Course Objectives:

1. The goal of this course is to give graduate students a better understanding of the most important legal, economic and institutional issues and challenges surrounding international trade and economic development. It will focus on the international trading system as both a multilateral institution and as an increasingly busy and important corner of a fragmented system of international law. The implications for development are significant.

2. The course materials are drawn from the trade and development literatures in political science, economics and law, with a focus on the most important ideas shaping the international system today. My expectation is that this course will prepare you to write a focused and in-depth paper analyzing some legal or institutional feature of the GATT/WTO system as it relates to the challenges and opportunities facing developing, industrial nations and civil society after the Doha ‘development’ Round of trade negotiations.

3. Critical reading and writing skills are important. Since the seminar will be highly interactive and participatory it will provide you with opportunity to learning to think, debate, discuss and analyze as a group. The aims to deepen one’s literacy about the complex nature of globalization.
4. The course readings are strongly interdisciplinary and they will improve your knowledge and understanding of the many cutting edge debates about globalization, the dynamics of power in trade negotiations, the strengths and weaknesses of the WTO as a core global institution and the new geography of power of the global South. Examining alternatives to the status quo requires being informed about the WTO’s expanding agenda.

5. Special emphasis is placed on group discussion and the weekly readings. This gives the student practical experience in the advantages and disadvantages of interdisciplinary research.

6. By the end of the seminar you will have an in detailed grasp of the complex institutional dynamics of the WTO, the policy dimensions of the dispute resolution system, the hot button issues of international property rights, generic drugs, new market access and anti-globalization movement critique of global free trade. The strategic issue is to better understand the controversies engulfing this institution, how it is evolving, what are the new agendas and which aspects of its framework need reform.

Course Requirements

Readings

Readings are selected from one textbook that every student should purchase, and a number of journal articles and intergovernmental documents. These are available as e-resources in the McMaster library system or elsewhere online. Many readings are accessed through WebCT.

The seminar textbook by Narlikar will give you a basic introduction to the WTO a complex institution. It is written for those who need to get acquainted with its complex organizational processes and practices. The information is well presented and the book is short.

Secondly the readings in the kit are taken from a wide range of academic and contemporary sources. These are the building blocks of developing a deeper understanding of development, trade multilateralism and the Doha WTO Round.

Normally each week there will be three (sometimes four) readings that will be discussed in the seminar.

The course is structured to expose the student to a wide variety of views by scholars and it is important to develop a grasp of the core arguments and ideas of all positions and viewpoints. We will also be using some from material from Michael Trebilcock and Robert Howse, The Regulation of International Trade that will ground us in the field of international trade law and development and fill in important analytical and factual gaps. These readings will be in the course kit.

In short the course provides a thematic problem-identifying approach to the often controversial dimensions of the world’s trading system.

Articles: Access via McMaster e-resources, unless otherwise specified.

**Class Work and Participation:**

a. Leading discussions. 10%
   When leading the discussion your role is to problematize key concepts, present the core ideas from the week’s assigned reading and pose questions to the seminar for discussion that will deepen our understanding of the issues in play and illuminate the key points.

b. Participation in seminar discussions 20%
   The weekly readings will give you material and ideas to question and challenge. It is important to raise issues, clarify concepts and express concerns arising out of the readings with your fellow seminarians. A lot learning takes place through the exchange of ideas with each other and our diverse backgrounds.

c. Handing in of reading diary. It is found that one of the best ways to sharpen your understanding of key questions and issues is to keep a reading diary. They are meant to help you work through your own ideas interacting with the text. Normally each week I will pose a question that you need to address through the lens of the readings. The diary entry length is about a page and half to three quarters of a page single spaced. These will be prepared for each of the substantive discussions of the readings, hence 10 in total. *To receive credit, these summaries must be submitted electronically prior to the class.* 25%

d. The final paper 45%
   In this seminar one option is to write a paper that relates to your master’s research paper. The idea is to integrate the work of this seminar with your longer term project. A second option is to write on one of the subjects or issues that we are covering in the course. You will need to come and get my approval for either option. I am also happy to help you develop a topic that you would like to work on. Here your aim is to deepen your analysis and grasp of the issues, concepts, and ideas on a particular subject. In the paper it is important to look at conflicting ideas and evidence as well from contending points of view and different academic schools of thought. Of course it is expected that you will develop your own views and ideas too. Length: 20 pages max double spaced + bibliography.

**ALL PAPERS ARE DUE APRIL 8TH. NO EXTENSIONS ARE PERMITTED WITHOUT PRIOR ARRANGEMENT WITH MYSELF**
Evaluation:

Academic dishonesty
Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: ‘Grade of F assigned for academic dishonesty’), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorised aids in tests and examinations.

I have attached the university regulations with respect to Privacy Protection and Support Services

Seminar Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>January 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction and Course Context: The Doha Development Round of Trade Negotiations</td>
</tr>
<tr>
<td>Week 2</td>
<td>January 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Do Governments Need Trade Governance? Markets, Rules and Institutions</td>
</tr>
<tr>
<td>Week 3</td>
<td>January 22&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>WTO: Legal Political and Economic Dimensions</td>
</tr>
<tr>
<td>Week 4</td>
<td>January 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Divergent Goals and Outcomes of Global Free Trade: Is the Theory Still Valid?</td>
</tr>
<tr>
<td>Week 5</td>
<td>February 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Multilateralism: An Anatomy of an Institution</td>
</tr>
<tr>
<td>Week 6</td>
<td>February 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Settling Disputes and Contingent Protection Measures: Problems and Challenges</td>
</tr>
</tbody>
</table>

Reading Week is February 18<sup>th</sup> – 22<sup>th</sup>

| Week 7 | February 26<sup>th</sup> | Global South: Backlash Against the Uruguay Round: Making the Rules More Effective for Agricultural Products and Textiles |
Week 8       March 4th       Intellectual Property Rights vs Generic Drugs: A Case of System Failure?
Week 9       March 11th     Trade, Human Rights and the WTO Override: Is There a Race to the Bottom?
Week 10      March 18th     The Future of the WTO: Options and Scenarios
Week 11      March 25th     Essay presentations
Week 12      April 1st      Essay presentations
Week 13      April 8th      ESSAYS DUE

Please note that * denotes material in course kit

Week 1:     Introduction and Course Context: The Doha Development Round of Trade Negotiations

Our task this week is to orient ourselves to the course and begin the discussion of global political economy. The reading list will be distributed and a brief overview of the course will be given.

* indicates a handout

For an overview of the Doha Development Round, please read:


Timothy Wise and Kevin Gallager, Will the Doha Deal do more harm than good?
http://ase.tufts.edu/gdae/Pubs/rp/DohaRIS2Apr06.pdf


Week 2:     Do Governments Need Trade Governance? Markets, Rules and Institutions Conflicting Frameworks
Task: To gain an overview of the frameworks of global trade and the ways the international order is theorized and the policy environment in which it operates.


Dani Rodrik. “Saving globalization from its cheerleaders”, July 2007
http://ksghome.harvard.edu/~drodrik/Saving%20globalization.pdf

Mayur Patel The Impact of Developing Coalitions on WTO Governance, South Center, October 2007,

Ernst-Ulrich Petersmann, What are the Legitimate Functions of International Organization from GATT/WTO Dispute Settlement System: International Law,
International.NB This is an ebook and ONLY selections are available. Read from intro to pp.82...

http://books.google.com/books?id=2bM3pcrarVEC&dq=why+governments+need+trade+governance&pg=PA36&ots=cDjssv8GXv&sig=72Skv3VzLJiy48YvHLAwe8tLYUQo&prev=http://www.google.com/search%3Fhl%3Den%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D1I7SUNA%26sa%3DX%26oi%3Dspell%26resnum%3D0%26ct%3Dresult%26cd%3D1%26q%3Dwhy%2Bgovernments%2Bneed%2Btrade%2Bgovernance%26spell%3D1%26sa=X%26oi=print&ct=result&cd=2&cad=legacy

Week 3: WTO: Legal Political and Economic Dimensions

Task: To move beyond a discussion of basic structure and process and begin to unpack some of the key debates and controversies in the literature. What’s new and different about the WTO? Is a consensus about its rules and practices?


Week 4: **Divergent Goals and Outcomes of Global Free Trade: Is the Theory Still Valid?**

**Task:** To examine our understanding of the relationship between trade flows and economic development in the context of the information revolution. (Trade and development chronology due)

**Readings:**
- Josh Bivens, Globalization and American Wages, Economic Institute Briefing Paper, October 2007, [http://www.epi.org/content.cfm/bp196](http://www.epi.org/content.cfm/bp196)

Week 5: **Multi-lateralism’s Expanding Agenda: An Anatomy of an Institution**
Task: To familiarize ourselves with multilateral trade institutions and programs inside and outside the WTO.

Readings:
- Amrita Narlikar, The World Trade Organization Chap 4,5,6
- Philip Cerny, Political Agency in a Globalizing World: Eurpean Journal of International Relations 2000, [http://ejt.sagepub.com/cgi/content/abstract/6/4/435](http://ejt.sagepub.com/cgi/content/abstract/6/4/435)

**Week 6: Settling Disputes and Contingent Protection Measures: Problems and Challenges**

Task: To examine two of the most prominent challenges faced by developing countries at the WTO – Aggressive use of subsidies, countervailing measures and antidumping measures, and access to the Dispute Settlement Mechanism.

Readings:
- Sandra Polaski Winners and Losers: Impact of the Doha Round on Developing Countries', by at the Carnegie Centre for International Peace (CEIP) 2006. (all journal articles should be accessed via McMaster’s e-resources on the library web site or directly to the url indicated)
Week 7: Global South: Backlash Against the Uruguay Round: Making the Rules More Effective for Agricultural Products and Textiles

Task: To gain an understanding of the main issues surrounding market access for agricultural products and textiles – two of the most important industrial sectors for the developing south.

Readings:
Jennifer Clapp, Developing Countries and the WTO Agriculture Negotiations, CIGI working Paper #6
http://www.igloo.org/community.igloo?r0=community&r0_script=/scripts/folder/view.script&r0_pathinfo=%2F%7B7caf3d23-023d-494b-865b-84d143de9968%7D%2FPublications%2Fworkingp%2Fdevelopi&r0_output=xml&s=cc

Bernard Hoekman and Joel Tractman, Canada-Wheat: Discrimination, Non-Commercial Considerations, and State Trading Enterprises

http://www2.warwick.ac.uk/fac/soc/csgr/research/workingpapers/1999/wp2599.pdf

Week 8: Intellectual Property Rights vs. Generic Drugs: A Case of System Failure? Weighing the Prospects for Regime Shifting

Task: To provide a framework of analysis for the most prominent governance issues facing the WTO today.
Readings: Oxfam, TRIPS the disease burden in developing countries and the need for new drugs, http://www.whoafr.org/cdp/epidemiology.html


Week 9: Trade, Human Rights and the WTO Override: Is There a Race to the Bottom?

Task: To evaluate the expected outcomes of the Doha Round of trade negotiations with respect to poverty reduction and developing country membership.

Robert Wade, On the Causes of Increasing World Poverty and Inequity, or Why the Mathew Effect Prevails, in *New Political Economy* 9:10 June 2004,

http://www.lse.ac.uk/collections/DESTIN/pdf/NewPolEcon.9_2_04.pdf

Sandra Polaski, Thinking Strategically about labour and trade, pp. 1-10


Sandra Polaski the Fight Against Global Poverty and inequality: World Bank’s Approach to Core Labour Standards October 2007,


Astrid Harnisch Multilateral Goverance Beyond the Nation State: The End of Legitimate Democratic Politics?


Dani Rodrik, After NeoLiberalism, What? August 2002

http://ksghome.harvard.edu/~drodrik/After%20Neoliberalism.pdf

**Week 10: Reform or Radical Overhaul: The Options and Scenarios For the Future of the WTO:**

**Task:**

To summarize our examination of the relationship between trade governance and economic development, and to speculate about the future of the trading system in an increasingly complex system of public international law

**Readings:**


http://www.cigionline.org/community.igloo?r0=community&r0_script=/scripts/folder/view.script &r0_pathinfo=%2F%7B7caf3d23-023d-494b-865b-84d143de9968%7D%2FPublications%2Fworkingp%2Fcanthetr&r0_output=xml&s=cc


* Susan George *Another World is Possible If*, chapters 7,8,9


Week 11: Essay Preparation

Week 12: Essay Presentations

Each student will give a 15 minute presentation of their essay topic. This should include the key institutional and/or legal features examined, the research question being posed, and preliminary ideas and findings.

Week 13: ESSAY DUE APRIL 8

University Regulations with Respect to Support Services, Privacy and Plagiarism

PRIVACY PROTECTION

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:
1. direct return of materials to students in class;
2. return of materials to students during office hours;
3. students attach a stamped, self-addressed envelope with assignments for return by mail;
4. submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

**ACADEMIC INTEGRITY**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is the student’s responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at http://www.mcmaster.ca/academicintegrity. The following illustrates only three forms of academic dishonesty:

a) plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained;
b) improper collaboration in group work; or
c) copying or using unauthorized aids in tests and examinations.

**SUPPORT SERVICES**

The Centre for Student Development offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities; and personal counseling. If you believe these services may be helpful to you, contact (905) 525 9140 x 24711; csd@mcmaster.ca.