I. Content of Seminar: This seminar examines the social regulation of the world political economy. The first part will delineate the meaning and forms of social regulation/governance/policy. The second part will focus on particular dimensions of social regulation which can also be used as criteria for evaluating its forms and content. The third part will elaborate on more specific issues, centering around your own interests and research.

II. Goals of Seminar:


III. Contact Hours and External Work: The seminar will meet from 1:00pm to 3:50pm every Friday. Students are expected to invest 4 hours of external work every week for every credit hour.

IV. Evaluation. Your evaluation will be based on two review/synthetic essays (15% of your grade each); four précis (of which the three best will be counted), (5% of your grade each); class facilitation and participation (20%); and research steps and final product (35%). You should prepare two précis during each of the first two parts of the course. These should be as spaced as possible (i.e., avoid two sequential précis). That will help in spreading preparation even more evenly. Assuming that there will be two or three facilitators each week you should plan on four facilitations (non-sequential and two for each of the first two parts).

During the third part, your evaluation will be based on making good progress on your research project, presentation in class and final product (specific guidelines will be distributed early on).

If you do not submit an essay or any two of the précis you will automatically receive a failing grade in the course. If you miss one of the four required précis or one of the four required facilitation sessions I will subtract 10% from you final grade.

V. Class Etiquette and Disruptive Behavior: I fully appreciate the utility of smartphones and other electronic devices (other than those you use to take notes or read class material) but they can be disruptive. I am therefore requesting that they not be used in any fashion nor be visible in class.
VI. Academic Integrity. This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog's "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).

VII. Weekly Discussions. At the end of each seminar meeting I will provide some guidelines for the subsequent week’s material. These will be brief as this is not a lecture class. We will start each meeting by asking the facilitators to initiate and direct the discussion by identifying what they find to be the key issues, interesting questions, or connections among current and other readings. Please avoid summaries since everyone will have read the same material. All seminar participants will then have the chance to comment and add (including the reasons why they agree with what has already been said). Please be prepared to participate whether you have written a precis or not. While quality of contributions is more important than quantity you should contribute every week and frequently. The value of a seminar is not only to engage issues that we feel strongly or confident about but, equally importantly, to engage issues and views on which we feel less certain. I would ask that those of you who are more comfortable talking in public to be attentive to the class dynamics.

VIII. Themes for Class Discussions, Facilitation Outlines, and Precis. In preparation for the class discussions and in order to facilitate the preparation of the review essays I am asking each one of you to prepare a number of weekly precis of about 500 words. Please start your facilitation outlines with the most general questions/issues.

Suggestions for Preparing Precis.

1. What is the central theme, issue or debate of the readings? The goal here is to organize and compare the readings around one or more key ideas. The fewer these are, the better.
2. Are the arguments and evidence of the various authors clear and persuasive? Here we will go into some detail into each author’s views.
3. [In the case of empirical research readings please also be prepared to discuss their methods and findings more extensively in class.]
4. How are the themes, issues, or concepts raised by a particular week’s readings relate to previous readings or other material you are familiar with.
5. What is your view about the readings in terms of any other criterion that you find important?

IX. Facilitation Outlines. Each week a number of you will serve as facilitators and each of you should serve as facilitator twice during each part. Your goal will be to identify the key questions and issues (using the guidelines above) and direct the discussion. It is important that you meet in advance to prepare an outline that you email it before the session or distribute at the beginning of the session. Please include your names, the date and the syllabus heading for the week. See samples in Samples Learning Module.

X. Precis. You are expected to write four (4) précis of about 500 words each. I will count only the three (3) best ones. Please spread your précis and avoid producing two consequential ones. Please distribute copies of your precis to everyone through Dropbox and email by noon on the day of the seminar. Precis should provide frequent and appropriate references to the readings. Please see samples in Samples Learning Module.

XI. Review/Synthetic Essays. You will be asked to write two (2) essays of about 2,500 words each. The essays will aim to synthesize, interpret and contrast the readings we will be dealing with. They are not intended to be summaries of those readings. The essay topics along with suggestions and directions will be distributed well in advance. [To be finalized after individual discussions].

XII. Research Project or Conceptual Essay. The last part of the course will focus on a project of your choice, provided that it is related to the seminar and I approve of it in advance. I will be distributing specific guidelines for the research project and the conceptual essay (the latter will allow you to focus on a specific issue or concept). [To be finalized after individual discussions].
XIII. **Readings.** Chapters from books, articles from journals we do not subscribe to or other material that is not available electronically will be posted on Dropbox. Articles in journals we subscribe to electronically can be accessed directly.

**SCHEDULE**

**Jan 23**

*About the Seminar*

Goals of the Seminar  
Operation of Seminar  
Overview of TSR

**PART I: PARAMETERS AND TYPES OF TSR**

**Jan 30**

*Contexts of Transnational Social Regulation*


**Feb 6**

*“Public” Regulation*


Feb 13  “Public” Regulation


Feb 20  Current Juncture: “Public” Regulation from Above and Below


Feb 27  “Private” Regulation


Mar 6  “Private” Regulation


Mar 9 (Sun)  First Essay Due (guidelines in essay)
PART II:  DIMENSIONS AND CRITERIA

March 13  Tracing Transnational Connections


Barrientos, Stephanie and Aarti Krishnan (nd). Gender, GPNs and Food Security: The Case of Ghanaian Cocoa Farmers. PPT – University of Manchester. [dropbox] [This is a short PPT example of GPN analysis].


Mar 20  Spring Break

Mar 27  Work on Third Essay

April 3  Indicators and Standards


[Read Executive Summary, skim Part I, chapter 1, read Part I chapters 2 and 3. Print selectively and focus on general ideas – not details.]


April 10  Accountability, Legitimacy, Hegemony


April 17  Inclusion and Justice


Gough, J. (2010). Workers' strategies to secure jobs, their uses of scale, and competing economic moralities: Rethinking the 'geography of justice'. Political Geography, 29, 130-139. [OPTIONAL]


April 24 Participation and Democracy


April 28 Second Essay Due

PART III: WRITING

May 1 Presentations

May 8 Presentations

May 14 Concept paper due.