Governing Transformative Innovation - GLA2081H-S

Winter 2025, Tuesdays 6:00pm – 8:00pm, Eastern Time Zone

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Course Description

This course examines how governance influences the way different actors in society respond to and shape innovation. Themes include regulation, science policy, technology policy, industrial policy, finance, skills development, factor mobility, industrial organization, strategic management, and just transitions. The course is designed to bridge the divide between theory and practice, providing insights for both aspiring academic researchers and applied practitioners. Meetings will consist of class discussions, workshopping, and short presentations by guest speakers, the instructor, and students. Each session will be dedicated to one or more specific governance problems that combine to form the basis of macro-governance.

Learning Objectives

The course engages with salient debates in the academic and applied literature related to innovation and governance. Thematically, there will be an emphasis on exploring the extent to which major figures from different fields align with one another in terms of approaches and recommendations. Students will be challenged to think critically about governance, drawing logical connections between macro-level structures (e.g., national innovation systems, techno-economic paradigms) and micro-level behavioural processes (e.g., investment and consumption choices). The overall objective of the course is to develop an informed understanding of how transformative innovation could be governed more effectively. Working collaboratively, class members will contribute to a lab book that keeps track of insights gleaned from readings, assignments, and discussions. Successful students will be well-positioned for careers as consultants, researchers, and advisors in the innovation domain.

Course Format

GLA2081 is a lab format, consisting of twelve in-person meetings, online assignment submission, and weekly online discussion. All readings and course material will be posted to Quercus.

Anonymous Feedback

Help improve the course as it is delivered by submitting anonymous feedback at:
https://q.utoronto.ca/courses/372104/quizzes/424759

Evaluations and Course Grade

The final course grade reflects your level of demonstrated achievement of the course Learning Objectives listed above. Evaluations provide feedback on your progress towards the final course grade. ***Turnitin will be used in this course*** and can be done via Quercus. You do not need to sign in to Turnitin separately.

Evaluations	Weight	Deadline	Submit via	Turnitin
Participation	25%	Weekly (see below)	Quercus	No
Concept note or book review	15%	February 14, 2025 11:59 PM, EST	Quercus	Yes
Final assignment outline	10%	February 21, 2025 11:59 PM, EST	Quercus	No
Final assignment first draft	10%	March 7, 2025 11:59 PM, EST	Quercus	Yes
Peer review	15%	March 21, 2025 11:59 PM, EST	Quercus	No
Final assignment	25%	April 1, 2025 11:59 PM, EST	Quercus	Yes

Evaluation Criteria

Participation 25%

The final grade in GLA2081 is largely based on extent of participation. Students may complete as many or as few participation items as they wish, but satisfactory completion of all items is required for full credit. Item breakdowns are given below.

Discussion board (*20%*)

Students are invited to post questions and reflections to the discussion board twice each week: once by 5pm on Friday following class, and again by 5pm Monday prior to the next session. Friday postings should reflect on what the student took from the previous week and outline what they hope to learn from the following week's readings. Monday postings should reflect on questions addressed by the readings and peer contributions, and identify remaining gaps for class discussion. Students are encouraged to discuss how the course content applies to their final assignment topic (see *Final assignment* below). Referencing external material is permitted. Posts should be well-written, concise, and approximately 200 words on average. Use of generative AI (e.g., Chat GPT) in the production of written work is strictly forbidden (see policy on the use of generative AI below). Each post is worth 1% of the final course grade. Twenty posts throughout the term are required for full credit. There will be 23 opportunities to post. See Quercus for the weekly schedule and submission instructions. Posts submitted after the deadline will not receive a grade.

Minute-taking (*1%*)

All members of GLA2081 will contribute to a lab book of the weekly proceedings based on minutes of the class discussion. Students are invited to sign up via Quercus to fill the role of minute-taker. Minutes should convey a factual, sequential record of the session's proceedings that summarize the problem(s) dealt with, resolutions, and dissenting opinions. By default, contributions from individual students should be anonymized unless a request for credit is explicitly made (e.g., "the Chair recast the problem with majority approval", "three lab members expressed dissenting opinions"). A highly detailed transcript of the discussion is neither possible nor necessary. Students may fulfill the role of minute-taker more than once only if the role is undersubscribed. See Quercus for instructions on how to sign up and post minutes.

Chairing the lab (*4%*)

The role of Lab Chair will rotate on a weekly basis, whereby the Chair is responsible for guiding the discussion and otherwise setting the agenda (but please be mindful of the guest presentation schedule). Chairs should strive to ensure that the class arrives at a resolution to the weekly problem(s) prior to the end of the session, allowing sufficient time for the proceedings to be recorded in the lab minutes. All students are welcome to present material to the class, but should obtain permission of the Chair ahead of time. Chairs are encouraged (but not required) to consult the discussion board and circulate an agenda prior to class. Students may fulfill the role of Chair more than once only if the role is undersubscribed. Co-chairing may be necessary, depending on enrollment. See Quercus for sign-up instructions.

Concept note or book review 15%

The first assignment in GLA2081 is designed to get students up to speed and on the same page regarding the dominant theory of transformative technological change as articulated by Carlota Perez in her canonical book *Technological revolutions and financial capital* and subsequent papers. Students may choose to write either an academic book review or a concept note intended for a decisionmaker. In either case, students should clearly and concisely summarize Perez's main arguments and identify implications and/or gaps pertaining to governance. Assignments should be 800 to 1,000 words and follow the formatting conventions of the final assignment (see below). Co-authoring is not permitted on this assignment. Use of generative AI (e.g., Chat GPT) in the production of written work is strictly forbidden (see policy on the use of generative AI below). Please consult the assignment submission instructions on Quercus well before the deadline.

Final assignment 25%
Students may select one of the following options for the final assignment.

Option one: Write an academic research paper that contributes to scholarly understanding of how transformative innovation can, is, or should be governed. Students have wide discretion regarding how they approach the assignment, including whether the contribution is primarily theoretical, empirical, or both. Students may choose a topic that is broad or narrow in scope (e.g., "varieties of finance for innovation", "the pursuit of net zero emissions at Campbell's Soup, Toronto"). Evaluation will be based on the originality and plausibility of the argument, engagement with themes covered in class discussion, as well as the quality, clarity, and concision of the writing. A 100-200 word abstract that clearly and concisely summarizes the research question, thesis or hypothesis, method, and findings is strongly recommended.

Option two: Drawing on the lab book, discussion board, and notes from class discussions, write a critical review article of the lab proceedings. Students may approach the task broadly, or focus on one or more specific debates that may arise over the course of the term. Papers should have a clear argument (e.g., about how and why certain questions were or were not satisfactorily answered). Students pursuing this option are invited (but not required) to analyze how the lab's governance affected its progression and resolutions. Evaluation will be based on the tenability of the argument, engagement with themes covered in class discussion, as well as the quality, clarity, and concision of the writing. A 100-200 word abstract that clearly and concisely summarizes the argument and flow of the article is strongly recommended.

Option three: In the format of a professional document, write a policy brief that offers advice to a public, private, or non-profit entity of your choosing. Consider a limited number of practical alternatives —including continuation of the status quo, if appropriate— and offer one or two concrete recommendations based on foreseeable contingencies. Subject matter is the student's prerogative. Evaluation will be based on the soundness of the options and recommendations in light of contingencies discussed, engagement with themes covered in class discussion, professionalism of presentation, as well as the quality, clarity, and concision of the writing. A 100-200 word executive summary that clearly and concisely summarizes the problem, solutions/options considered, method/criteria of analysis and recommendations is strongly recommended. Students may wish to browse advisory reports by high profile organizations, such as the OECD, KPMG, IMF, Word Bank, think tanks, and major industry groups.

Students should begin brainstorming and research in the first week of class. Assignments should be at least 2,500 words (and no more than 10,000), including abstract/executive summary, notes, tables, and figures. All standard fonts are acceptable (e.g., Times New Roman, Arial, Calibri, Tahoma). Three quarter or one-inch margins are acceptable. Spacing at 1.15pt is preferred. Students are encouraged to run their ideas by the instructor during office hours and/or the group during class discussions. Students may use verbatim text from all previous assignments (the instructor will make necessary adjustments in the Turnitin report). Coauthoring with one other student is permitted. Use of generative AI (e.g., Chat GPT) in the production of written work is strictly forbidden (see policy on the use of generative AI below). Please consult the assignment submission instructions on Quercus well before the deadline.

Final assignment outline 10%
To ensure an early start on the final assignment, students are required to submit a rough 1–2 page outline of their ideas for the final assignment (see the description under *Final assignment* above). Outlines should be written using complete sentences that summarize proposed sections and subsections. Students are not bound by their outlines and may change course entirely in subsequent assignments. Coauthoring with one other student is permitted. Students are not obliged to co-author subsequent assignments with the same (or any) student. Use of generative AI (e.g., Chat GPT) in the production of written work is strictly forbidden (see policy on the use of generative AI below). Assignment submission instructions are outlined on Quercus.

Final assignment first draft 10%
Students are required to submit a first draft of their final assignment for peer review. Assignments should conform to the criteria laid out under *Final assignment* above. Coauthoring with one other student is permitted. Students are not obliged

to co-author subsequent assignments with the same (or any) student. The decision of whether to incorporate peer suggestions in the final assignment is the author's discretion. Late assignments may not receive peer feedback. Use of generative AI (e.g., Chat GPT) in the production of written work is strictly forbidden (see policy on the use of generative AI below). Please consult the assignment submission instructions on Quercus well before the deadline.

Peer review 15%

Each student will receive a draft assignment for peer review. Reviews should be approximately two pages in length and provide constructive feedback on how well draft assignments meet the criteria listed under *Final assignment* above. Peer reviewers may wish to distinguish between advice intended for satisfactory completion by the final assignment deadline, on one hand, and advice intended for ongoing/future pursuit of the topic, on the other. The decision of whether peer suggestions are incorporated into the final assignment is the author's discretion; therefore, peer reviewers should not hold back. Co-authoring is not permitted and late assignments will not be accepted, except under extenuating circumstances. Please notify the instructor immediately if your submission may be late. Use of generative AI (e.g., Chat GPT) in the production of written work is strictly forbidden (see policy on the use of generative AI below). Please consult the assignment submission instructions on Quercus well before the deadline. The instructor will post a real-life example of peer review comments to the assignment page, which may be discussed in class.

Late Penalty

Late assignments will be penalized three percentage points for the first day late, and one percentage point per day thereafter beginning at 12:00am. Late submissions will not be accepted for the discussion board participation or the peer review assignment, except under extenuating circumstances. Coursework submitted after 1 April 2024 will be accepted only in extraordinary circumstances, and may require approval from the administration.

Class Schedule

If you would like a certain perspective or topic to be discussed, please feel free to make reading suggestions to the instructor in-person, over e-mail, or through the anonymous feedback tool.

Session	Delivery	Topic	Readings
Week 1 (7/1/25)	in-person	**introduction** the genesis and diffusion of transformative innovation: incentives, actors, norms and rules *problem topic* how does governance affect the genesis and diffusion of transformative innovation?	**Required reading**: • Perez, Carlota. (2015). *Technological revolutions and financial capital: the dynamics of bubbles and golden ages.* Edward Elgar. (pp. xviii-35). • Phillips, Peter. (2007). 'A framework for analysis' In *Governing transformative technological innovation: who's in charge?* Edward Elgar. (pp. 67-81). **Further reading**: • Rogers, Everett. (2003). "Elements of diffusion" and "A history of diffusion research" in *Diffusion of innovations,* 5th ed. Free Press. (pp. 1-101). • Kline, Stephen & Nathan Rosenberg. (1986). 'Overview of innovation' In Landau & Rosenberg (Eds.) *Positive sum strategy.* National Academy Press. (pp. 275-306). • Utterback, James & William Abernathy. (1975). 'A dynamic model of process and product innovation' *International Journal of Management Science, 3*(6): 639-56. • Hirooka, Masaaki. (2006). 'Kondratiev business cycles and innovation dynamism' In *Innovation dynamism and economic growth.* Edward Elgar. (pp. 51-78). • Jones, Bryan D. & Lynne Bachelor. (1993). 'Private power and public policy' In *The sustaining hand: community leadership and corporate power.* University of Kansas Press. (pp. 3-13).

			• Coen, David & Wyn Grant. (2016). 'Business politics' In D. Coen & W. Grant (Eds.) *Business and government.* Edward Elgar. (pp. 1-13). • Jessop, Bob. (2016). 'Power, interests, domination, state effects' In *The state: past, present, future.* Polity. (pp. 91-120). • Granovetter, Mark. (1985). 'Economic action and social structure: the problem of economic embeddedness' *American Journal of Sociology, 91*(3): 481-510. • Coleman, James. (1990). 'Actors and resources, interest and control' In *Foundations of social theory.* Harvard. (pp. 27-44).
Week 2 (14/1/25)	in-person	**paradigms and paradigm change** *problem topic* what is the role of governance in managing paradigm change?	**Required reading**: • North, Douglass. (1990). 'An introduction to institutions and institutional change' In *Institutions, institutional change and economic performance.* Cambridge. (pp. 3-9). • Langlois, Richard. (2003). 'The vanishing hand: the changing dynamics of industrial capitalism' *Industrial and Corporate Change, 12*(2): 351-85. • Perez, Carlota. (2010). 'Technological revolutions and techno-economic paradigms' *Cambridge Journal of Economics, 34*(1): 185-202. **Further reading**: • Perez, Carlota. (2015) 'The propagation of paradigms: times of installation, times of deployment' In *Technological revolutions and financial capital.* Edward Elgar (pp. 36-46). • Dosi, Govanni. (1982). 'Technological paradigms and technological trajectories' *Research Policy, 11*(3): 147-62. • Freeman, Christopher & Francisco Louçã. (2001) 'Technical change and long waves in economic development' In *As time goes by: from the industrial revolutions to the information revolution.* Oxford. (pp. 139-151). • Kaplinsky, Raphael. (2021). 'Mass production runs out of steam' In *Sustainable futures.* Polity. (pp. 95-120). • Castells, Manuel. (2010). 'The information technology revolution' In *The rise of the network society,* 2nd ed. Blackwell. (pp. 28-76). • Athur, Bryan. (1994) 'Positive feedbacks in the economy' *Scientific American, 262*(2): 92-99. • Dosi, Giovanni et al. (2022). 'Technological paradigms, labour creation and destruction in a multi-sector agent-based model' *Research Policy, 51*(10): 1-22. • Hall, Peter. (1993). 'Policy paradigms, social learning and the state: the case of economic policymaking in Britain' *Comparative Politics, 25*(3): 275-96. • Buch-Hansen, Hubert & Martin Carstensen. (2011). 'Paradigms and the political economy of ecopolitical projects: green growth and degrowth compared' *Competition and Change, 25*(3-4): 308-27. • Jessop, Bob. (1993). 'Towards a Schumpeterian workfare state? *Studies in Political Economy, 40*(3): 7-39. • Ostrom, Elinor. (2011). 'Background on the Institutional Analysis and Development framework' *Policy Studies Journal, 39*(1): 7-27. • Kiser, Larry & Elinor Ostrom. (1982) 'The three worlds of action: a metatheoretical synthesis of institutional

			approaches' In E. Ostrom (Ed.) *Strategies of political inquiry.* Sage. (pp. 179-222).
Week 3 (21/1/25)	in-person	**varieties of capitalism** governing innovation through national institutions *problem topic* what role do national institutions play in innovation governance? *guest presentation by Sean McGowan —Munk MPP grad, former Junior Policy Analyst at Innovation Science and Economic Development Canada, and current Policy Analyst at Housing, Infrastructure and Communities Canada*	**Required reading**: • Hall, Peter & David Soskice. (2001). 'An introduction to the varieties of capitalism' In P. Hall & D. Soskice (Eds.) *Varieties of capitalism: the institutional foundations of comparative advantage.* Oxford. (pp. 1-68). *And at least one of the following*: • Herrmann, Andrea. (2019). 'A plea for varieties of entrepreneurship' *Small Business Economics, 52* (2): 331-43. • Akkermans, Dirk, Carolina Castaldi, & Bart Los. (2009). 'Do "liberal market economies" really innovate more radically than "coordinated market economies"? Hall and Soskice reconsidered' *Research Policy, 38*: 181–91. • Schmidt, Vivien. (2009). 'Putting the political back into political economy by bringing the state back in yet again' *World Politics, 61*(3): 516-46. • Witt, Michael, et al. (2018). 'Mapping the business systems of 61 major economies: a taxonomy and implications for varieties of capitalism and business systems research' *Socio-Economic Review, 16*(1): 5-38. • Boschma, Ron & Gianluca Capone. (2015). 'Institutions and diversification: related versus unrelated diversification in a varieties of capitalism framework' *Research Policy, 44*: 1902-14. **Further reading**: • Perez, Carlota. (2018). 'Second machine age or fifth technological revolution?' Carlotaperez.org. • Whitley, Richard. (1998). 'Internationalization and varieties of capitalism: the limited effects of cross-national coordination of economic activities on the nature of business systems' *Review of International Political Economy, 5*(3): 445–81. • Amable, Bruno. (2000). 'Institutional complementarity and diversity of social systems of innovation and production' *Review of International Political Economy, 7*(4): 645-87. • Hall, Peter & Kathleen Thelen. (2009). 'Institutional change in varieties of capitalism' *Socio-Economic Review, 7*(1): 7-34. • Allen, Matthew & Maria Aldred. (2009). 'Varieties of capitalism, varieties of innovation? A comparison of old and new EU member states' *Journal of Contemporary European Research, 5*(4): 581-96. • Cusack, Thomas, Torben Iversen & David Soskice. (2007). 'Economic Interests and the origins of electoral systems' *American Political Science Review, 101*(3): 373-91. • Mikler, John & Neil Harrison. (2012). 'Varieties of capitalism and technological innovation for climate change mitigation' *New Political Economy, 17*(2): 179-208. • Meelen, Toon, Andrea Herrmann & Jan Faber. (2017). Disentangling patterns of economic, technological and innovative specialization of Western economies. *Research Policy, 46*: 667-677. • Acemoglu, Daron, James Robinson & Thierry Verdier. (2017). Asymmetric growth and institutions in an interdependent world. *Journal of Political Economy, 125*(5): 1245-1305.

Week 4 (28/1/25)	in-person	**hacking the varieties of capitalism** promoting innovation with ancillary governance arrangements *problem topic* how can governance be used to overcome trade-offs associated with national institutions? *guest presentation by Duncan Cooper — Munk MPP grad, former Analyst at Canada Infrastructure Bank, and current Policy Analyst at the OECD*	**Required reading**: • Herrmann, Andrea. (2008). 'Rethinking the link between labour market flexibility and corporate competitiveness' *Socio-Economic Review, 6*(4): 637-69. • Ornston, Darius. (2013) 'Creative corporatism: the politics of high-technology competition in Nordic Europe' *Comparative Political Studies, 46*(6): 702-29. • Perez, Carlota. (2015). 'The implications for theory and policy' In *Technological revolutions and financial capital.* Edward Elgar. (pp. 151-66). **Further reading**: • Rodrik, Dani. (2007). 'Synthesis: a practical approach to growth strategies' In *One economics, many recipes*. Princeton University Press. (pp. 85-96). • Sum, Ngai-Ling & Bob Jessop. (2013). *Towards a cultural political economy.* Edward Elgar. • Jessop, Bob. (2011). 'Rethinking the diversity and variability of capitalism: Varieties of capitalism, variegated capitalism, and the world market' In Wood & Lane (Eds.) *Capitalist diversity and diversity within capitalism.* Routledge. (pp. 209-37). • Streeck, Wolfgang. (1997). 'Beneficial constraints: on the economic limits of rational voluntarism' In J. Hollingsworth & R. Boyer (Eds.) *Contemporary capitalism: the embeddedness of Institutions.* Cambridge. (pp. 197-219). • Wright, Erik Ohlin. (2004). 'Beneficial constraints: beneficial for whom?' *Socio-Economic Review, 2*(3): 407-14. • Piore, Michael. (2016). Varieties of capitalism theory: its considerable limits. *Politics and Society, 44*(2): 237-41. • Witt, Michael & Gregory Jackson. (2016). 'Varieties of capitalism and institutional comparative advantage: a test and reinterpretation' *Journal of International Business Studies, 47*(7): 778-806.
Week 5 (4/2/25)	in-person	**organizational governance** (dis)integration, firms, strategy and structure *problem topic* what role does organizational governance play? Is there a best model?	**Required reading**: • Chandler, Alfred. (2005). 'The three revolutions: industrial, information, and biotechnology' In *Shaping the industrial century.* Harvard. (pp. 283-312). • Witcher, Barry & Vinh Sum Chau. (2012). 'Varieties of capitalism and strategic management: managing performance in multinationals after the global financial crisis' *British Journal of Management, 23*(S1): 58-73. *And at least one of the following*: • Langlois, Richard. (1992) 'Transaction-cost economics in real time' *Industrial and Corporate Change, 1*(1): 99-127. • Atkinson, Lund. (2018). 'The myth of the genius in the garage: big innovation' In *Big is beautiful.* MIT. (pp. 95-115). • Galbraith, John Kenneth. (1972). 'The imperatives of technology' and 'The technostructure' In *The New Industrial State.* Princeton. (pp. 55-78). **Further reading**: • Coase, Ronald. (1937). 'The Nature of the Firm' *Econometrica, 4*(16): 386-405.

			• Milgrom, Paul & John Robers. (1992). 'Economic organization and efficiency' In *Economics, organization and management.* Prentice Hall. (pp. 19-53) • Tylecote, Andrew & Emmanuelle Conesa. (1999). 'Corporate governance, innovation systems and industrial performance' *Industry and Innovation, 6*(1): 25-50. • Thomas, L.G & Geoffrey Warren. (1999). 'Competing capitalisms: capital investment in American, German, and Japanese firms' *Strategic Management Journal, 20*(8): 729-48. • Leifer, Richard et al. (2001). 'Implementing radical innovation in mature firms: the role of hubs' *Academy of Management Executive, 15*(3): 102-13. • Winter, Sidney. (2003). 'Understanding dynamic capabilities' *Strategic Management Journal, 24*(10): 991-95. • Pinchot, Gifford. (1987). 'Innovation through intrapreneuring' *Research Management, 30*(2): 14-19. • Parker, Simon. (2011). 'Intrapreneurship or entrepreneurship?' *Journal of Business Venturing, 26*(1): 19-34. • Gourevitch, Peter & James Shinn. (2005). 'Introduction and summary argument' In *Political power and corporate control.* Princeton. (pp. 1-14). • Casper, Steven & Richard Whitley. (2004). 'Managing competences in entrepreneurial technology firms: a comparative institutional analysis of Germany, Sweden and the UK' *Research Policy, 33*(1): 89-106.
Week 6 (11/2/25)	in-person	**industrial organization** associations, clusters, and networks *problem topic* how can industrial organization be leveraged to promote innovation? *guest presentation by Spencer Page —Munk MGA grad and Senior Analyst, Corporate Affairs at Vale Base Metals*	**Required reading**: • Berger, Suzanne. (2013). 'How to move innovation into the economy' In *Making in America: from innovation to market.* MIT. (pp. 1-23). • Owen-Smith, Jason & Walter Powell. (2004). 'Knowledge networks as channels and conduits' *Organization Science, 15*(1): 5-21 *And at least one of the following*: • Saxenian, Anna Lee. (2020). 'Cluster dynamics and regional networks: new Argonauts, Silicon Valley, and Route 128' In A. Oqubay & J. Yifu Lin (Eds.) *Oxford handbook of industrial hubs and economic development.* Oxford. (pp. 206-26). • Niosi, Jorge. (1995). 'Theories of technological alliances' In *Flexible innovation: technological alliances in Canadian industry.* McGill-Queen's University Press. (pp. 3-24). **Further reading**: • Simon, Herbert. (1991). 'Organizations and markets' *Journal of Economic Perspectives, 5*(2): 25-44. • Langlois, Richard & Paul Robertson. (1995). 'Innovation, networks and vertical integration' In *Firms, markets and economic change.* Routledge. (pp. 120-42). • Mowery, David, Joanne Oxley & Brian Silverman. (1996). 'Strategic alliances and interfirm knowledge transfer' *Strategic Management Journal, 17*(1): 77-91. • Audretsch, David & Maryann Feldman. (1996). 'R&D spillovers and the geography of innovation and production' *The American Economic Review, 86*(3): 630–40.

			• Chesbrough, Henry. (2003). 'Introduction' In *Open innovation: the new imperative for creating and profiting from technology.* Harvard. (pp. xvii-xxxi) • Boschma (2005). 'Proximity and innovation: a critical assessment' *Regional Studies, 39*(1): 61–74. • Duranton, Gilles. (2011). 'California dreamin': the feeble case for cluster policies' *Review of Economic Analysis, 3*(1): 3–45. • Locke, Richard & Rachael Wellhausen. (2014). 'Introduction' In R. Locke & R. Wellhausen (Eds.) *Production in the innovation economy.* MIT. (pp. 1-15). • Powell et al. (2005). 'Network dynamics and field evolution: the growth of interorganizational collaboration in the life' sciences. *American Journal of Sociology*, 110(4): 1132–1205. • Vicente, Jerome. (2018). 'Opportunities and weaknesses of cluster policy' In *Economics of Clusters.* Palgrave (pp. 85-103). • Wilson, James, Emily Wise & Madeline Smith. (2022). 'Evidencing the benefits of cluster policies: towards a generalised framework of effects' *Policy Sciences, 55*(2): 369-91.
Week 7 (25/2/25)	in-person	**rethinking industrial policy** *problem topic* industrial policy: pros and cons for innovation? *guest presentation by Christopher Lau —Director at Invest Ontario*	**Required reading**: • Greenwald, Bruce & Joseph Stiglitz. (2013). 'Industrial policies, the creation of a learning society, and economic development' In J. Stiglitz & J. Yifu (Eds.) *The industrial policy revolution I: the role of government beyond ideology.* IEA Press (pp. 43-71). • Lerner, Josh (2013). Discussion of 'Industrial policies, the creation of a learning society, and economic development' In J. Stiglitz & J. Yifu (Eds.) *The industrial policy revolution I: the role of government beyond ideology.* IEA Press (pp. 72-76). *And at least one of the following*: • Azoulay Pierre et al. (2019) 'Funding breakthrough research: promises and challenges of the "ARPA model"' *Innovation Policy and the Economy, 19*(1): 69-96. • Mazzucato, Marianna & Rainer Kattel. (2020). 'Grand challenges, industrial policy and public value' In A. Oqubay et al. (Eds.) *Oxford handbook of industrial policy.* Oxford. (pp. 311-36). **Further reading**: • Bulfone, Fabio. (2022). 'Industrial policy and comparative political economy: a literature review and research agenda' *Competition and Change, 27*(1): 22-43. • Taylor, Travis & Amanda Montera. (2021). 'History re-written: misconceptions of US trade and industrial policy and the influence of neoliberalism' *Journal of Economic Perspectives, 21*(1): 3-25. • Fasteau, Mac & Ian Fetcher. (2024). 'Recommendations: an industrial policy for the United States' In *Industrial policy for the United States.* Cambridge. (pp. 596-613). • Johnstone, Phil et al. (2021). 'Exploring the re-emergence of industrial policy: perceptions regarding low-carbon energy transitions in Germany, the United Kingdom and Denmark' *Energy Research & Social Science, 74*: 1-15. • Aiginger, Karl & Dani Rodrik. (2020). 'Rebirth of industrial policy and an agenda for the twenty-first century' *Journal of Industry, Competition and Trade, 20*(1): 189-207.

			• Miller, Gary & Andrew Whitford. (2016). 'Political moral hazard and bureaucratic autonomy' In *Above politics.* Cambridge. (pp. 77-99). • Ó Riain, Seán. (2000). 'The flexible developmental state: globalization, information technology, and the "Celtic tiger"' *Politics and Society, 28*(2): 157-93. • Evans, Peter. (1995). 'States and industrial transformation' In *Embedded autonomy.* Princeton. (pp. 3-21). • Graham, Otis (1992). 'America's unconscious industrial plan' In *Losing time: the industrial policy debate* (pp. 173-206). Harvard. • Calder, Kent. (1989). 'Elites in an equalizing role: ex-bureaucrats as coordinators and intermediaries in the Japanese government-business relationship' *Comparative Politics*, *21*(4): 379-403. • Block, Fred. (2011). 'Innovation and the invisible hand of government' In F. Block & M. Keller (Eds.) *State of innovation: the US government's role in technology development.* Routledge. (pp. 1-26). • Eisinger, Peter. (1988). 'Anticipating and creating markets: the states and high-technology policy' In *The rise of the entrepreneurial state.* Wisconsin. (pp. 266-89). • Lane, Nathaniel. (2020). 'The new empirics of industrial policy' *Journal of Industry, Competition and Trade, 20*(2): 209-34. • Krugman, Paul. (1993). 'The current case for industrial policy' In D. Salvatore (ed.) *Protectionism and world welfare.* Cambridge. (pp. 160-79). • Weiss, John & Adnan Seric. (2021). 'Industrial policy: clarifying options through taxonomy and decision trees' Development Policy Review, 39(5): 773-88. • Wilder, Matt. (2021). 'Industrial policy' In A. Kellow et al. (Eds.) *Handbook of business and public policy.* Edward Elgar. (pp. 309-24). • Schmitter, Philippe. (1974). 'Still the century of corporatism? *Review of Politics, 36*(1): 85-131. • Katzenstein, Peter. (1985). 'Democratic corporatism and its variants' In *Small states in world markets: industrial policy in Europe.* Cornell. (pp. 80-135). • Harris, Richard. (1985). 'Industrial policy in the small open economy' In *Trade, industrial policy, and international competition*. Toronto. (pp. 111-44).
Week 8 (4/3/25)	in-person	**governing finance and investment** *problem topic* should finance be reformed? How and why?	**Required reading**: • Wray, Randall & Yeva Nersisyan. (2016). 'Understanding money and macroeconomic policy' In M. Mazzucato & M. Jacobs (Eds.) *Rethinking capitalism: economics and policy for sustainable and inclusive growth.* Wiley. (pp. 47-65). • Mazzucato, Mariana & Carlota Perez. (2015). 'Innovation as growth policy: the challenge for Europe' In J. Fagerberg et al. (Eds.) *The triple challenge for Europe.* Oxford. (pp. 229-64). *And at least one of the following*: • Auerswald, Phillip & Lewis Branscomb. (2003). 'Valleys of death and Darwinian seas: financing the invention to innovation transition in the United States' *Journal of Technology Transfer, 28*(3-4): 227–39.

			• Aghion, Phillipe, Céline Antonin & Simon Bunel. (2021). 'Financing creative destruction' In *The power of creative destruction.* Harvard. (pp. 229-49). • Lazonick, William & Öner Tulum. (2011). 'US biopharmaceutical finance and the sustainability of the biotech business model' *Research Policy, 40*(9): 1170-87. **Further reading**: • Hallen, Benjamen, Susan Cohen & Sung Ho Park. (2023). 'Are seed accelerators status springboards for startups? Or sand traps? *Strategic Management Journal, 44*(8): 2060-96. • Harring, Niklas et al. (2023). 'Public acceptance of fossil fuel subsidy removal can be reinforced with revenue recycling' *Nature Climate Change, 13*(3): 214-15. • Kotchen, Matthew. (2021). 'The producer benefits of implicit fossil fuel subsidies in the United States' *Proceedings of the National Academy of Sciences, 118*(14): 1-7. • Badía, Guillermo, Maria C. Cortez & Luis Ferruz. (2020). 'Socially responsible investing worldwide: Do markets value corporate social responsibility?' *Corporate Social Responsibility and Environmental Management, 27*(6): 2751-64. • Ó'Rian, Seán. (2014). 'Capital: the triumph of finance' In *The rise and fall of Ireland's Celtic tiger.* Cambridge. (pp. 68-113). • Anand, Anita. (2010). 'The persistence of country-specific financial market regulation in the face of free trade agreements' In G.Hale & M. Gattinger (Eds.) *Borders and bridges: Canada's policy relations in North America.* Oxford. (pp. 289-305). • Vitols, Sigurt & Lutz Engelhardt. (2005). 'National institutions and high tech industries: a varieties of capitalism perspective on the failure of Germany's Neuer Markt' Social Science Research Center Berlin. (pp. 1-41). • Perez, Carlota. (2015). 'The changing nature of financial and institutional innovations' In *Technological revolutions and financial capital.* Edward Elgar. (pp. 138-47). • Perez, Carlota. (2009). 'The double bubble at the turn of the century' *Cambridge Journal of Economics, 33*(4): 779-805. • Freeman, Chris. (2001). 'A hard landing for the 'new economy'? Information technology and the United States national system of innovation' *Structural Change and Economic Dynamics, 12*(2): 115-39. • Lerner, Josh. (1999). 'The government as a venture capitalist: the long-run impact of the SBIR program' *Journal of Business, 72*(3): 285-318. • Zysman, John. (1983). 'Finance and the politics of industry' In *Governments, markets and growth.* Cornell. (pp. 55-95).
Week 9 (11/3/25)	in-person	**eco-welfare states and just transitions** *problem topic* can social policy be used to promote innovation? Are there trade-offs?	**Required reading**: • Perez, Carlota. (2016). 'Capitalism, technology and a green global golden age: the role of history in helping to shape the future' *Political Quarterly, 86*(S1): 191-217. • Aghion, Phillipe, Céline Antonin & Simon Bunel. (2021). 'The investor state and the insurer state' In *The power of creative destruction.* Harvard. (pp. 272-88).

			And at least one of the following: • Brzezinski, Michael. (2022). 'Does income redistribution impede innovation?' *Research Policy, 51*(10): 1-8. • Wilder, Matt, Ruth Rosalle & Alyssa Bishop. (2024). 'Eco-welfare states and just transitions: a multi-method analysis and research agenda' *Circular Economy and Sustainability, 4*(3): 2241-65. **Further reading**: • Kaplinsky, Raphael. (2021). 'Transformative change in practice' In *Sustainable futures.* Polity. (pp. 144-73). • Kerstenetzky, Celia Lessa. (2021). 'Why we need an allocative (and resourceful) welfare state' *Brazilian Journal of Political Economy, 41*(4): 745-59. • Woo, Jaejoon. (2020). 'Inequality, redistribution, and growth: new evidence on the trade-off between equality and efficiency' *Empirical Economics, 58*(6): 2667–2707 • Acemoglu, Daron et al. (2023). 'Green innovation and the transition toward a clean economy' *PIIE Working Paper.* • Upham, Paul, Benjamin Sovacool & Bipashyee. (2022). 'Just transitions for industrial decarbonisation: a framework for innovation, participation, and justice' *Renewable and Sustainable Energy Reviews, 167*(1): 1-16. • Swilling, Mark. (2020). 'Global energy transition, energy democracy, and the commons' In *The age of sustainability: just transitions in a complex world.* Earthscan. (pp. 227-63). • Heffron, Raphael. (2021). 'The just transition to a low-carbon economy' In *Achieving a just transition to a low-carbon economy.* Palgrave. (pp. 1-8). • Matsuo, Tyler & Tobias Schmidt. (2019). 'Managing trade-offs in green industrial policies: The role of renewable energy policy design' *World Development, 122*: 11-26. • Meckling, Jonas et al. (2022). 'Why nations lead or lag in energy transitions' *Science, 378*(6615): 31-33. • Suleman, Fatima et al. (2022) 'Compensation policies and comparative capitalisms' *European Journal of Industrial Relations, 28*(4): 405-25. • Naveed, Amjad & Cong Wang. (2023). 'Innovation and labour productivity growth moderated by structural change' *Technovation, 119*: 1-16. • Woltjer, Geert, Michiel van Galen & Katja Logatcheva. (2021). 'Industrial innovation, labour productivity, sales and employment' *International Journal of the Economics of Business, 28*(1): 89-113. • Juárez, Paula, Florencia Trentini & Lucas Becerra. (2018). 'Transformative social innovation for food sovereignty: the disruptive alternative' *International Journal of Sociology of Agriculture and Food, 24*(3): 319-36 • Trebilcock, Michael. (2014). 'Climate change policy: managing more heat in the world's kitchens' In *Dealing with losers: the political economy of policy transitions.* Oxford. (pp. 119-37). • Binmore, Ken. (2004). 'Reciprocity and the social contract' *Politics, Philosophy & Economics, 3*(1): 5-35 • Tylecote, Andrew. (1999). 'Inequality feedback in the north and south' In *The long wave in the world economy: the present crisis in historical perspective.* Routledge. (pp. 122-79).

			• Daly, Herman. (1997). 'Georgescu-Roegen versus Solow/Stiglitz' *Ecological Economics, 22*(3): 261-66. • Georgecu-Roegen, Nicholas. (1975). 'Energy and economic myths' *Southern Economic Journal, 41*(3): 347-81.
Week 10 (18/3/25)	in-person	**collaborative governance, international organization, and development** co-production, standards and corporate social responsibility (CSR) *problem topic* pros and cons of CSR for innovation?	**Required reading**: • Evans, Peter. (2023). 'From embedded autonomy to counter-hegemonic globalization: a 60-year adventure in exploring comparative political economy' *Annual Review of Sociology, 49*(1): 1-18. • Zhou, Haidi, Qiang Wang & Xiande Zhao. (2020). 'Corporate social responsibility and innovation: a comparative study' *Industrial Management and Data Systems, 120*(5): 863-82. *And at least one of the following*: • Ostrom, Elinor. (1996). 'Crossing the great divide: coproduction, synergy, and development' *World Development, 24*(6): 1073-87. • Mazzucato, Mariana. (2018). *Mission-oriented research and innovation in the European Union: a problem-solving approach to fuel innovation-led growth.* European Commission Directorate-General for Research and Innovation. • Wilder, Matt. (2024). 'Power to the stakeholders: how co-production turned around a green energy blunder in Ontario, Canada' In T. Nabatchi et al. (Eds.) *Pathways to positive public administration: an international perspective.* Edward Elgar. (pp. 339-60). • Balland, Pierre-Alexandre, Raphaël Suire & Jerome Vicente. (2013). 'Structural and geographical patterns of knowledge networks in emerging technological standards: evidence from the European GNSS industry' *Economics of Innovation and New Technology, 22*(1): 47-72. **Further reading**: • Klein, Matthew & Michael Pettis. (2020). 'Conclusion: to end the trade wars, end the class wars' In *Trade wars are class wars.* Yale. (pp. 121-32). • Tingley, Dustin & Michael Tomz. (2022). 'The effects of naming and shaming on public support for compliance with international agreements: an experimental analysis of the Paris Agreement' *International Organization, 76*(2): 445-68. • Evans, Peter. (2014). 'The capability-enhancing developmental state' In E. Kim & P. Kim (Eds.) *The South Korean development experience: beyond aid.* London: Palgrave. (pp. 83-110). • Fabrizi, Simona & Steffen Lippert. (2012). 'Due diligence, research joint ventures, and incentives to innovate' *Journal of Institutional and Theoretical Economics, 168*(4): 588-611. • Keller, Matthew et al. (2022). 'What makes a developmental network state durable?' *Sociology Compass, 16*(1): 1-13. • Ito, Keiko et al. (2023). 'Global value chains and domestic innovation' *Research Policy, 52*(3): 1-22. • United Kingdom. (2021). 'Aligning UK international support for the clean energy transition' UK Government. • Eckert, Sandra. (2021). 'Varieties of framing the circular economy and the bioeconomy: unpacking business interests in European policymaking' *Journal of Environmental Policy & Planning, 23*(2): 181-93.

			• Diercks, Gijs, Henrik Larsen & Fred Steward. (2019). 'Transformative innovation policy: addressing variety in an emerging policy paradigm' *Research Policy, 48*(4): 880-94. • Ortiz Cebolla, Rafael & Carlos Navas. (2019). 'Supporting hydrogen technologies deployment in EU regions and Member States' *International Journal of Hydrogen Energy, 44*(35): 19067-79. • Shaffer, Gregory. (2015). 'How the World Trade Organization shapes regulatory governance' *Regulation & Governance, 9*(1): 1-15. • Koop, Christel & Martin Lodge. (2014). 'Exploring the co-ordination of economic regulation' *Journal of European Public Policy, 21*(9): 1311-29. • Prakash, Aseem & Matthew Potoski. (2014). 'Global private regimes, domestic public Law: ISO 14001 and pollution reduction' *Comparative Political Studies, 47*(3): 369-94. • Gereffi, Gary, John Humphrey & Timothy Sturgeon. (2005). 'The governance of global value chains' *Review of International Political Economy, 12*(1): 78-104. • Vogel, David. (2000). 'Environmental regulation and economic integration' *International Economic Law, 3*(2): 265-79. • Harrison, Kathryn. (1996). 'The regulator's dilemma: regulation of pulp mill effluents in the Canadian federal state' *Canadian Journal of Political Science, 29*(3): 469-96. • Mowery, David. (1989). 'Collaborative ventures between US and foreign manufacturing firms' *Research Policy, 18*(1): 19-32. • Haas, Peter. (1989). 'Do regimes matter? Epistemic communities and Mediterranean pollution control' *International Organization, 43*(3): 377-403. • Keohane, Robert. (1982). 'The demand for international regimes' *International Organization, 36*(2): 325-55. • Haas, Ernst. (1975). 'On systems and international regimes' *World Politics, 27*(2): 147-74.
Week 11 (25/3/25)	in-person	**law and regulation** taxation, intellectual property, and competition policy *problem topic* how do laws and regulations affect innovation? *Guest presentation by David Asgeirsson and Rafal Janik — Xanadu*	**Required reading**: • Jorde, Thomas & David Teece. (1990). 'Innovation and cooperation: implications for competition and antitrust' *Journal of Economic Perspectives, 4*(3): 75-96. • Martinez, Catalina & Pluvia Zuniga. (2017). 'Contracting for technology transfer: patent licensing and know-how in Brazil' *Industry and Innovation 24,* (6): 659-89. *And skim at least one of the following*: • Aghion, Philippe et al. (2016). 'Taxation, corruption and growth' *European Economic Review, 86*(1): 24-51. • Akcigit, Ufuk et al. (2016). 'Taxation and international mobility of inventors' *American Economic Review, 106*(10): 2930-81. **Further reading:** • Moran, Michael. (2000). 'From command state to regulatory state' *Public Policy and Administration, 15*(4): 1-13. • Collier, Ruth, V.B. Dubal & Christopher Carter. (2018). 'Disrupting regulation, regulating disruption: the politics of Uber in the United States' *Perspectives on Politics, 16*(4): 919-37.

			• Trubnikov, Dimitri. (2017). 'Analysing the impact of regulation on disruptive innovations: the case of wireless technology' *Journal of Industry, Competition and Trade, 17*(4): 399-420. • Pross, Paul & Robert Shepherd. (2017). 'Innovation diffusion and networking: Canada's evolving approach to lobbying regulation' *Canadian Public Administration, 60*(2): 153-72. • Snir, Reut & Gilad Ravid. (2016). 'Global nanotechnology regulatory governance from a network analysis perspective: networks in nanotechnology governance' *Regulation & Governance, 10*(4): 314-34. • Bel, Germà & Jodi Rosell. (2016). 'Public and private production in a mixed delivery system: regulation, competition and costs' *Journal of Policy Analysis and Management, 35*(3): 533-58. • Pierre, Jon. (2015). Varieties of capitalism and varieties of globalization: comparing patterns of market deregulation. *Journal of European Public Policy, 22*(7): 908-26. • Lim, Sijeong & Aseem Prakash. (2014). 'Voluntary regulations and innovation: the case of ISO 14001' *Public Administration Review, 74*(2): 233-44. • Siems, Mathias & Gerhard Schnyder. (2014). 'Ordoliberal lessons for economic stability: different kinds of regulation, not more regulation' *Governance, 27*(3): 377-96. • Prantl, Susanne. (2012). 'The impact of firm entry regulation on long-living entrants' *Small Business Economics, 39*(1): 61-76. • Héritier, Adrienne & Sandra Eckert. (2008). 'New modes of governance in the shadow of hierarchy: self-regulation by industry in Europe' *Journal of Public Policy, 28*(1): 113-38. • Amable, Bruno. (2003). 'Introduction' In *The diversity of modern capitalism.* Oxford. (pp. 1-25). • Eisner, Marc. (2000). 'A regulatory-regime framework; In *Regulatory politics in transition* 2nd ed. Johns Hopkins. (pp. 1-26). • Frailberg, Jeremy & Michael Trebilcock. (1998). Risk regulation: technocratic and democratic tools for regulatory reform. *McGill Law Journal, 43* (4): 835-87. • Zeckhauser, Richard. (1996). 'The challenge of contracting for technological information' *Proceedings of the National Academy of Sciences, 93*(23): 12743-8.
Week 12 (1/4/25)	in-person	**conclusion: governing transformative innovation** *problem topic* how should transformative innovation be governed?	**Required reading**: • Perez, Carlota. (2015). 'The sequence and its driving forces' In *Technological revolutions and financial capital.* Edward Elgar. (pp. 151-58). • Aghion, Phillipe, Céline Antonin & Simon Bunel. (2021). 'Conclusion: the future of capitalism' In *The power of creative destruction.* Harvard. (pp. 312-20). • Kaplinksy, Raphael. (2021).'Who will do it? Making change happen' In *Sustainable futures.* Polity. (pp. 203-25). • Review the lab book

Course Drop Deadlines

The drop date for winter courses **February 28, 2025**. Dropping a course after this date will result in a Late Withdraw (LWD) on your transcript. MGA2 students should ensure they have enough credits to graduate, before dropping a course. If you need to drop a course, please contact the MGA Program Coordinator, Megan Ball, at mga@utoronto.ca.

Grading and Assessment

Final Grades in the course are given as letter grades. They reflect your overall performance in achieving the stated course learning objectives. Assessment on interim evaluations can take many forms and are intended to give you an indication of where you stand relative to others. This will allow you to make adjustments to your approach, your expectations, and your performance. Please contact your instructor if you would like more guidance on your individual course performance.

Turnitin

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website.

Class Attendance

Students are expected to attend every class. Students who join the course late are responsible for catching up and will not be given opportunities to make up for missed coursework except under extenuating circumstances. Those who miss more than one-sixth of a course due to illness or personal circumstances should inform their instructor and/or MGA Program Coordinator immediately. Students who are regularly absent from class will be referred to the MGA Program Office.

Accessibility Services

Academic accommodations and resources are available should you experience disability-related barriers that prohibit the demonstration of the knowledge and skills required to complete your academic program. These accommodations and resources are designed to provide equitable opportunities for students with disabilities to achieve their academic goals.

Disability-related accommodations are available through registration with the University of Toronto's Accessibility Services. This helps maintain privacy and confidentiality, and provides students with support when requesting and accessing accommodations. Students who register with Accessibility Services may also be eligible for disability-related services/equipment.

Instructors will direct students who make disability-related accommodation requests to register with Accessibility Services. Once you complete the registration process, you will work with an Advisor who can set you up with reasonable, disability-related accommodations and/or resources.

Students with accommodations have access to Letters of Accommodation that should be provided to course instructors outlining specific accommodations they can request within that course. For example, if a student is given more time to work on an assignment this would be outlined in their Letter of Accommodation. Any accommodations not outlined in the letter from Accessibility Services are up to the instructor's discretion. Students can connect with their Accessibility Advisor to discuss their accommodations throughout the year.

Information about registering with Accessibility Services is available on the website and in the office's Graduate and Professional Program Handbook: https://studentlife.utoronto.ca/task/read-the-handbook/ There's also a short video: https://www.youtube.com/watch?v=hAq62lF4IPg&t=2s If you're unsure whether you have a disability, please don't hesitate to connect with the office to discuss: accessibility.services@utoronto.ca.

Missed Academic Work

Students who miss academic work because of an illness may be required to submit a Verification of Illness or Injury (VOI) Form. A copy of form must be sent to the instructor and the MGA Program Coordinator (mga@utoronto.ca).

Students seeking academic consideration due to chronic (on-going) health issues, or a disability should contact the Accessibility Services Office. Religious observances will be accommodated according to Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances. Support can be provided by the divisional registrar's office if students are unsure of what resources are available.

Note: Students are expected to request accommodations in advance of assignments or tests. Failure to do so may result in a late penalty being applied.

Mental Health and Wellness

The University of Toronto's Student Mental Health Resource Guide is an online tool where students can access various on-campus and off-campus mental health resources, including those listed below. The School of Graduate Studies has a dedicated counsellor for graduate students. Appointments may be booked with them by contacting the Health and Wellness Centre at 416-978-8030 or info.hwc@utoronto.ca and asking to be connected with the dedicated graduate student counsellor.

Other Mental Health Resources

Feeling distressed? Are you in crisis? There's help. Call Good2Talk: 1-866-925-5454 (Ontario); text GOOD2TALK to 686868. Free, confidential helpline with professional counselling, information and referrals for mental health, addictions and well-being, 24/7/365. You can also contact My Student Support Program (MySSP) 1-844-451-9700 (North America); 001-416-380-6575 (Outside of North America) or the U of T Employee & Family Assistance Program (EFAP) 1-800-663-1142 (toll-free); 1-866-398-9505 (TTY); 604-689-1717 (collect). Visit "Feeling Distressed?" for more resources.

Are you in immediate danger? For Personal Safety – Call 911, then Campus Community Police*
UTSG Police: 416-978-2222 | U of T Mississauga Police: 905-569-4333 | U of T Scarborough Police 416-978-2222 | Centre for International Experience Safety Abroad 416-946-3929.
*24/7/365; Campus Community Police can direct your call to the right service.

Code of Behaviour on Academic Matters

Please read the University's Code of Behaviour on Academic Matters. It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

Academic Integrity

Case write-ups, papers, assignments and all other deliverables must be original work, giving credit to the work of others where appropriate. This applies to individual and group deliverables. All members of a group are accountable for the academic integrity of their submissions. You are encouraged to consult the following websites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the University of Toronto Academic Integrity and the UofT Writing Centre Resources websites for further detail and help on the proper use of citations.

Group Work and Behaviour

You are expected to treat teamwork the same way as you would in any professional organization. This includes, but is not limited to:

- Contributing substantially and proportionally to each project
- Committing to a standard of work and level of participation agreed upon by the group
- Ensuring familiarity with the entire content of a group deliverable so that you can sign off on it with your name in its entirety as original work

- Accepting and acknowledging that assignments that are found to be plagiarized in any way will be subject to sanctions for all group members under the University's Code of Behaviour on Academic Matters
- Ensuring that all team members voice their opinions, thoughts, and concerns openly and in an inclusive and considerate environment
- Taking personal responsibility for voicing your own thoughts to enhance and contribute to team learning

If you encounter difficulties with any group member that cannot be resolved within the group, please contact your instructor for guidance. Your instructor may refer you to the MGA Program Director for further assistance.

Use of Technology

Like any professional organization, the Munk School expects all of its members to behave responsibly and with courtesy and respect for others when using technology. The Munk School is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. Please read the University's Student Code of Conduct and policy on the Appropriate Use of Information and Communication Technology.

Munk School Professional Master's Programs Generative AI Policy

In-Class Assignments and Assessments

By default, the use of generative AI tools is ***not allowed*** in classroom work, including tests/exams, or quizzes. Students who wish to use these tools for in-class work must obtain explicit permission from the instructor. Use of these tools without explicit permission will constitute a serious violation of the Code of Behaviour on Academic Matters and will trigger an investigation under the Code. Penalties for this use can range from a reprimand to expulsion from the program.

Out-of-Class Assignments- Outlining

By default, students ***may use*** AI-generated outlines from ChatGPT, GPT-enabled Bing or other approved software in preparation for writing a paper or essay. This can be a useful way to begin the writing process. Students should submit, as an appendix to any paper produced from an outline in this manner, a copy of their interaction with the AI tool.

Out-of-Class Assignments - Completing

By default, students ***may not use*** generative AI to produce completed drafts of papers, mathematical analyses, or other submittable work. This includes text, images, audio, and video. Doing so will constitute a serious violation of the Code of Behaviour on Academic Matters and will trigger an investigation under the Code. Penalties for this use can range from a reprimand to expulsion from the program. Use of these tools where such a limitation has been implemented will constitute a serious violation of the Code of Behaviour on Academic Matters and will trigger an investigation under the Code. Penalties for this use can range from a reprimand to expulsion from the program.