

Global Economies

The New School, Spring 2018

UGLB 2111 / CRN 3421, 3 credits

Instructor: Amanda Zadorian zadorian@newschool.edu

Class meets: Tuesdays 3:50-6:30pm at 6 East 16th Street, room 910 (9th floor)

Office hours: Tuesdays 2:30-3:30 in the List Center Library, room 806, 6 East 16th Street on the 8th floor; or schedule an appointment via email

Course Description

This class explores the circulation of money, goods, bodies, and ideas that make up the global economy as it is experienced and lived today. This core course introduces students to key global areas where economic dynamics intersects with politics, society, and culture. It explores essential and contested concepts such as value, money, labor, trade, and debt, "licit" and "illicit" economies, and moral economy. We will examine changing trends in the global political economy as well as emerging areas such as the sharing economy (e.g. AirBnB) or technologies such as automated trading. Readings will be drawn from classic texts, contemporary commentary, and case studies from a variety of disciplines that seek to understand the "economic" and relate its logics and workings to our contemporary realities of unparalleled inequality, interconnectivity, and interdependence.

Learning Outcomes

Approaching this class with a good attitude and fulfilling the requirements in both letter and spirit will give you:

- *A solid understanding of key concepts and ideas* about how economies work at a global scale;
- *The ability to intelligently discuss* contemporary global economic issues;
- *A multi-perspectival view* of global economic issues drawn from social science methodologies, including ethnographic, case study, eye-witness, historical, and primary sources;
- *Practice in analytical reading and writing*, which includes synthesizing different perspectives, taking good notes, and developing your own voice;
- *Experience conducting original research and skills for presenting* your findings in front of your peers;
- *Insights into your own role* as a member of society as you navigate your encounters, choices, and interactions at the local and global scale.

Books

- Theodore H. Cohn, *Global Political Economy: Theory and Practice*, **7th edition** (New York: Routledge, 2016).
- Anna Lowenhaupt Tsing, *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins* (Princeton, N.J.: Princeton University Press, 2015).
- Corinne Gorla, ed., *Invisible Hands: Voices from the Global Economy*, (San Francisco: Voice of Witness/McSweeney's, 2013).
- Arun Sundararajan, *The Sharing Economy: The End of Employment and the Rise of Crowd-Based Capitalism* (Cambridge, Mass.: MIT Press, 2016).

Not required, but recommended as a reference for *any* class that includes written assignments:

- Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*. 8th ed. (Chicago: University of Chicago Press, 2013).

These books **are available electronically for free** through the New School Libraries website ("ebrary"); they have also been ordered to Barnes & Nobles at Union Square, in case you have a strong interest in

this topic or a preference for physical books. Additional texts will be available on the Canvas course site. **When you access materials online, I strongly recommend that you print them out to read and annotate them.** Your comprehension and memory of the text will be much stronger if you do. Please bring the annotated texts with you to class.

Assignments

1. 3 Quizzes (15%)
2. Partnered in-class presentation of *Invisible Hands* narrative (10%)
3. Commodity Tracing project (20%)
4. Midterm Exam (30%)
5. Sharing Economy narrative (25%)

Attendance is required, in keeping with The New School's attendance policy. For a more detailed explanation of the assignments and grading policy, please refer to pages 10-11 of this syllabus.

Course Overview

Week	Date	Topic
1	January 23	Introduction
2	January 30	National Economies – student presentation 1
3	February 6	The Global Trade Regime – student presentation 2
4	February 13	Fair Trade – student presentation 3 <i>Quiz on National Economies</i>
5	February 20	MNC and Supply Chain – student presentation 4
6	February 27	<i>Commodity Tracing Oral Reports in class</i>
	March 4	<i>Commodity Tracing Written Reports due on Canvas</i>
7	March 6	Natural Resource Economies – student presentation 5
8	March 13	Money – student presentation 6 <i>Quiz on Global Trade</i>
9		Spring Break
10	<i>April 1</i>	Midterm week, no class meeting <i>Take-home midterm exam due on Canvas</i>
11	April 3	Financial Crisis – student presentation 7
12	April 10	The Social Worlds of Finance – student presentation 8
13	April 17	Sharing Economy I
14	April 24	Sharing Economy II <i>Quiz on Money and Finance</i>
15	May 1	Sharing Economy III
16	May 8	<i>Sharing Economy Oral Reports due in class</i>
	May 13	<i>Sharing Economy Narratives due on Canvas</i>

Detailed Course Schedule

Introduction: National EconomiesWeek 1 – January 23 – Introduction

How are different national economies classified in the global economic system?

We will introduce ourselves, review the syllabus and assignments, sign up for presentation dates, and review some basic economic history, concepts and theories with a sample presentation.

Reading in class:

- Corinne Gorla, ed., *Invisible Hands: Voices from the Global Economy* (San Francisco: Voice of Witness/McSweeney's, 2014), narrative of Nasiba Opa, pp. 133-137 (5).

Sample presentation by the instructor.

* market * industrialization * privatization * primary commodities
* transition economies * exports / imports
*

Week 2 – January 30 – National Economies

What does the GDP measure tell us about a national economy? What doesn't it tell us?

Reading for class discussion:

- Theodore H. Cohn, *Global Political Economy: Theory and Practice*, 7th edition (New York: Routledge, 2016), Chapter 2, "The Institutional Framework," pp. 17-44 (28).
- Eli Cook, "How Money Became the Measure of Everything," *The Atlantic* 19 October 2017 <https://www.theatlantic.com/business/archive/2017/10/money-measure-everything-pricing-progress/543345/> (Canvas) (5)
- Anna Lowenhaupt Tsing, Part I in *The Mushroom at the End of the World: On the possibility of life in capitalist ruins* (Princeton, N.J.: Princeton University Press, 2015), pp. 1-43 (35).
- *Invisible Hands*, narrative of Neftali Cuello, pp. 175-188 (14).

Student presentation 1 by _____ (*sign up on first day of class*)

* GDP * inequality * welfare state * labor migration * precarity
* Global North / Global South
*

Part I: CommoditiesWeek 3 – February 6 – The Global Trade Regime

In what senses is free trade free? What institutions enable and constrain the free flow of goods across borders?

Reading for class discussion:

- *Global Political Economy*, Chapter 8 "Global Trade Relations" and **sections of** Chapter 9: introduction, Regionalism and Globalization, The GATT/WTO and RTAs, NAFTA, Mercosur, and The TPP, pp. 215-247, 255-256, 258, 263-267, 275-281. (45)
- *The Mushroom at the End of the World*, Chapters 4 and 5, pp. 57-83. (23)
- *Invisible Hands*, narrative of Ana Juarez, pp. 63-85. (23)

Student presentation 2 by _____

**division of labor * balance of trade * free trade agreement * World Trade Organization (WTO) * regional trade agreement * Doha Development Agenda*

*

Week 4 – February 13 – Fair Trade

What are the impacts of Fair Trade and other forms of ethical sourcing on workers, corporations, and consumers?

Quiz on National Economies

Reading for class discussion:

- Daniel Jaffee, *Brewing Justice: Fair trade coffee, sustainability, and survival (Berkeley, Calif.: University of California Press, 2014)*, chapters 1 "A Movement or a Market?" and 2 "Coffee, Commodities, Crisis," pp. 11-57. (ebruary) (47)
- *The Mushroom at the End of the World*, Chapter 8, pp. 109-117. (8)
- *Invisible Hands*, narrative of Francisca Cocón, pp. 139-154. (16)

Student presentation 3 by _____

** fair trade *commodity * supply chain * corporate social responsibility
* price * marketing boards*

*

Week 5 – February 20 – Multinational Corporations and Supply Chains

How do multinational corporations (MNCs) exercise so much power in the global economy? To whom, and by what mechanisms, are MNCs accountable?

Reading for class discussion:

- *Global Political Economy*, Chapter 10, "Multinational Corporations and Global Production," pp. 293-328. (36)
- Matt Kennard and Claire Provost, "Inside the Corporate Utopias Where Capitalism Rules and Labor Laws Don't Apply," *In These Times*, 25 July 2016. <http://inthesetimes.com/features/special-economic-zones-corporate-utopia-capitalism.html> (~13)
- *The Mushroom at the End of the World*, Chapters 9 and 10 pp. 121-135. (13)
- *Invisible Hands*, narrative of Li Wen, pp. 295-313. (19)

Student presentation 4 by Hunter and Kaya.

** export-led development * stakeholders * special economic zones * "race to the bottom"*
** developmental states * investor-state dispute settlement*

*

Week 6 – February 27 – Commodity Tracing Reports

No reading for class discussion

In-class presentations on Commodity Tracing research

Sunday, **March 4**: Commodity-Tracing Reports due at 11:59pm on Canvas. (20%)

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Week 7 – March 6 – Natural Resource Economies

How can natural resources be managed for the common good – and whose common good?

Reading for class discussion:

- Michael Watts, "Resource Curse? Governmentality, Oil and Power in the Niger Delta," *Geopolitics* 9, no. 1 (March 2004): 50-80. (Canvas) (27)
- *The Mushroom at the End of the World*, Part IV, pp. 253-288. (29)
- *Invisible Hands*, narrative of Bere Suanu Kingston, pp. 257-270. (13)

Student presentation 5 by _____

**resource curse * Dutch Disease * rent-seeking * Organization of Petroleum-Exporting Countries (OPEC) * tragedy of the commons * assets*

*

Interlude: FinanceWeek 8 – March 13 – Money

What institutions and structures in the global economy help the flow of money across borders? What institutions and structures hinder this flow?

Quiz on Global Trade

Readings for class discussion:

- *Global Political Economy*, Chapter 6, "International Monetary Relations," pp. 131-165. (35)
- David Graeber, excerpt from "The Myth of Barter," Chapter 3 in *Debt: The First Five-Thousand Years* pp. 43-52. (Canvas) (10)
- *Invisible Hands*, narrative of Pournima Akolkar, pp. 113-130. (18)

Student presentation 6 by _____

** money * exchange rates * interest rates * inflation * central bank * debt **

*

Week 9 – NO CLASS – Spring Break

If you have never seen *The Big Short* (dir. McKay, 2015), I highly recommend you watch it over the break. It is available on Netflix or I can loan you the DVD. It's an informative dramatization of the 2008 subprime mortgage crisis and, apart from a couple of unfortunate sexist moments, entertaining.

*

Week 10 – NO CLASS – Midterm Exam

The midterm will be a take-home essay exam. It will be distributed on Monday of this week, and is due back Sunday evening. It is **not** a collaborative project. It is open-book, open-note, and open-internet; please be sure to cite your sources with great care and follow proper Turabian/Chicago/MLA/APA citation formats (i.e. hyperlinks are **not** sufficient citations). *Any evidence of plagiarism will result in automatic failure of the test.* The midterm is worth 30% of your grade.

Sunday, **April 1** – Midterm due at 11:59pm on Canvas.

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 Week 11 – April 3 – Financial Crisis

In what ways is the 2008 global financial crisis similar to, and different from, earlier financial crises?

Reading for class discussion:

- *Global Political Economy*, Chapter 7 "Financial Crises," pp. 172-205 (33)
- Edward Harrison, "In Praise of Capital Controls," *Foreign Policy*, 25 June 2015. <http://foreignpolicy.com/2015/06/25/in-praise-of-capital-controls-imf-bpi-baseline-profitability-index/> (3)
- Interview from *The Invisible Hands: top hedge fund traders on bubbles, crashes, and real money*, pp. TBD (ebrary) (~25)

Student presentation 7 by _____

* Paris & London Clubs * capital controls * moral hazard * structural adjustment loans
* sovereign debt * leverage
*

 Week 12 – April 10 – The Social Worlds of Finance

Who, and what, determines what kinds of labor are “productive” and “unproductive”?

Reading for class discussion:

- Donald Mackenzie, *An Engine Not a Camera: How financial models shape markets* (Cambridge, Mass.: MIT Press, 2006), pp. 1-4. (ebrary) (4)
- Duncan K. Foley, "Rethinking Financial Capitalism and the 'Information' Economy," *Review of Radical Political Economy* 45, no. 3 (2013): 257-268. (Canvas) (11)
- Karen Ho, "Wall Street's Orientation: Exploitation, Empowerment, and the Politics of Hard Work," chapter 2 in *Liquidated: An Ethnography of Wall Street* (Durham, North Carolina: Duke University Press, 2009), pp. 73-121. (Canvas) (50)

Student presentation 8 by _____

* financialization * intellectual property * surplus value * risk
* productivity * liquidity
*

Part II: Sharing Economy

Week 13 – April 17 – Sharing Economy I

What forces have given rise to the so-called “sharing economy”? How new is it?

Reading for class discussion:

- Arun Sundararajan, Introduction and Chapters 1 and 2 in *The Sharing Economy: The End of Employment and the Rise of Crowd-Based Capitalism* (Cambridge, Mass.: MIT Press, 2016), pp. 1-67. (67)

* network effect * gift economy * labor exploitation * social capital
* asset specificity * value

*

Week 14 – April 24 – Sharing Economies II

How do “sharing economy” platforms challenge traditional understandings of economics and the economy?

Quiz on Money & Finance

Readings for class discussion:

- Arun Sundararajan, *The Sharing Economy*, chapters 3, 4, and 5, pp. 69-130. (61)

*

Week 15 – May 1 – Sharing Economies III

What challenges and opportunities do new economic forms hold for workers and consumers? Do the terms “workers” and “consumers” apply anymore?

Readings for class discussion:

- Arun Sundararajan, *The Sharing Economy*, Chapters 6, 7, and 8, pp. 131-202. (72)

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Week 16 – May 8 – Sharing Economy Research

In-class reports on Sharing Economy research.

Sunday, **May 13**: Sharing economy narratives due at 11:59pm on Canvas. (25%)

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Graded Assignments

There are four graded assignments for this course. Further details about each assignment will be distributed later in the semester.

1. Class preparation

a) Quizzes (15%)

Quizzes on key terms, concepts and events will be administered three times during the semester, as indicated on the schedule above. A complete list of terms, concepts and events for each quiz will be provided on Canvas. The quizzes serve several purposes: to provide regular assessments of your absorption and retention of course material; to prepare you for the midterm; and to encourage you to keep up with the reading.

b) Presentation of *Invisible Hands* narrative and leading of one class discussion (10%)

Sign up for your presentation date during the first class.

In pairs, students will make an in-class presentation about the *Invisible Hands* narrative assigned that week. The purpose is to link the individual story with the global institutions and power dynamics described in the other readings for the week. For each of the six key terms listed on the syllabus under that week, present a definition and provide an illustration or example from the *Invisible Hands* story. Some internet research will be required to do this task well. To complement the oral presentation, you are asked to make a handout or a projected slideshow for the class. You should prepare at least four questions for the class discussion.

2. Midterm exam (30%)

The midterm will be a take-home essay exam in week 10, due Sunday April 1 at 11:59pm on Canvas. As with other assignments, *any evidence of plagiarism will result in automatic failure of the test.*

3. Commodity tracing project (20%)

Written report due on Canvas on March 4 at 11:59pm. Oral report in class on February 27.

Choose a commodity – some possibilities are an iPhone, a Big Mac, sushi-grade tuna fish, a Uniqlo T-shirt, our course textbook, an epipen. Imagine that you are working for a startup rival company and you want to understand how the product is made, where its materials come from, how it is transported, how it can be recycled, and what the issues are with its life journey—warts and all. You will trace your commodity back to its origins and forward to the end of its life cycle. The report should be 5 double-spaced pages, *not including* bibliography and footnotes or other illustrative material, as relevant (pictures, maps, etc.). In addition to submitting the final written product on March 4, you will be asked to make a 2-minute oral report on your research in class on February 27.

4. Sharing economy narrative (25%)

Oral report in class on May 8. Oral history or interview transcript with analytical introduction due on Canvas on May 13 at 11:59pm.

Following the examples in *Invisible Hands*, present a narrative of participation as worker/consumer in the sharing economy. The narrative can be based on your own experience, or that of someone you interview. The analytical introduction (4 pages) should discuss how global economic and power structures are shaping your/your interviewee's individual experience. The narrative portion (4 pages) can be written in the first person if it reflects your personal experience, or it can be a questionnaire and transcript from the interview you conduct. If you do not own a voice recorder (standard on many smartphones), you can

borrow one from the library. In addition to submitting the final written product of 8 pages on May 13, you will be asked to make a 2-minute oral report on your narrative in class on May 8.

Grading marks

- A = exceptional work
- B = good work that fulfills all assignment requirements
- C = needs work and/or fails to meet all assignment requirements
- D = unsatisfactory work and/or fails to meet all assignment requirements
- F = fails to complete significant portions of the assignment and/or plagiarism

Final Grade Calculation

Quizzes	15%
<i>Invisible Hands</i> narrative presentation	10%
Commodity Tracing project	20%
Midterm Exam	30%
Sharing Economy narrative	25%
<i>Participation</i>	+ / - 5 points
TOTAL	100%

Course policies

By attending this course, you agree to the following terms.

PARTICIPATION

Class participation is an essential part of your learning experience and that of your classmates. Constructive class participation includes contributing meaningfully to class discussions, asking questions aloud (if you are not familiar with a term, chances are your classmates are not either!), and taking careful notes. It also includes engaging with course themes outside of class: coming to office hours, sharing news of on- or off-campus events related to global economies, or posting links to relevant articles or blog posts – there is a discussion thread on Canvas for student contributions of this kind. These last options are especially recommended for those who feel shy about speaking in class discussions. Participation is graded as up to 5 points added or subtracted from your assignments grade.

ATTENDANCE AND LATENESS

Late arrival is disruptive for your classmates. If you are late for class you will be unable to complete the quiz, which will impact your preparation grade. Please make every effort to be on time regularly.

Each absence will result in a reduction of 5 points from your course grade. **You can make up these points** by submitting a 2-3 page response to the week's readings, addressing the question of the week (in italics on the syllabus). Please post these reading responses to the Canvas thread "Student Postings." You may post up to three such responses in the semester.

In accordance with Lang's attendance policy, **more than three absences mandates a failing grade for the course**, unless there are exceptional circumstances:

- an extended illness requiring hospitalization or visit to a physician (with documentation);

- a family emergency, e.g. serious illness of a family member (with written explanation).

If these exceptional circumstances apply, you will be eligible to take a temporary incomplete in the course in order to prepare reading responses and assignments you have missed. Please be sure to communicate with your Academic Advisor about the situation.

The attendance and lateness policies are enforced as of the first day of classes for all registered students. If registered during the first week of the add/drop period, the student is responsible for any missed assignments and coursework.

Students failing the course due to attendance should consult with an academic advisor to discuss options.

EMAIL COMMUNICATION

Students are encouraged to email the instructor with questions or concerns that arise between class sessions, but you should expect at least 24 hours to pass before you receive a response. Emails from students should include "Global Economies" or some similar designation of the course in the subject line. Please employ proper salutations ("Hey" is not a proper salutation!) and sign your name at the end of the email. As per university policy, all email correspondence will be conducted via official university email addresses (____@newschool.edu). Please keep in mind that correspondence between you and your professors is not confidential; it may be read by university officials and should be conducted as you would professional correspondence.

CLASSROOM BEHAVIOR

Students are asked to listen to and be generous with each other. *How* you speak is as important as *what* you say. Laptop computers and tablets may be used for course-related purposes only. If you use your computer for disruptive, unauthorized purposes, your participation grade will suffer. If you *must* check your messages during class, please take your electronic device out into the hallway.

INCOMPLETES

No incompletes will be given for this course without a valid medical excuse or documented emergency. Should an emergency arise, please contact the instructor as soon as possible, and inform your Academic Advisor of the situation.

UPDATES

This syllabus is subject to change! Always check with the instructor if you have missed a class, and pay attention to your email and announcements on the Canvas course site.

ACADEMIC HONESTY

Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of instructors and other students). The standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essay, theses, dissertations, computer work, art and design work, oral presentations and other projects). The standards also include responsibility for meeting the requirements of particular courses of study. The New School recognizes that the different nature of work across the divisions of the university may entail different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all divisions of the New School and institutions of higher education in general.

PLAGIARISM

Plagiarism is the use of another person's words or ideas in any academic work using books, journals, internet postings, or other student papers without proper acknowledgment. For further information on proper acknowledgment and plagiarism, including proper expectations for paraphrasing source material and proper forms of citation in research and writing, students should consult the *M.L.A. Style Manual and Guide to Scholarly Publishing* (second edition), chapter 6, on documentation, or the *Chicago Manual of Style* (cf. Turabian, 8th edition). The New School University Learning Center also provides useful online resources to help students understand and avoid plagiarism. When in doubt, ask!!!

Students must receive prior permission from instructors to submit the same or substantially overlapping material for two different assignments, even if the assignments are for different courses. Submission of the same work for two assignments without the prior permission of instructors is plagiarism.

The New School Student Code of Conduct states clearly that: "It is the responsibility of the student to become familiar with the Academic Dishonesty policy in effect in the division in which the student is enrolled." The full text of the policy, including adjudication procedures, is found at <http://www.newschool.edu/leadership/provost/policies/>.

POLICY ON DISCRIMINATION AND SEXUAL HARASSMENT

The New School does not discriminate on the basis of age, race, color, creed, gender (including gender identity and expression), pregnancy, sexual orientation, religion, religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran status, marital or partnership status, or any other legally protected status. As a necessary part of this commitment, The New School commits itself to prohibit sexual harassment and to confront and deal with it when it occurs. Sexual harassment is defined in University policy, and procedures have been established for responding to concerns, allegations, and questions about sexual harassment brought by any member of the University community.

Resources: This policy extends beyond any one classroom or campus, and students are encouraged to come forward if they experience any harassment or abuse from any member of the university whether or not it happens on campus. In addition to Rhonnie Jaus, the new Title IX Coordinator and Director of Equity and Compliance, the student ombudsperson, Keisha Davenport, is available to listen to your concerns and connect you to support. In addition, the Global Studies program is also committed to supporting students through these processes. For more information, see the university policy at <https://www.newschool.edu/human-resources/sexual-harassment-policy/> and Global Studies' statement at https://medium.com/@GS_TNS/important-message-to-our-global-studies-community-regarding-sexual-misconduct-ab335352f8b0.

DISABILITY SERVICES

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with the instructor privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Student Disability Service (SDS). SDS will conduct an intake and, if appropriate, the Director will provide an academic accommodation notification letter for you to bring to the instructor. At that point, she will review the letter with you and discuss these accommodations in relation to this course.

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In-Class Presentation assignment sheet

This assignment is worth 10% of your grade. Each week, a pair of students will do a joint presentation of the assigned chapter from *Invisible Hands*.*

Instructions:

The goal of the presentation is to link the global structures we are studying to the story of an individual worker in the global economy. The global structures are represented by the key concepts for the week, in italics on the syllabus. For example, the week 2 narrative of Neftali Cuello will help us better understand the *market economy* as a form of national economy, *GDP* as a way of categorizing market economies, *labor migration* from the *Global South to the Global North*, and how the *welfare state* (or should we say lack thereof?) impacts *inequality* and *precarity* in the U.S. Most of the keywords are defined in the textbook or other readings, but some additional internet research will be required to do this task well. The more creative and detailed the connections to the story, the better you and your classmates will remember the meanings of the terms!

Please prepare a slideshow or a handout** for your classmates. The presentation should include

- a **brief** review of the worker's story, including visuals that will help your classmates understand and remember the story
 - where is the worker located? (include a map!)
 - how would the World Bank (e.g.) characterize that country's economy? (what is its level of development? what are its main exports?)
 - There is much good data here!: <https://data.worldbank.org/country>
 - what work does the narrator do, in what industry? Can you tell us anything about the company they work for or sell products to?
- For each of the six keywords for the week,
 - A definition from the course texts or another reputable, cited source.
 - The Cohn textbook has a handy glossary on page 410, and you can find other terms using the index
 - *Invisible Hands* has a glossary on page 348
 - The IMF has a helpful online glossary of economic terms: <http://www.imf.org/external/np/exr/glossary/index.asp>
 - An illustration of the term's meaning or significance drawn from the worker's story. Your goal is to reveal the links between the worker's world and the global structures (of trade, of finance, etc.) we are talking about that day. This part of the presentation requires some creativity.
- at least four questions for class discussion

There is a sample presentation with all of these required components in the slides for January 23.

You will present these materials to the class, and then lead a discussion based on the questions. After class, post a PDF of your slides or your handout to the Canvas Discussion Thread "Student Postings."

You will sign up for your presentation date on the first day of class. In order to change your presentation date, you must find a classmate to trade with you. It is not necessary to get my permission, but please do keep me informed once you have agreed on the change.

*For week 11 on "Financial Crises," the chapter is from *The Invisible Hands: top hedge fund traders on bubbles, crashes and real money*. For week 12 on "Social Worlds of Finance," the chapter is from *Liquidated: An Ethnography of Wall Street*.

**If you email the handout to me by Tuesday at 2:00pm, I can print copies for the class. Otherwise, you are required to bring 18 copies to class with you.

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Commodity Tracing Project assignment sheet

This assignment is worth 20% of your grade. There are two components you must deliver for credit on this assignment:

1. 2-minute oral report in class on February 27.
2. Upload your 5-page report to Canvas by Sunday, March 4 at 11:59pm.

Instructions:

Choose a commodity and trace its life cycle.

Some suggestions for commodities: an iPad, a Big Mac, sushi-grade tuna fish, a Uniqlo T-shirt, our course textbook, an epipen, Tom's of Maine toothpaste. You can choose a commodity that is not on this list. If you do, please email the instructor or speak to her in class **by February 13** to confirm your choice.

Imagine that you are working for a startup rival company and you want to understand how the product is made: where its materials come from, who makes it, how it is transported, how it can be recycled, and what the issues are with its life journey—warts and all. You will trace your commodity back to the origins of its component parts, and forward to the end of its life cycle.

The informal oral report on your commodity tracing research should be 2 minutes long. Please *do not* prepare slides for the oral report, due to time constraints. Tell us *who* produces the commodity (including its component parts or inputs), *where* it is produced at each stage of its supply chain), *how much* the commodity costs for its end consumers and how this value is distributed among the various people involved in its production, and *how* the commodity can be recycled (if applicable).

The written report should be 5 double-spaced pages, *not including* bibliography and footnotes or other illustrative material, as relevant (pictures, maps, etc.). In addition to describing the life journey of your commodity in terms of where, who, and how, address the three questions below. Please reference at least two course texts in your report.

1. "Commodity" has multiple definitions. In which sense(s) is your commodity a commodity? What makes your commodity a commodity?
2. Who is involved in the production and transportation of your commodity? How are they compensated? Who consumes the commodity? How does the commodity affect consumers?
3. What impact does the production and consumption of your commodity have on the environment? Is your commodity subject to government regulation in the countries where it is produced or consumed?

You might find the website <http://www.followthethings.com> useful.

Commodity Tracing Project Grading rubric:

<p>Assignment components</p> <p>Did you...</p> <p>--Write five pages analyzing a commodity's life cycle? (25)</p> <p>--Explain what makes it a commodity? (10)</p> <p>--Describe how the commodity affects workers and consumers? (10)</p> <p>--Describe how the commodity impacts the environment? (10)</p> <p>--Reference two course texts? (5 points each)</p>	<p>/ 25</p> <p>/ 10</p> <p>/ 10</p> <p>/ 10</p> <p>/ 10</p> <p>/ 65</p>
<p>Care</p> <p>Did you...</p> <p>--Format your text with 12-point font, double-spacing, and 1" margins? (3)</p> <p>--Format your citations and include a bibliography? (7)</p> <p>--Include page numbers? (2)</p> <p>--Proofread your text to correct typos and grammatical errors? (3)</p>	<p>/ 3</p> <p>/ 7</p> <p>/ 1</p> <p>/ 4</p> <p>/ 15</p>
<p>Initiative / Originality</p> <p>Did you...</p> <p>--Demonstrate depth of engagement with course concepts in your analysis? and/or</p> <p>--Write a cohesive analysis with a single compelling argument? (while still including all of the components) and/or</p> <p>--Go above and beyond in some way – for example, additional primary or secondary research? and/or</p>	<p>/ 10</p>
<p>In-class report</p> <p>Did you...</p> <p>--Prepare and deliver a two-minute description of your research?</p>	<p>/ 10</p>

Total: / 100

Global Economies Spring 2018

Sharing Economy Narrative assignment sheet

This assignment is worth 25% of your grade. There are two components you must deliver for credit on this assignment:

1. A brief, informal in-class presentation on May 8 (10 points).
2. Upload your narrative to the Canvas thread “Sharing Economy Narratives” by the deadline of Sunday, May 13 at 11:59pm (90 points – see rubric on page 2).

Instructions:

Present a narrative of participation as a worker/consumer in the sharing economy. The narrative can be based on your own experience or that of someone you interview.

Please focus the narrative on experience with **one** app/company/service (e.g., Airbnb, Lyft). There are many examples of such companies in the Sundararajan text, though you are not limited to these examples.

About half of that length should be primary source material, and half should be analysis. There are a few ways to organize this:

- A 4-5 page analytical introduction, followed by 4-5 pages of your own experience written in the first person (similar to the format of a chapter in *Invisible Hands*).
- or
- A 4-5 page analytical introduction, followed by 4-5 pages of excerpts from an interview you conducted with a sharing economy producer/consumer. NB: You will need to record the interview in order to transcribe the answers, but your interviewee can remain anonymous. Please include the interview questionnaire as an appendix.
- or
- An 8-10 page integrated analysis with excerpts from the primary source materials (interviews and/or personal narrative – following the example of Karen Ho’s ethnography *Liquidated*).

Be sure to address the following questions in your analysis section:

1. What makes the app/company/service a part of the sharing economy (as opposed to the traditional industrial economy or the “new” knowledge economy)? What exactly is exchanged?
2. Where does the app/company/service fit on the “market-to-gift spectrum” that Arun Sundararajan describes in *The Sharing Economy*? What aspects of its exchange are ‘gift’, and which are ‘market’?

3. How are users of this app/company/service simultaneously producers and consumers? Overall, would you say that this app contributes to or alleviates the commodification of labor?

The informal oral report on your sharing economy narrative should be 2 minutes long. Describe briefly the research you did (participant observation or interview) and give a tentative answer to question 1, and to *either* question 2 or question 3 above.

The chapters from *Invisible Hands* and *Liquidated: An Ethnography of Wall Street* are good examples to follow when composing your narrative and analysis. If you have not conducted primary research of this type before, you may want to consult the materials about interviewing and taking field notes that are posted to Canvas under Discussions → Additional Resources. You should use concepts from the Sundararajan book and at least one additional course text.

Formatting:

- The final written product should be 8-10 double-spaced pages, *not including* bibliography and footnotes or other illustrative material, as relevant (pictures, etc.). Please format your essay with one-inch margins on all sides and 12-point font. Please include page numbers.
- You must cite all course texts, lecture materials, and primary and secondary sources that you use in your analysis. **Please follow the Turabian/Chicago system** unless you have a compelling reason to use a different system (i.e., MLA or APA is the standard citation format for the academic discipline that is your major). Either footnotes or parenthetical in-text citations are acceptable. You must include a bibliography/reference list. If you use citation software, please check its work – you are responsible for proper formatting.

Grading rubric:

Assignment components Did you... --Include an interview transcript & questionnaire or personal narrative and analysis? (20) --Clearly address the questions on the assignment sheet? (30) --Use concepts from Sundararajan and another course text? (10)	/ 60
Care Did you... --Format your text with 12-point font, double-spacing, and 1" margins? (3) --Format your citations and include a bibliography? (7) --Include page numbers? (1) --Proofread your text to correct typos and grammatical errors? (4)	/ 15
Initiative / Originality Did you... --Demonstrate depth of engagement with course concepts in your analysis? --Write a cohesive essay with a single compelling argument? (while still including all of the components) --Go above and beyond in some way – for example, additional primary or secondary research?	/ 15
In-class report Did you... --Prepare and deliver a two-minute description of your research?	/ 10
Total: / 100	