

College of Arts & Sciences

Political Science/WGSS

**Inequalities and Resistances**

**In**

**The Global Political Economy**

**POL 5181/6081**

 **WGS 4181/7081**

Mondays 2:30-5:30pm

Swift 816

(will move to Poli Sci seminar room on 1116 Crosley by 2nd class)

**Dr. Anne Sisson Runyan**

**Spring 2017**

**1/9-1-24**

**Faculty Info**

# Dr. Anne Sisson Runyan

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**Anne Sisson Runyan,** who holds a PhD in International Relationss, is Professor of Political Science and former Head of the Department of Women’s, Gender, and Sexuality Studies Department at the University of Cincinnati, where she also directed the Taft Research Center. She was among the pioneers of the fields of feminist International Relations (IR) and International Political Economy (IPE), co-founding and leading the Feminist Theory and Gender Studies Section of the International Studies Association, co-authoring one of the first foundational texts in feminist IR and co-editing one of the first feminist IPE analyses of globalization. She recently served as the Fulbright Visiting Research Chair in North American Integration at York University in Toronto, Canada engaging in research on her next book on contesting gendered nuclear colonialism. Her most recent books include *Global Gender Issues in the New Millennium, Fourth Edition* (Westview Press 2014; fifth edition entitled *Global Gender Politics* in progress), *Feminist (Im)Mobilities in Fortress(ing) North America: Rights, Citizenships, and Identities in Transnational Perspective* (Ashgate 2013), and *Gender and Global Restructuring: Sightings, Sites and Resistances, Second Edition* (Routledge 2011). She is an Associate Editor and Book Review Link Editor for the *International Feminist Journal of Politics*, for which she organized and hosted its fifth international conference at UC, and serves on several other editorial boards. She has taught in the US, Canada, Mexico, the Netherlands (and soon Egypt) and currently teaches graduate and undergraduate courses on feminist IR, IPE, and security studies.

# Syllabus

Program Name**: Political Science and WGSS**

Course Title: **Inequalities and Resistances in the Global Political Economy**

**Course Number: POL 5181/6081 and WGS 4181/7081**

**Semester**: **Spring 2017**

## Course Description

This Political Science undergraduate capstone and graduate seminar as well as Women’s, Gender, and Sexuality Studies (WGSS) undergraduate and graduate elective, which also counts for International Studies and Human Rights undergraduate programs and a Poli Sci doctoral concentration in Feminist Comparative and International Politics and a WGSS graduate certificate, examines the production of and resistances to global inequalities through critical, and especially feminist, perspectives on the global political economy (GPE). It will focus on critiques of the rise and effects of neoliberalism as an ideology, subjectivity, restructuring process, and governance modality under late capitalism. In addition to exploring thought on and empirical evidence of the massive socio-economic and political disruptions, dislocations, inequalities, and environmental degradations associated with global restructuring and the neoliberal order and reactions to them, this course will particularly concentrate on critical and feminist analyses of global finance and the global financial crisis and include research on and approaches to studying resistances to global restructuring.

Through readings, videos, discussions, and written assignments, including a culminating paper (either capstone or general) on a proposed topic within the broad scope of critical GPE which we will workshop in class, we will consider such questions as:

What is the relationship between the GPE and global inequalities? Are there fundamental shifts underway in the GPE that are exacerbating inequalities and other pathologies on a global scale and how do we apprehend and critique this global restructuring?

Why and how do critical (such as (neo)Marxist, feminist, poststructural, and postcolonial) perspectives on the GPE challenge (neo)positivist approaches for their ahistorical, unitary and exclusionary state-market relations focus, their non-constructivist “problem-solving” orientation, and their normative support for the status quo of neoliberal global capitalist relations and the inequalities and degradations they (re)produce?

How do various critical perspectives differ and intersect in terms of their analyses and their contributions to understanding the GPE, the inequalities associated with it, and openings for resistances to them?

Are neoliberal logics not only undergirding global economic restructuring, but also endangering democratic politics and, if so, how?

How have feminist GPE scholars in particular foregrounded the GPE as mutually constituted by social identities, social relations, institutional structures and practices, and symbolic processes which reveal the neoliberal logics and intertwining of productive, reproductive, and virtual economies?

How is the global financial crisis and its aftermath being normalized materially and narratively? And how are critical/feminist GPE scholars challenging this depoliticization?

How can we reconceptualize resistance to inequalities, expulsions, and degradations in what some refer to as a post-political world?

##

**Course Credits: 3/4**

## Textbook(s): (Available in UC and Dubois Bookstores and on Amazon—see also library availability below)

**Required:**

Brown, Wendy. 2016. *Undoing the Demos: Neoliberalism’s Stealth Revolution.* New York: Zone Books. (in hdbk—cheapest on Amazon; 5 copies available thru OhioLink; multi-use ebook on order)

Hozic, Aida and Jacqui True. 2016. *Scandalous Economics: Gender and the Politics of Financial Crisis*. Oxford: Oxford University Press.(pbk or kindle ebook—also multi-use ebook in UC catalogue provided br OhioLink)

Sassen, Saskia. 2014. *Expulsions: Brutality and Complexity in the Global Economy*. Cambridge, Mass.: Belknap Press of Harvard University Press. (pbk or kindle ebook; just went missing in UC library, but 9 copies available thru OhioLink; multi-use ebook on order)

Shields, Stuart, Ian Bruff, and Huw Macartney. 2011. *Critical International Political Economy: Dialogue, Debate and Dissensus*. Basingstoke, UK: Palgrave Macmillan. (pbk or kindle ebook; 2 copies available thru OhioLink; a UC library ebook of 2016 reprint can be accessed by 4 readers at time)

**Additional Resources:**

Additional readings listed in the Course Outline provided in attachments in the Learning Modules in Blackboard. Additional suggested readings and resources on varying topics will also be provided during the course.

## Course Objectives:

**Students who complete this course will:**

Understand the nature and extent of global inequalities, expulsions, and environmental degradations produced in the global political economy

Evaluate the range of critical perspectives in the field of International/Global Political Economy

Analyze finance capital and the Global Financial Crisis through critical and particularly feminist International/Global Political Economy perspectives

Appreciate the challenges, but also multiple forms, of resisting crises and inequalities in the global political economy

## Learning Activities

A variety of learning activities are designed to support the course objectives, facilitate different learning styles, and build a community of learners. Learning activities for the modules include the following:

1. Reading textbook assignments
2. Reading other articles as assigned
3. Viewing lectures and videos

4. Generating discussions by posting weekly questions on the assigned readings on Discussion Board and posing them for discussion in class.

5. Completing writing assignments, including one evaluative essay on readings and a culminating research paper on a proposed topic of your choice within the broad category of critical GPE which you will also present in class.

Specifically, students are required to:

1)**Attend** weekly seminars and come fully prepared for class discussions by **completing the** **readings** assigned for each seminar meeting in advance. (Most videos listed and hyperlinked in Course Outline/Learning Modules in Blackboard will be viewed in class, but students can also look at them in advance should they wish to help think about the readings.)

2)Prepare **3 questions for discussion based on the readings for each week beginning Week 2 through Week 10. Post them on the Blackboard discussion board forum at least one day in advance of the class they are for.**  To stimulate class discussion, questions should be designed to further clarify and/or excavate ideas, draw parallels and differentiations in analysis, elucidate debates in the literature, and/or relate to past or contemporary phenomenon to show familiarity with the readings and make for lively discussion. Films and other A/V materials will be interspersed in the course to generate additional discussion and students may also attach/post resources/urls with their questions on the discussion board forum. Each student will pose one question in class and lead the discussion on it. **Questions for discussion and discussion leadership @ 5 points per week for 9 weeks = 40 points (or 40%).**

3)Prepare and submit via Blackboard Assignments **one** **5-6-page evaluative essay (double-spaced in Word) based on the readings in Module 1** in which you evaluate some major ways (at least 2) that at least three critical perspectives challenge orthodox IPE and challenge each other. **Due 2/13 (Week 5) before class** **= 20 points (or 20%).**

4)Prepare and submit a **final research paper (12-15 double-spaced pages plus references for undergraduates (capstone or otherwise); 15-20 double-spaced pages plus references for graduate and high honors students)** on a proposed topic related to the course subject matter. Students will **first submit (through Blackboard Assignments) a 3-4 page proposal**, which includes the focus of their paper and its main thesis/argument, the theoretical framework and methodological approach you plan to employ, and a preliminary outline and bibliography (can use some course materials, but must include at least 6 additional academic sources). **Due before class on 2/27 (Week 7) = 10 points (or 10%).** Possible topics and more detailed proposal and paper development guidelines will be discussed during our Week 5 class and once I have provided feedback on your submitted proposals, we will workshop the proposals in our Week 8 class and have session with the Political Science/WGSS librarian Sally Moffitt during our Week 9 class to help you with further resources. Revised proposals by 3/27 (Week 10) for grading. The open Discussion Board Forum in Blackboard can also be used to post ideas works in progress to solicit student feedback and students are also encouraged to meet with me individually.Your **final research paper (which must include at least 10 external resources, mostly academic) is due 4/24 by 11:55pm = 30 points (or 30%).** However, you will present on it in progress on 4/17 (Week 13) and submit the draft you have by then for me to provide final feedback before final submission.

## Grading Policy

**Method for Calculation of Course Grade**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assignment** | **Week One** | **Module One** | **Module Two** | **Module Three** | **Total****Points** |
| **Participation in Discussion Board Forms through question posts** |  | 15 | 25 |  | **40** |
| **Essay Assignment** |  |  | 20 |  | **20** |
| **Research Paper Proposal** |  |  | 10 |  | **10** |
| **Final Research Paper** |  |  |  | 30 | **30** |
| **Total Points** |  | **15** | **55** | **30** | **100** |

## Grading Scale

Grading (points/percentages) will follow the University schema: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; below 60 = F

**General Grading Rubrics for Submitted Work**

A work: follows assignment instructions well and creatively, uses key and compelling course content and/or additional sources to show mastery of it in exploring and organizing ideas, uses language that is clear, fluid, and skillful with hardly any errors

B work: mostly follows assignment instructions, uses relevant course content and/or additional sources to develop, explore, and organize idea(s), uses clear language that conveys appropriate meaning and has few errors in language or grammar

C work: minimally responds to assignment instructions, uses some course content and/or additional sources to convey a simple idea, uses language and grammar in ways that sometimes impedes meaning and/or contains a number of errors

D work: does not follow assignment instructions, use course content and/or additional sources, and/or convey an idea or meaning sufficiently due to many errors

F work: does not submit assignment

**IN GENERAL, YOU SHOULD DO WELL IF WELL PREPARE FOR, PROOF, AND SUBMIT ALL ASSIGNMENTS ON TIME ACCORDING TO INSTRUCTIONS.**

**Course Policies**

In this course, all informed points of view will be listened to and respectfully considered. In addition to being respectful of each other in online discussions, students are also expected to keep up with and critically engage with the readings, videos, and other course materials; electronically submit completed work on time; and avoid plagiarism of any kind by appropriately documenting sources of quotations, ideas, and arguments.

Attendance is required as this is a seminar dependent on your generation of and participation in discussion. There are no attendance penalties for up to 3 classes missed (although you will not get full points for discussion board questions if you miss discussion during those weeks) but 4 or more classes missed without officially documented excuses will result in course failure. Assignments must be submitted by their due dates and times for full credit. Assignments submitted late will generally result in point deductions (.5 of a point per each day late with nothing accepted more than a week late) unless there is a documented medical or other emergency/serious problem (including technical ones) of which the instructor is informed of in advance of the due date/time so that adjustments can be made if warranted. PLEASE CONTACT ME IN A TIMELY WAY IF YOU ARE HAVING ANY PROBLEMS SO WE CAN WORK THEM OUT IN ORDER FOR YOU TO BE SUCCESSFUL IN THIS COURSE. In collaborative aspects of the course, it is vital that students keep up and do their fair share on time so that they are responsive to their student colleagues. All written assignments, other than discussion board posts, should be in Word and submitted through Blackboard.

Blackboard support is offered by going to <https://canopy.uc.edu> or emailing helpdesk@uc.edu or calling 513-556-4357 (or 1602) with any technical questions you have or problems you might experience. You should also contact me if you are having technical, assignment, submission, health, or other course problems by email (anne.runyan@uc.edu or cell in emergencies at 513-706-0125). I will respond to queries within 48 hours and will usually complete grading within a week of submission. I will advise students if I will be out of contact or delayed for any longer period.

All are expected to abide by the University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. It is each student's responsibility to know and comply with the Student Code of Conduct, which defines behavior expected of all University of Cincinnati students and behavior considered misconduct. Sanctions and penalties are outlined. The Code of Conduct is available online at <http://www.uc.edu/conductl/Code_of_Conduct.html> Definitions of cheating, plagiarism, and penalties are in the Code of Conduct. The definition of plagiarism includes, but is not limited to: copying another student's work, copying materials without proper citation, paraphrasing without proper citation and failing to cite all sources used and/or consulted. Examples of unacceptable plagiarism can be reviewed at: <http://www.Indiana.edu/~wts/wts/plagiarism.html#original> or <http://guides.libraries.uc.edu/integrity> *In essays assignments in this course based on course readings, you need only put am author and page number in parentheses after a direct quote (in quotation marks) or a paraphrasing from one or more assigned readings you are using in your submission. For research papers, do follow a consistent parenthetical citation and reference system.*

If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should contact Disability Services and me to arrange for reasonable provisions to ensure an equitable opportunity to meet all requirements of this course.

Students can get help from the Academic Writing Center by visiting <http://www.uc.edu/aess/lac/writingcenter.html> or calling 513-556-3912 to schedule an appointment or a series of appointments with a tutor. It is important to schedule in advance and not wait until the end of the semester. If, on the basis of initial assignments, I see that a student needs a writing tutor, that student will be referred to the Writing Center. Allowances will be made in grading for English as a second language, particularly for FUE students.

Sally Moffitt (sally.moffitt@uc.edu) is the UC Langsam librarian specializing in political science and gender studies resources and you can contact her about any research assistance you might need. I am scheduling an in-class session with her (likely Week 9) for you to develop your research paper sources based on your submitted proposal.

Finally, some topics can be difficult for sexual, gender, or other violence survivors. Do let me know via email or phone if you are finding any course material difficult in this respect to determine how best to assist you, but please be aware that teaching personnel are required to report disclosures of sexual assault to the Title IX office at 513-556-3349. Also see [www.uc.edu/titleix](http://www.uc.edu/titleix) for support services and reporting/disclosure policies at UC on sexual violence. Free and confidential counselling and mental health services are also available by calling 513-556-0648 (24 hour careline that can assist and refer you to main and satellite campus professionals).

The course outline following the course schedule below is subject to some modification and I will inform you of any changes in it or classes in class or by Blackboard announcement and/or email well in advance.

# Week 1

***Course Introduction: Global Inequalities, Primitive Accumulation, and Neoliberal Ordering***

**1/9**

## Learning Objective

Understand the nature and extent of global inequalities, expulsions, and environmental degradations produced in the global political economy

## Learning Activities and Assignments

**Read**

**WEEK 1 (1/9) “Savage Sorting” in the Global Political Economy**

Sassen, Introduction and Chapter 1

Introduction in Federici, Sylvia. 2004. *Caliban and the Witch: Women, the Body, and Primitive Accumulation.* Brooklyn: Autonomedia (attached)

Brown, Chapter 1

**View**

Syllabus and Course Blackboard site

Introductory lecture

Naomi Klein on “Global Neoliberalism”

<https://www.youtube.com/watch?v=sKTmwu3ynOY>

“Life + Debt” excerpt

**Next week: Happy MLK Day! No class on 1/16. Module 1 will open 1/23 and we will meet in 1116 Crosley for classes from then on.**

# Module 1

***Critical Approaches to the Global Political Economy and IPE/GPE Orthodoxy***

**1/23-2/6**

## Learning Objective

Evaluate the range of critical perspectives in the field of International/Global Political Economy

## Learning Activities and Assignments

**Read and Discuss**

**WEEK 2 (1/23) What is the International/World/Global Political Economy?**

Excerpts from Chapters 1 (“What is International Political Economy?) and 4 (“’From ‘International Political Economy’ to ‘World Political Economy’”) in Pettman, Ralph. 1996. *Understanding International Political Economy*. Boulder, CO: Lynne Reinner Publishers. (attached)

Cohen, Benjamin J. 2007. “The Transatlantic Divide: Why Are American and British IPE so Different?” *Review of International Political Economy* 14 (2): 197-219. (attached)

Shields et al., Introduction and Chapter 9

**WEEK 3 (1/30) Critiquing the “House” of IR/IPE**

Agathangelou, Anna M. and L. H. M. Ling. 2004. “The House of IR: From Family Power Politics to the Poisies of Worldism.” *International Studies Review* 6(4): 21-49. (attached)

Shields et al., Chapters 4 and 5

**WEEK 4 (2/6) Feminist, Poststructural, and Postcolonial Critiques of GPE**

Introduction in Marchand, Marianne H. and Anne Sisson Runyan (eds.). 2011. *Gender and Global Restructuring: Sightings, Sites and Resistances, 2nd Edition*. London and New York: Routledge. (attached)

Shields et al., Chapter 3 and 6

**View**

**WEEK 2 (1/23)**

Module Overview Lecture

Noam Chomsky: The Global Economy

<https://www.youtube.com/watch?v=6y1zN8xJoAE>

**WEEK 3 (1/30)**

An Introduction to Antonio Gramsci’s Prison Notebooks

<https://www.youtube.com/watch?v=XMSlgrgmmTs>

**WEEK 4 (2/6)**

Ananya Roy on “Who Profits from the Poor?”

<https://www.youtube.com/watch?v=0deJfPUj1f8>

**Discussion Board Forum Assignments**

**WEEK 2 (1/23)**

DBF Week 2: Post 3 discussion questions (at least one of which you will pose in class) on Week 2 readings by 2:30pm on 1/21.

**WEEK 3 (1/30)**

DBF Week 3: Post 3 discussion questions (at least one of which you will pose in class) on Week 3 readings by 2:30pm on 1/29.

**WEEK 4 (2/6)**

DBF Week 4: Post 3 discussion questions (at least one of which you will pose in class) on Week 4 readings by 2:30pm on 2/5.

(Remember your evaluative essay on Module 1 materials is due next week before class)

# Module 2

***Critiquing Global Finance and the Global Financial Crisis***

**2/13-3/20**

## Learning Objective

Analyze finance capital and the Global Financial Crisis through critical and particularly feminist International/Global Political Economy perspectives

## Learning Activities and Assignments

**Read and Discuss**

**WEEK 5 (2/13) Finance as “Expulsion”**

Sassen, Chapters 3, 4, and Conclusion

Come prepared to discuss your preliminary research paper topic; we will also discuss the proposal and paper development guidelines.

**WEEK 6 (2/20) Finance as the “Virtual Economy” and as Governance**

Chapters 1 and 5 in Peterson, V. Spike. 2003. *A Critical Rewriting of Global Political Economy: Integrating Reproductive, Productive and Virtual Economies*. New York: Routledge. (attached)

Brown, Chapters 2, 3, 4

**WEEK 7 (2/27) Gendering the Global Financial Crisis**

Hozic and True, Chapters 1,2,3,4

**WEEK 8 (3/6) Gender, Race, and Financial Crises**

Hozic and True, Chapters 5,6,7,8, 12

Come prepared to workshop your research paper proposal submitted and graded in the previous week to gain more feedback for going forward.

**HAPPY SPRING BREAK!!**

**WEEK 9 (3/20) Sexuality and Financial Crisis**

Hozic and True, Chapters 9, 10, 11, 13

Will meet with Poli Sci/WGSS librarian Sally Moffitt during part of the class (2:30-4) to assist you with resources for your final paper (475 Langsam)

**View**

**WEEK 5 (2/13)**

Module 2 Overview Lecture

David Harvey on “The Crises of Capitalism”

<https://www.youtube.com/watch?v=qOP2V_np2c0>

Ananya Roy TEDtalkBerkeley on “Unknowing Poverty”

<https://www.youtube.com/watch?v=pKASroLDF0M>

**WEEK 6 (2/20)**

“Global Financial Meltdown” CBC documentary

<https://www.youtube.com/watch?v=VQzEWeGJLP0>

**WEEK 7 (2/27)**

Irene van Staveren on “If Lehman Brothers were Lehman Sisters”

<https://www.youtube.com/watch?v=pcl0kEeN4mk>

Sylvia Walby on Gender and the Crisis

<https://www.youtube.com/watch?v=FBztqoPqM40>

Note: Chandra Mohanty, Professor of Women’s and Gender Studies, Syracuse University, a world renowned theorist on gender and globalization and transnational feminism,will be the Taft Symposium speaker on March 2. Details to follow. Should attend if possible.

**WEEK 8 (3/6)**

The Greek Depression: Hostage to Austerity

<https://www.youtube.com/watch?v=jWRDdBIHLXM>

**WEEK 9 (3/20)**

“The Wolf of Wall Street” excerpt

**Discussion Board Forum Assignments**

**WEEK 5 (2/13)**

DBF Week 5: Post 3 discussion questions (at least one of which you will pose in class) on Week 5 readings by 2:30pm on 2/14.

**WEEK 6 (2/20)**

DBF Week 6: Post 3 discussion questions (at least one of which you will pose in class) on Week 6 readings by 2:30pm on 2/19.

**WEEK 7 (2/27)**

DBF Week 7: Post 3 discussion questions (at least one of which you will pose in class) on Week 7 readings by 2:30pm on 2/26.

**WEEK 8 (3/6)**

DBF Week 8: Post 3 discussion questions (at least one of which you will pose in class) on Week 8 readings by 2:30pm on 3/5.

**WEEK 9 (3/20)**

DBF Week 9: Post 3 discussion questions (at least one of which you will pose in class) on Week 9 readings by 2:30pm on 3/19.

**Evaluative Essay Assignment**

**WEEK 5 (2/13)**

Submit via Blackboard Assignments **one** **5-6-page evaluative essay (double-spaced in Word) based on the readings in Module 1** in which you evaluate some major ways (at least 2) that at least three critical perspectives challenge orthodox IPE and challenge each other. **Due 2/13 (Week 5) before class** **= 20 points (or 20%).**

**Research Paper Proposal Assignment**

**WEEK 7 (2/27)**

**Submit (through Blackboard Assignments) a 3-4 page proposal**, which includes the focus of their paper and its main thesis/argument, the theoretical framework and methodological approach you plan to employ, and a preliminary outline and bibliography (can use some course materials, but must include at least 6 additional academic sources). **Due before class on 2/27 (Week 7) = 10 points (or 10%).** Possible topics and more detailed proposal and paper development guidelines will be discussed during our Week 5 class and once I have provided feedback on your submitted proposals, we will workshop the proposals in our Week 8 class and have session with the Political Science/WGSS librarian Sally Moffitt during our Week 9 class to help you with further resources. Revised proposals by 3/27 (Week 10) for grading. The open Discussion Board Forum in Blackboard can also be used to post ideas works in progress to solicit student feedback and students are also encouraged to meet with me individually.

# Module 3

***Resisting Restructuring and Depoliticization***

**3/27-4/24**

## Learning Objective

Appreciate the challenges, but also multiple forms, of resisting crises and inequalities in the global political economy

## Learning Activities and Assignments

**Read/Discuss/Engage In**

**WEEK 10 (3/27) Resistances to the GPE in a Post-Public, Post-Political World?**

Brown, Epilogue

Chapter 1 (“Seeds of Dystopia: Post-Politics and the Return of the Political” by Japhy Wilson and Erik Syngedouw) in Wilson, Japhy and Erik Swyngedouw (eds.). 2015. *The Post-Political and Its Discontents: Spaces of Depoliticisation, Spectres of Radical Politics*. Edinburgh: Edinburgh University Press. (attached)

Hozic and True, Chapter 14

Conclusion (“The Leap Years: Just Enough Time for the Impossible”) in Klein, Naomi. 2014. *This Changes Everything: Capitalism vs. the Climate*. New York: Simon & Schuster. (attached)

Concluding Chapter 10 (“Anton’s Blindness”) in Patel, Raj. 2010. *The Value of Nothing: How to Reshape Market Society and Redefine Democracy*. New York: Picadel. (attached)

**WEEK 11 (4/3)**

Guest speaker at Taft Research Center where we will meet at 2:30pm (entrance to right of Edwards One):

“Politicized Microfinance: Money, Power, and Violence in the Black Americas”

Dr. Caroline Hussein, Assistant Professor of Business and Society, York University, Toronto, Canada

Possible reading by her: “’Big Man’ Politics in the Social Economy: A Case Study of Microfinance in Kingston, Jamaica. *Review of Social Economy* 74(2): 148-171. (will be attached if can procure)

**WEEK 12 (4/10) Enacting Myriad Resistances**

Chapter 4 (“Where the Streets Have No Name: Getting Development out the Red” by Michelle Rowley) in Marchand. Marianne H. and Anne Sisson Runyan (eds.). 2011. *Gender and Global Restructuring: Sightings, Sites and Resistances, 2nd Edition*. London and New York: Routledge. (attached)

**WEEK 13 (4/17) Research Presentations**

Continue to work on final research papers, but present your work to date in final class (app. 10 minutes per srudent, can use visual aids (e.g., powerpoint) if wish)

**View**

**WEEK 10**

Module 3 Overview Lecture

How to Reshape Market Economy and Redefine Democracy: An Interview with Raj Patel and Naomi Klein

<https://www.youtube.com/watch?v=wmHOj0FT5l0>

**WEEK 12 (4/10)**

“Bamako”

**Research Paper Assignment:**

**WEEK 10 (3/27)**

Submit final revised research proposals by this date for grading **(10 points or 10%).**

**WEEK 13 (4/17)**

Submit draft of research paper for feedback before final submission via Blackboard Assignments

**WEEK 14 (4/24)**

Final Research Paper due Monday, April 24 by 11:55pm. Submit via Blackboard Assignments. **Must be 12-15 double-spaced pages plus references for undergraduates (capstone or otherwise); 15-20 double-spaced pages plus references for graduate and high honors students and include at least 10 external resources, mostly academic (30 points (or 30%).**