

York University
Faculty of Liberal Arts & Professional Studies
Department of Economics
Fall 2020

AP/ECON 3199 A 3.00
Approaches to Global Economics

Instructor:

Dr. Ricardo Grinspun
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Office hours:

By appointment (contact me to set a time at ricardo@yorku.ca).

Class time and location: Thursday 5:00-8:00 pm, online with Zoom link. This course will be delivered remotely/online with synchronous class sessions: the delivery will be on the Day(s) and Start Time listed here.

Email contact: Write the course number in the subject. I will strive to respond to student emails every two or three days.

Important dates:

First class: Thursday, September 9

Last day to enrol without permission: September 21 (***please note there will be no allowance for late enrollers in terms of attendance, participation score, and late assignments***)

Last day to enrol with permission: October 5 (***please note that no permissions will be given to students who missed the first two classes***)

Fall Reading week: October 9-15

Last day to drop course: November 12

Last class: Thursday, December 2

Dates for submission of assignments: First assignment due 25 September. Remaining dates to be announced in the eClass website.

Course Credit Exclusions: AP/ECON 3190 3.00, AP/POLS 3270 3.00, AP/POLS 3275 3.00.

Course description: This course explores alternative approaches to the global economy, emphasizing structural and policy-related aspects. We focus on an ecological approach in which the global economic system is seen as a sub-system of the biosphere, and considers how we can make our economy sustainable. We introduce concepts of gender and economics, discussing the role of women in global markets. We also address the gap between rich and poor nations and the

role of transnational corporations in the global economy. Finally, we discuss global governance and the implications of globalization on local, national, and international economic life. A cross-cutting theme is the nature of Canada's insertion in the hemispheric and global economy.

Learning objectives:

- To identify key issues that relate to the global economy. In particular, we explore questions of environment and sustainability, global inequality, gender and economy, trade and finance, human security, international political economy, and the global-local link.
- To discuss approaches arising from economics, political economy, ecology, and gender, to the study of these questions, and to identify their strengths and weaknesses.
- To engage in policy debates that draw both from neoclassical economics as well as interdisciplinary and alternative approaches to the global economy;
- To enhance the ability to conceptualize social problems and to pursue meaningful, participatory citizenship through informed discussion of key societal issues;
- To pursue these objectives in a way that promotes student-centred learning and development of critical thinking and writing skills.

Methodology: We work toward these objectives through a participatory methodology that goes beyond the traditional classroom model. Although we cannot avoid evaluation and grades, our approach to policy questions is that there is no unique “truth” or a single recognized “authority” that imparts such a truth. Thus, the class is constructed from the active contributions of both students and the instructor.

We use heterogeneous sources to allow for a variety of viewpoints on key policy issues facing industrialized and developing countries. For example, one author may see globalization as an essentially beneficial process creating broad opportunities for prosperity and development, while another one may have serious reservations about negative economic, social and ecological repercussions. Through the exposure to multiple perspectives, students critically develop their own views.

The course emphasizes interdisciplinary approaches to policy design, implementation and evaluation. The assumption is that economic policy should not be designed exclusively on the basis of neoclassical theory. Thus, the course benefits from students who have different disciplinary backgrounds and hold diverse perspectives on the policy issues at hand. Students are exposed to mainstream (i.e., neoclassical) economic approaches to the global economy, as well as alternative approaches arising from political economy, developmental, gender, and environmental perspectives. Students are encouraged to explore the theoretical underpinnings that underlie contrasting approaches and which lead to diverse positions on key policy issues, as well as to substantively debate the merits and impacts of different positions.

Course modules:

Corporate globalization

Ecology and globalization

Foreign investment, finance and debt
Economic integration and trade
Global governance: Focus on climate change

Required texts: The following four books are required [in parenthesis how we label each one]:

[Ellwood Globalization]: Wayne Ellwood, *The No-nonsense Guide to Globalization*, fourth edition, Toronto: Between the Lines, 2015.

[Clapp & Dauvergne]: Jennifer Clapp and Peter Dauvergne, *Paths to a Green World: The Political Economy of the Global Environment*, second edition, London: England, 2011.

This book is available online as an ebook at the York library.

[Ellwood Degrowth]: Wayne Ellwood, *The No-nonsense Guide to Degrowth and Sustainability*, Toronto: Between the Lines, 2014.

[Stiglitz]: Joseph Stiglitz, *Making Globalization Work*, New York: Norton, 2007

Expectations from the student:

Classes: Classes will be structured as a combination of frontal lecture, write-to-learn activities, class discussion, and small group discussion. You are expected to attend and actively participate in all class activities. Questions and comments are welcome and encouraged.

Class participation, assigned readings, and written assignments: Readings will be from assigned materials (at the rate of about 4 articles and/or chapters per week), and the expectation is that you read *before* coming to class. Active class and small group participation that demonstrates comprehension of the assigned readings is an essential component of the course. Five (5) written assignments are also required (due dates to be announced). The assignments consist of brief essays based on the assigned readings and class discussion. See the attached sheet on *Guidelines for Classroom Participation and Preparation of Written Assignments*.

Focus of class activities: As mentioned, class time will be divided between lecture, write-to-learn activities, class discussion, and small group work. Please note that formal lecturing will be limited, which means that no effort will be done to systematically cover all the material in class. You are responsible to cover all the material through your preparation of the written assignments. Class discussion will be oriented to highlight key concepts, ideas and issues as well as to engage in policy debate. We will also pursue topics beyond the presentation in the readings (for example, by presenting alternative perspectives and discussing current issues). The thrust of class effort will be to promote student-centred learning and critical thinking around global economic issues.

Absenteeism: Given the participatory nature of the class, *absenteeism is strongly discouraged, and will significantly affect the student's participation grade*. Students will sign an attendance sheet every class [attendance recorded through Zoom logs]. You must indicate if you were late for class or intend to leave early. Signing in for another student will be treated as an act of academic dishonesty. As a way to recognize the occasional problem (e.g., flu, jury duty, travel, and personal problems), you are allowed to be absent from one (1) class during the semester

without any penalty. *Aside from exceptional circumstances, no further consideration of minor illness or other personal problems will be allowed. Students who enrol late in the class do not get a special allowance.* Students who miss 1/3 or more of the classes without a major reason will fail the course.

Academic honesty: Conduct that violates the ethical or legal standards of the University community or of one's program or specialization may result in serious consequences. Students should look at the *Senate Policy on Academic Honesty* which is found in the *Academic Integrity for Students* website, <http://www.yorku.ca/academicintegrity/students/index.htm>. You are encouraged to familiarize yourself with this Senate legislation and the other materials provided in this webpage. The instructor is particularly concerned about the availability of services offering to write student papers for a fee. See the *Addendum on Academic Honesty – Paper writing services* below.

Turnitin: In an effort to enhance academic integrity and prevent plagiarism, the instructor will use Turnitin (<http://www.Turnitin.com>), a commercial Internet-based search service available through eClass.. See attached sheet on *Guidelines for Classroom Participation and Preparation of Written Assignments* for further information.

Evaluation:

Written assignments	65%
Attendance and participation*	35%

*Includes participation in group work and class discussions (25%) and attendance (10%).

Note: This course will be organized as a guided writing course.

Important notice about the grading scale: Assignments (or their components) and participation in this course will be graded on a letter or point scale and with a marking rubric that will be announced in class. *The instructor will **not** use the regular FL&APS conversion table to convert percentage grades to letter grades.* The instructor will determine a conversion scale from total point scores accumulated by the student during the semester to final letter grades based on the performance of the students and the distribution of point scores in the class. Information about the distribution of scores for each of the assignments will be provided on a timely basis so students can remain apprised of their standing in the course. *For students aiming for an “A” in the course, it is a requirement that you obtain an “A” average in the written assignments **and** an “A” in participation.*

Academic concerns: If you are encountering problems which are affecting your academic progress, (e.g., attendance at classes, participation in class, understanding reading material, completing assignments), or have any other academic concerns, contact immediately the instructor to discuss your situation. If a personal situation is impacting on your academic performance, refer also to Personal problems below.

University policies:

Senate Policy Regarding Academic Accommodation for Students with Disabilities: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established [by Senate]. (For further details see the [Senate policy](#)).

Religious observance: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents.

Resources:

Learning Commons: The Learning Commons brings together academic learning supports to help students with areas such as writing, library research, citing, time management, study skills, exam preparation, English language support, career planning and much more. Remember we are still very much here to support students' academic success through our on-demand and bookable virtual services (e.g., via chat or zoom), online workshops and online tutorials, especially SPARK. Connect with us today! Go here: <https://learningcommons.yorku.ca/>

Important SPARK resource for writing papers: I strongly encourage students to work through the Spark resource website on student papers and academic research at the York University Libraries: <https://spark.library.yorku.ca/>. SPARK (Student Papers and Academic Research Kit) is a modular, online tool which helps students to identify and develop the skills required to write academic essays. SPARK is divided into thirteen modules, each taking 8-10 minutes to complete, and describes strategies for such skills as time management, library research, academic reading, and revising draft essays. Again, I strongly encourage students to complete the thirteen modules.

The Writing Centre: Effective writing allows us to articulate, expand and clarify our thoughts. In university, writing is the main means by which students engage thoughtfully with course themes and communicate their ideas to their instructors. At York University, we recognize the importance of effective writing and also how challenging writing can be. Through its individual writing instruction and its group seminars, the Writing Centre helps students to become successful and confident writers. The Writing Centre offers individual instruction in all aspects of writing. For further details, go to <https://www.yorku.ca/laps/writing-centre/>. The website includes useful links to writing support, resources, videos, workshops and more.

ESL students: Students for whom English is a Second Language are encouraged to register and use the services of the ESL Open Learning Centre (ESL-OLC). The Open Learning Centre offers support to students registered in credit courses at York University, in any degree program,

and is free of charge. Graduate and undergraduate students are welcome. For details, go to the website at <http://eslclc.laps.yorku.ca/>.

York International: York International is the central international education office of York University. If you are an international student at York; if you are considering studying or doing an internship abroad; or if you want to participate in international activities in campus, visit <http://international.yorku.ca>.

Disability and Accessibility services: Please visit the Student Accessibility Services Home Page at <https://accessibility.students.yorku.ca/> for links to a variety of disability-related resources and services at York University.

Personal problems: If you are facing personal problems, you are encouraged to contact Student Counselling, Health & Well-being. Please check the services available, important links and contact information at <https://counselling.students.yorku.ca/>. In case of personal crisis, call <https://good2talk.ca/> at any time -- this is a helpline for Ontario students open 24/7.

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Please don't hesitate to ask if you have any questions. I look forward to working with you, and hope you will have an enriching semester!