be linked superscript numbers and cited by superscript numbers after punctuation (except in case of colon and semicolon). Footnotes appear at the bottom of the page as

¹Text of footnote

PROGRAMME

Dates	Class	Class Readings	Tutorials	Tutorial activity
Week 9 (26 Feb – 2 March)	Tues: Orientation Thu: 1 st Class project question: <i>What are the three most important features of the global economy?</i>	Thu: Project 1: “Global economics”, Read http://www.economicsonline.co.uk/Global_economics/Introduction_to_the_global_economy.html & Brawley, M. (2009) “Globalization” in <i>The Princeton Encyclopedia of the World Economy</i> , available through Central Library, at https://search-proquest.com.ezproxy.otago.ac.nz/docview/189251383/694F8735162D4ECAPO/149?accountid=14700	No tutorials	No tutorials
Week 10 (5-9 March)	Tues: Complete 1 st class project Thu: Lecture and discussion: <i>Has globalization gone too far?</i>	Rodrik, D. (2017) Rebalancing Globalization, at: http://j.mp/2y3YDKs Walker, Andrew (2016) “Where on the elephant are you?” BBC.com, at: http://www.bbc.com/news/business-37542494	Tut 1: How do we explain populism? (PN)	Discuss: Rodrik, Dani (2017) “Populism and the economics of globalization,” https://drodrik.scholar.harvard.edu/publications/populism-and-economics-globalization
Week 11 (12-16 March)	Tues: Lecture and discussion on financial globalization (CC) Thu: Start with class project 2: <i>Who gains from trade?</i>	Project 2: Rudra, N & D. Tirone (2017) “Trade, Politics, and the Poor: Is Sen Right and Bhagwati Wrong?” <i>Studies in Comparative International Development</i> 52:1–22 (Available through Library electronic journals)	Tut 2: Why is trade policy politically so controversial? (CC)	Discussion of Amadeo, K (2017) “Free trade agreement pros and cons,” <i>The Balance</i> , at: https://www.thebalance.com/free-trade-agreement-pros-and-cons-3305845
Week 12 (19-23 March)	Tues: Complete 2 nd class project Thu: Start with class project 3: <i>What precipitated financialisation and what are its consequences?</i>	Project 3: Kotz, David (2008) “Neoliberalism and Financialization.” Unpublished paper, at: http://people.umass.edu/dmkotz/Neolib_and_Fin_08_03.pdf	Tut 3: Who elected the credit rating agencies? (CC)	Discussion of Martin Kettle: “The credit rating agencies are leading an assault on nations and people”, <i>The Guardian</i> , https://www.theguardian.com/commentisfree/2010/dec/16/credit-rating-agencies-downgrade-spain
Week 13 (26-30 March)	Tues: Complete class project 3 Thu: Start with class project 4: <i>Are we experiencing another double movement, as described by Karl Polanyi??</i>	Project 4: Karl Polanyi (1944) <i>The great transformation: The economic and political origins of our time</i> , Beacon Press. Read the Introduction by Fred Block, and Chapters 6 & 12, at: http://inctped.ie.ufrj.br/spiderweb/pdf_4/Great_Transformation.pdf	Tut 4: Is capitalism “natural”? (CC)	Discussion of “How natural is capitalism, exactly”, Unlearningeconomics blog, at: https://unlearningeconomics.wordpress.com/2012/02/14/how-natural-is-capitalism-exactly/
Week 14 (2 – 6 April)	Break		Break	

Week 15 (9-13 April)	Tues: Complete class project 4 Thu: Start with class project 5: <i>What are “institutions” and why are they important for development?</i>	Project 5: Acemoglu, Daron and James A. Robinson (2013) <i>Why Nations Fail: The Origins of Power, Prosperity, and Poverty</i> , Profile Books: Chapters 2 & 3. Available at http://norayr.am/collections/books/Why-Nations-Fail-Daron-Acemoglu.pdf	Tut 5: Comparing indicators of development (CC)	Discuss “Economic Development” http://www.economicsonline.co.uk/Global_economics/Economic_development.html & “Child Mortality Estimates”, at http://www.childmortality.org/
Week 16 (16-20 April)	Tues: Discussion of how-to-do-presentation for whole class. Thu: Complete Class project 5:		Tut 6: Why be concerned about inequality? (PN)	“Why we should care about inequality” http://www.worldbank.org/en/news/feature/2012/03/30/Why-We-Should-Care-About-Inequality
Week 17 (23-27 April)	Thursday: Presentation 1: Does ODA help?		Tue 2 pm: Presentation tutorial with Gp 1	
Week 18 (30 April-4 May)	Thu: Presentation 2: Will robots steal our work?	Thu: Evaluation of Presentation 1 due	Tue 2 pm: Presentation tutorial with Gp 2	
Week 19 (7-11 May)	Thu: Presentation 3: How large and important is the illegal global economy?	Thu: Evaluation of Presentation 2 due	Tue 2 pm: Presentation tutorial with Gp3 (No other tutorials)	
Week 20 (14-18 May)	Thu: Presentations 4 & 5: Is corruption good (4) or bad (5) for economic growth?	Thu: Evaluation of Presentation 3 due	Tue 2 pm: Presentation tutorial with Gp 4 (No other tutorials)	
Week 21 (21-25 May)	Thu: Presentation 6: Is foreign direct investment beneficial for the host economy?	Thu: Thu: Evaluation of Presentation 4 or 5 due (select one)	Tue 2 pm: Presentation tutorial with Gp 5 (No other tutorials)	
Week 22 (28 May – 1 Jun)	Tuesday 2pm: Discussion of exam Thu: Presentation 7: What has been happening to global extreme poverty, and why?	Tuesday: Thu: Evaluation of Presentation 6 due Tuesday 5 June: Evaluation of Presentation 7 due.	Tue 2 pm: Discussion of exam, followed by meeting with 7 th presentation group.	

* * *