

York University
Faculty of Liberal Arts & Professional Studies
Department of Economics
Fall 2022

AP/ECON 3199 A 3.00
Approaches to Global Economics

Instructor:

Dr. Jeff Quattrociochi
e-mail: jeffqfac@yorku.ca

Office hours:

Via Zoom, by appointment (contact me at jeffqfac@yorku.ca)

Class time and location: Monday 5:00-8:00 pm, SLH C.

Email contact: Please write the course number in the subject. I strive to respond to student emails within 24-48 hours.

Important dates:

First class: Monday, September 12

Last day to enrol without permission: September 20 (***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 4 (***please note that no permissions will be given to students who missed the first two classes***)

Fall Reading week: October 8-14

Last day to drop course: November 11

Last class: Monday, December 5

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:

- 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.
- Discuss approaches arising from economics, political economy, ecology, and gender, to the study of these questions, and to identify their strengths and weaknesses.
- Engage in policy debates that draw both from neoclassical economics as well as interdisciplinary and alternative approaches to the global economy;
- Enhance the ability to conceptualize social problems and to pursue meaningful, participatory citizenship through informed discussion of key societal issues;
- 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 formal 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. 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. Students experiencing exceptional circumstances that result in multiple absences from class should contact the instructor as soon as possible.

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.

Grading: Assignments in this course will be graded with a marking rubric that will be announced in class. The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

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 the instructor immediately 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://eslolc.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.

* * *

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!

Addendum on Academic Honesty – Paper writing services

The course director notes with extreme concern the availability of services offering to write student papers for a fee (sometimes referred to as “paper mills” or “ghostwriting”). The hiring of such a service is viewed as an extreme and egregious form of academic dishonesty. According to university regulations, penalties for academic dishonesty range all the way to expulsion from the university. Students should be aware that the maximum feasible penalties according to University regulation will be recommended when a student engages in this type of academic dishonesty. Such disciplining could lead to severe, perhaps life-changing consequences for the student’s academic and professional career.

Each student in the class will sign a statement indicating they have read and understood the course director’s approach to academic dishonesty. Student assignments will not be graded until their signed declaration has been received.

Student Declaration

Student name (print full name): _____

Student number: _____

I understand that hiring the services of an individual or a service provider to write one of my papers constitutes an extreme act of academic dishonesty according to York University regulation. I also declare that I am aware of the course director’s approach to such an act of academic dishonesty, as stated above.

Signature:

Date:

Approaches to Global Economics

Guidelines for Classroom Participation and Preparation of Written Assignments

Required assignments: Written assignments will be a key component of course evaluation. There will five (5) written assignments in the semester. The assignments consist of brief essays based on the assigned readings. The instructor will provide you with a question to focus your essay.

Formatting: The length of the essay should be between 800 and 900 words, typed in the computer double spaced using Times New Roman 12 point font. *Essays that have 951 or more words will not be read and will be assigned a zero score.* There is a feature in word processing software that allows you to count words. Pages should be numbered. At the top of the first page you should write:

Assignment 1

815 words

Submitted: September 25, 2022

Submission: You should submit your assignment electronically to a Turnitin assignment (in the eClass website), an Internet-based search service to enhance academic integrity, before the deadline (the specified time and day).

eClass class website: It is essential that you check the class website on a weekly basis for updates. You have been already automatically enrolled in the eClass class, and you should see it under “My courses” when you login. You access eClass using your Passport York login and password. Let me know if you have problems.

Electronic submission in Turnitin: Access to Turnitin is directly through eClass. You should submit each assignment directly to the Turnitin assignment that I will create within eClass. Further instructions will be given in class in terms of submitting your work to that service.

Questions regarding Turnitin: Turnitin is supported by York University. The York website says (<http://www.yorku.ca/academicintegrity/students/Turnitin-students.htm>):

Turnitin is an Internet-based service created at the University of California, Berkeley. Essentially, Turnitin scans submitted works for similarity to material in public web-sites, academic journals, papers purchased from an essay mill, etc., and to essays and assignments concurrently or previously submitted to Turnitin, which are stored in a database. Through Turnitin, matches of as few as 8 consecutive words can be detected.

After scanning, sections of a submission are outlined in colour in an originality report to the course instructor (which will be visible to the student submitting).

Turnitin does not determine if plagiarism has occurred. The determination of a potential breach of academic honesty and the decision to proceed with a charge is made entirely by the professor.

Turnitin is available to all full-and part-time York instructors for their use on a voluntary basis. Students are asked to voluntarily submit their work to Turnitin when instructors wish to use the service in their classes.

Further information on Turnitin: York University has established that instructors may require the use of text-matching software in their courses to verify the originality of student's written course work and/or as a learning tool that students may use to avoid inadvertent plagiarism. Students have the right to opt out of using text-matching software and to choose an alternative method for assessment of their work. Instructors requiring the use of text-matching software in a course are obligated to provide alternative methods for assessing the authenticity of a student's work for students who elect not to use the text matching service software. In this course, I have chosen the following method from the list of recommended alternative methods at York (see <http://www.yorku.ca/academicintegrity/textmatching-guidelines.htm>): *Taking an oral examination on each of the five written assignments directed at issues of originality.* For further information about your rights and obligations in regards to Turnitin, please go to the Guidelines for the Use of Text Matching Software Services in the same website. Please contact me if you have questions or concerns regarding the use of Turnitin.

Late assignments: The grading scheme of the written assignments provides an incentive to those who submit on time. If you don't submit the assignment by the deadline (time and day), you lose 2% of the points on that assignment *per weekday*, as long as you present it within two weeks. After two weeks, the assignment is worth 75% of its original value (and you can submit it by the last class of the semester). To provide flexibility for personal circumstances, you are allowed to be late *up to two weeks* in submitting *one assignment* during the semester, without any penalty (however, all assignments must be submitted by the last day of class). *Given this flexibility, no further consideration of minor illness or other problem causing a delay in handing of assignments will be allowed. Students who join the course late and consequently submit the first assignment late do not get any extra allowance.*

Technical problems with Turnitin: If you are facing technical difficulties in your submission to Turnitin, you should contact the eClass helpdesk immediately (by writing an email to askit@yorku.ca) . If your submission is being delayed, send an email to the instructor attaching the assignment and explaining how you are dealing with the technical difficulty. You must submit to Turnitin as soon as possible. Important note: do not allow technical problems submitting to Turnitin to linger. You must solve these problems expeditiously.

Nature of the assignment: The purpose is to write a brief opinion article, such as you will find in the opinion pages of major newspapers. Read a few of these pieces before you tackle your first

assignment (see the link to the *Resources* page in the website). Shy away from formal academic writing. In particular, there is no need to use detailed references to works cited (you can simply refer to the books as “chapter 1 in Ellwood Globalization” or “Stiglitz”). Do not use headings, footnotes, reference list, or academic and technical jargon. Keep in mind the reader is an intelligent and well informed person who is not necessarily an expert on the topic. An effective opinion piece will demonstrate full understanding of the issue at hand and the various competing perspectives, while strongly arguing for adoption of a particular position. It should be opinionated, but in an articulate and informed way. Refrain from using emotional language but allow yourself to be passionate about your beliefs. Avoid falling in the trap of supporting a particular position because you think the instructor prefers it. The instructor routinely gives high scores to assignments with views he does not share, and low scores to assignments with views he shares – as well as the opposite. In other words, the instructor evaluates the quality of the assignment, not a particular position. You are more likely to write an effective assignment if you believe in what you write!

Evaluation of assignments: The evaluation is based on the overall effort and quality of the work. The marking rubric for the assignments will refer mainly to four inter-related criteria that advance the objectives of the course:

Write effectively (WE) – This is the ability to write effectively and express ideas in a clear and concise way (thus, the requirement to write *brief* essays). Some elements to look for: clarity of expression, logical flow of ideas, and effective use of language. Please note that grammar, syntax and punctuation do not carry a heavy weight in the marking, but poor skills in these areas may affect your ability to express ideas effectively.

Reading comprehension (RC) – This is the overall effort and ability to comprehend the readings. Elements to look for include: 1) your assignment provides evidence that you have carefully read the assigned readings (and not only the first two and the last two pages...); 2) your essay demonstrates you understand (or are doing an effort to understand) the key ideas and arguments presented in the readings; and 3) you identify those areas / ideas / arguments that you don’t understand well, and which require further clarification;

Critical writing skills (CWS) – This is the overall ability to apply your critical thinking skills to your written assignment. Elements to look for include: 1) you identify strengths and weaknesses in the author’s presentation; 2) you analyse the articles using critical methods such as: compare, contrast, evaluate; 3) you evaluate and criticize from a theoretical and/or policy perspective; and 4) you compare the reading to other authors / readings / theories / positions.

Personal position (PP) – This is the overall ability to develop an informed and thoughtful personal position on the policy question at hand. Needless to say, the “acceptability” of your personal views on specific policy issues is not part of the evaluation and you are strongly encouraged to develop your own perspectives. Elements to look for include: 1) are you reacting in an informed fashion to the reading (do you like it? do you dislike it? why?); 2) are you addressing in a logical, informed, persuasive way the specific questions presented by the instructor; 3) are you bringing up your own relevant experiences and concerns; and 4) in general, are you presenting a coherent, well thought-out position on the topic?

Feedback on the assignments: Feedback will be provided in a number of ways:

- Assignments will be graded with an overall score and also separate scores according to the marking rubric, so you can identify areas where you can improve.
- Students are encouraged to discuss their assignment with the instructor (and the teaching assistant, if there is one) to receive additional feedback.

Focus of class activities: Class time will be divided between lecture, write-to-learn activities, class discussion, documentary films, and small group work. Please note that formal lecturing is not planned, 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 reading and the 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.

Class participation and assigned readings: Given the nature of the class, it is crucial that students read their assigned readings before coming to class. Active class participation that demonstrates comprehension of assigned readings is required. I will provide you with oral guidelines each week on how to direct your reading. Following an introduction by the instructor, students will be requested to discuss the reading assignments and the topic for that week. Class time will be organized in various ways. A main tool will be small group work, followed by written and verbal reports to the whole class and general discussion.

Evaluation of participation: The evaluation will be based on the *quality* of your participation in class: Do you participate actively, consistently and effectively in class? Does your participation demonstrate an effort to comprehend the assigned readings and the issues raised in class? Is your intervention relevant to the discussion at hand? Are you trying to use your knowledge and apply analytical skills in your intervention? Are you contributing in a thoughtful and serious way to the evaluation of participation by your peers? You should strive to: have a meaningful and ongoing participation in class; be respectful of other students and/or their views, particularly when you disagree; and always raise questions, concerns, or point to areas you don't understand well. Needless to say, students who consistently abstain from participation will receive a poor evaluation. Students will participate in the evaluation of class participation of their peers, and this will impact on their own participation score. Please feel free to raise any concerns about participation with the instructor.

Absenteeism: Given the participatory nature of the class, *absenteeism is strongly discouraged, and will significantly affect the student's grade. Absenteeism will affect both the attendance and participation grades.* Students will sign an attendance sheet every class. You must indicate if you were late for class or intend to leave early. Signing in for another student will be treated as a

serious 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.* If you miss a class, it is your responsibility to obtain notes and updates from a fellow student.