Global Political Economy

26:790:541
Thursdays 5:30 – 8:10
CON 402

This course will provide students with an opportunity to develop in-depth knowledge of the global political economy of human inequality. We will learn about global inequality by focusing on two primary areas of inequality: labor, and health. Through a focus on these topics we will learn about some of the major issues underpinning global inequality, including citizenship and migration, equity in resource allocation, corporate power, public goods, international regulation, non-state actors, and activism, amongst other topics. Student learning in the course will be driven by examining particular case studies and policies in order to understand the global political economy, and the ways in its present functioning has a profound, but often inequitable, impact on people across the globe.

Assessment:

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<tr>
<th>Assignment</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Student Teaching Assignment</td>
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<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
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<tr>
<td>Research Paper</td>
<td>45%</td>
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<tr>
<td>Conference Presentation</td>
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Assignments

Participation is a very important component of your final grade (15%), as this class will be conducted as a graduate seminar. Your participation grade gives you an opportunity to be rewarded for consistently coming to class prepared to discuss the readings in depth. Participation grades are awarded on the basis of: 1. Attendance; 2. Coming to class prepared with your readings done, and engaging in the class in ways that demonstrate your careful reading of the assigned texts; 3. Collegiality: showing respect for your fellow students even when you might disagree, and actively working to make sure that everyone in the course has an opportunity to be heard, as well as listening intently to presentations.
Student Teaching Assignment: (10%) Working individually or in pairs, students will select one week of the class to focus their studies and gain a deeper knowledge of the topic for the week. For your assigned week, you will read further readings beyond those assigned as the required readings for that week. This will give you more extensive knowledge on the topic for that week. During the second half of the class in each of the weeks of Feb 4, Feb 11, Feb 18, March 10 students assigned to be ‘student-teachers’ for that week will teach their fellow classmates about the further information and insights they’ve gained on the topic. You may present this information informally, or through a more formal presentation, or if you prefer, through a class activity.

You do not need to provide a summary or a comprehensive account of the materials you have read: you can focus on the aspects that interest you the most. The assignment is intended to encourage students to realize that they are not merely passive recipients of knowledge in this class, but are also expected to produce and disseminate the knowledge they acquire.

This assignment is worth 10% of your final grade.

Annotated Bibliography: (20%) This assignment requires students to present the initial findings of their research, in preparation for your research essay. The assignment involves three parts:

1. An abstract: a maximum 300 word description of the proposed essay, outlining its main arguments. (For examples of abstracts, you may consult the journal articles we are reading in the class, most of which begin with a short abstract).
2. Choose 6 of the scholarly sources (i.e. books or peer-reviewed journal articles) that are useful in the writing of your essay. A maximum of two sources may be course readings, and the others must be research that you have conducted at the library. Write a short paragraph (200-350 words) on each of the 6 sources, on why the source is useful.
3. A full bibliography of all of the sources you intent to use in your essay (books, peer-reviewed journal articles, but also, for example: policy documents, newspapers articles, if relevant).

Annotated Bibliography Due Date: March 3rd

Conference Presentation: (15%) Students will present their research in the style of a professional academic conference. Further instructions about how to deliver conference presentations will be discussed in class on March 31st. The conference presentation is worth 15% of your final grade.

Research Paper: (45%) Students will write a research paper on a topic in global political economy of their choosing. The due date for the essay is April 28th.

Texts:
You are required to procure one text for this course (either in print or as an e-book):
Peter Dauvergne and Genevieve LeBaron, Protest Inc.: The Corporatization of Activism, Polity, 2014. For example, it can be purchased here:
http://www.amazon.com/Protest-Inc-The-Corporatization-Activism/dp/0745669492
All other readings will be posted on Blackboard (except the Student-Teacher Topic texts).

- Students with disabilities who require accommodation should work with the Office of Disability Services (973-353-5300). Also please let me know whether you require any accommodation, and we can work together with the Office of Disability Services to ensure that your needs are met.

- Students should also be aware of the services of The Writing Centre. The Writing Center offers writing tutoring and writing workshops.

- All students are required to be familiar with, and adhere to, the University’s Academic Integrity Policy (see also the University’s Academic Integrity site). Students who commit plagiarism will be reported to the Academic Integrity Facilitator, and may be subject to sanction. Sometimes students commit plagiarism ‘by mistake’ because they are unaware of what constitutes academic integrity – but it is your responsibility to be fully familiar with the University’s policy on academic integrity.

**SCHEDULE OF READINGS:**

**Jan 21**

Introduction

**Jan 28**

*Special Event*: Please come to the Robeson Gallery in the Robeson Center.
We will attend 30 minutes of an opening reception for the photography exhibit ‘…We Say Fight Back’ from 5:30 to 6:00 and then we will walk to class together at 6:00pm and resume our regular class from 6:00 to 8:10 to discuss the readings.
Details here: [http://artgallery.newark.rutgers.edu/exhibitions/we-say-fight-back/](http://artgallery.newark.rutgers.edu/exhibitions/we-say-fight-back/)

Labor, Migration and Citizenship
Case Study: Global Care Chains


Feb 4  
Production, The Global Supply Chain, and Labor Standards  
Case Study: Garment Production


Student-Teacher Topic: Global Logistics  
Resource:  

Feb 11  
Global Income Inequality  
Case Study: Food Production and Food Service


Sebastien Rioux, “Food retailers, market concentration and forced labour” *Open Democracy*, 24 February 2015. **Also, follow the links in the second paragraph of the article to read more about particular examples.


Also browse the websites of the following organizations:  
https://www.brandworkers.org/campaigns  

Student-Teacher Topic: Global Elites  
Resources:  
Feb 18  The Global Political Economy of Activism  
Case Study: The Corporatization of Dissent?  


**Student-Teacher Topic:**  
**Occupy Wall Street, Black Lives Matter, and the Criminalization of Dissent?**  
**Resources:**


Watch the full video of *American Policing: Lessons on Resistance*, Schomberg Center, New York Public Library.

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Feb 25  Research Meetings  
This week students will have the opportunity to meet with Dr. Howell on a one-to-one basis in order to discuss their research projects. Meetings times will be pre-determined.

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Mar 3  *** Note: Annotated Bibliographies due ***  

**Philanthropy and Global Health**  
**Case Study: The Gates Foundation – Philanthrocapitalism?**


**Mar 10**

**Pharmaceutical Corporations, Profit, and the Global South**

**Case Study: Offshore Clinical Trials**


**Student-Teacher Topic: The Global Economy of Surrogacy**

Resources:

Carolin Schurr & Laura Perler, *Trafficked’ into a better future? Why Mexico needs to regulate its surrogacy industry (and not ban it)* Open Democracy, 17 December 2015

Sayani Mitra, *When surrogacy fails: the biopolitics and hidden risks of the industry in India* Open Democracy, 16 December 2015


Mar 17  Spring Recess – No classes

Mar 24  Independent Research (No class)

Mar 31  Law, Equity and Global Health
Case Study: Indonesia’s Virus Sharing Refusal


*Note: we will spend the second half of this class discussing how to give a successful conference presentation, in preparation for the student conference.

April 7  Global Mental Health and Poverty: What are the Connections?
Guest Speaker: Dr. Jijian Voronka, SSHRC Post-Doctoral Fellow, WGS


April 14  Conference Panel I

April 21  Conference Panel II
April 28       Wrap-Up  (Note: Research Papers Due)