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POLI 126AA Comparative Political Economy: Modern Capitalism  
2019 Summer Session 1; T/Th 2-450; Peterson Hall (PETER) 104

### Course Description:

Political economy is a subfield of the social sciences that focuses on the way in which power relations, political conflict, government policy, interest groups, and political institutions shape economic behavior and economic outcomes. Individuals have many identities (political, economic, social) and are subject to numerous forms of authority. Economic authority is most often thought of highly decentralized while political authority comes from above. As such, departing from traditional economics, political economy assumes economic outcomes are not simply the result of resources and market forces, but also from political forces that shape outcomes through government policy.

### Course Objectives

1. To introduce students to the defining characteristics of advanced political economies, the policies they pursue, and the outcomes associated with each.
2. To serve as a potential spark for research or side interests. This class is unique in that it is one of the few focused on politics and economics in the advanced nations. As such, this course will provide a solid foundation for those seeking to further their career in this subfield.
  - 2.a) Graduate School: Familiarize students with the format of academic publications and style of academic debates that graduate students and professors engage in.
  - 2.b) Policy Makers/Professionals: Provides a selling point for international careers. By blending economics and politics, students have a leg up on those with just training in only one field. Students will be able to cite arguments how downplaying the role of either politics or economics leads to unrealistic policy recommendations.
3. To broaden student framework for understanding the world around them. A benefit of a liberal arts education is to examine one's place in a broader historical and global context. This course intends to provide students with the knowledge to converse in a scholarly manner on contemporary international economic issues.

### Value of a US Liberal Arts Education (Hout 2012): "Noncognitive skills" (how assessed in POLI126AA)

1. Use facts and rhetoric to craft an argument (short-paper assignments)
2. Translate complex facts for a larger audience (Wikipedia assignment)
3. Apply given facts and theories to a new situation (final article analysis)
4. Complete assigned tasks on time (deduction for late work)
5. Ask for help when needed (TA & Prof available via office hours and e-mail)
6. Approach the same question though a variety of perspectives  
(we focus on politics-economics from 3 perspectives: liberal/uncoordinated, conservative, and socialist)

## Broad Themes

1. Overview, Explanations for Differences, Characteristics of Ideal Types – session 1-4
2. Case Studies – session 5-7
3. Reforms – session 8-9

**Attendance/Class Structure/Participation** is central to this course. Recent research on academic teaching and learning (King and Sen, 2013) cites improvement in learning outcomes with (1) social motivations; (2) explaining one's opinions to others; (3) instant feedback. When engaged in conversation with others, people's minds wander only about a quarter of the time (Morse 2012). As such, class participation is essential, especially in a three-hour time block. After clarifying the key components of the week's readings, students will then be required to discuss the required readings in questions posed to the class. Students are responsible for the information and ideas covered in the readings, which are structured to take around 3 hours per class session. The utilization of the iClicker system will help facilitate discussion. code CC

You might register your iClicker on TritonEd at [\*i>clicker Registration\*](#)

Plagiarism: Assignments will be uploaded to TritonEd and Turnitin.com, and I reserve the right to use the service in cases of suspected plagiarism. Changes in policy give instructors little choice but to report plagiarism to the Academic Integrity Coordinator. You should know the university's policies on academic misconduct by now (<http://www-senate.ucsd.edu/manual/appendices/app2.htm>). If you have any questions about the applicability of them to your particular case, consult with the instructor before you submit the paper.

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, don't ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at [academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu).

(Source: Bertram Gallant, T. (2017). Teaching for integrity. UC San Diego Academic Integrity Office.)

## Grading Peeves

“Will I pass this class? I want to pass this class”

::After getting a grade:: “I want an A, can I get an A?”

The points add to 100, which are translated into letter grades. To figure out what grade you will get at any time, estimate the amount of points you will get on future assignments, sum them up. You can e-mail me your calculations if you are unsure of adding correctly.

## Curves

I don't believe that points earned should be taken away. Were I to average grades or assignments to any grade (an 80%, for example) this might potentially mean that some above are brought down. I also will not institute the curves that some other courses on campus offer where there is a specific number of failures, Cs, Bs, As.

### Extra Credit

None. Focus your energies on the assigned work. The assigned work is geared towards meeting the course learning objectives. Effort put into your final paper will definitely pay off more than effort on extraneous activities.

### Incomplete (I) Grade

The Incomplete is intended for use when circumstances beyond a student's control prohibit taking the final exam or completing course work. An Incomplete may not be used simply to allow a bit more time for an undergraduate student who has fallen behind for no good reason. An Incomplete may be granted only to students who have a legitimate excuse currently with a **non-failing grade**. Examples of unacceptable reasons for approving an Incomplete include the need to rewrite a paper; the demands of a time-consuming job; the desire to leave town for a vacation, family gathering, or athletic contest; the desire to do well on GRE tests; and the like.

### Submitting Assignments

Ensuring timely submission of assignments to TritonED/TurnItIn is the responsibility of the student. It is recommended that you submit early and keep your confirmation e-mail in the event of a discrepancy.

### Technical Support

For help with accounts, network, and technical issues:

<https://acms.ucsd.edu/contact/index.html>

For help connecting to electronic library resources such as eReserves and e-journals:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

### Late Work

Late papers will receive a two point deduction for each day late. Participation cannot be made up.

### Religious Accommodation

See: EPC Policies on Religious Accommodation, Final Exams, Midterm Exams

-It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.

-For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.

-For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.

- If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

Final Grades will be assigned by the following formula; You are responsible for ensuring your grades are accurately reported. I reserve the right to up-grade to account for either exceptionally high or low performance on an assignment or for greater participation than required:

Letter Grade	Percentage	Letter Grade	Percentage
A+	96% or more	C+	77%-80%
A	92%-96%	C	73%-77%
A-	90%-92%	C-	70%-73%
B+	87%-90%	D	65%-70%
B	83%-87%	F	0%-59%
B-	80%-83%		

E-Mail/Course TritonEd Discussion Forum:

1. Before e-mailing Professor or TA about any assignment, course expectation, or general question, please check the TritonEd Discussion Forum.
2. We encourage such questions to be posted in the forum, they will be answered within 24 hours (excluding weekends); anonymous posting is allowed
3. If a question is inappropriate for the forum, e-mail the professor or TA directly indicating that you are student from POLI126AA Be sure to use your @**ucsd.edu** e-mail address for official course correspondence.
  - If the question might be had by other students, we will post the question (identifying information omitted) to the forum to aid classmates

Podcast: Lecture will be podcasted and available at [podcast.ucsd.edu](http://podcast.ucsd.edu) for review

Course Requirements/Grading:

- 10pts iClicker Participation – 2 pts available per class session; 1pt attendance, 1pt full-session 5 required sessions (can miss 4)
- 12pts reading participation – 4 pts available per class session; students are required to submit questions for 3 sessions by **11:59pm** before the associated class in the assignments folder
  - You must submit **both (2) questions, one of each**. Questions must demonstrate that student has read that week's readings and address the theme of that week
  - *Clarifying question* - for me to try to address during lecture
    - What in the readings could someone in class find confusing? Was the author unclear about something, use an unfamiliar term, or use a familiar term differently.
      - What does \_\_\_\_\_ mean in context?
      - Is this article only about Sweden or does it apply to other cases?
      - Could you rephrase what is meant by \_\_\_\_\_?
  - *Discussion question* – to form the basis of clicker questions and reaction papers
    - Open-ended (not yes/no); Usually 3-4 sentences:
      - Set up (with reading{s}), your point, question
    - A) Can cite particular passages and ask people to look at them closely and draw connections between these passages and the rest of the work
    - B) Can make and challenge connections between the text at issue and other works, and the themes and issues of the course
    - C) Can be a controversial questioning of the author, intent, audience, idea, or topic
    - D) Can be a hypothetical change of reference (i.e. What if \_\_\_ occurred in the US? Why can't/don't we see this \_\_\_?)

- 36% Reaction Papers – Discussion Reaction Papers – The reaction questions will be constructed from discussion questions submitted by students and discussed during coursetime. Prompts will be posted after each class in the “assignments” tab. You are expected to answer 3 out of 4 week’s prompts each being ~3 pages citing 2-3 (or more) sources (9 pages total)
  - Overview, Explanations of Differences, Characteristic Ideal Types – session 1-4  
(Due July 23<sup>rd</sup> 11:59PM)
  - Case Studies & Reforms– session 5-9 (Due August 2<sup>nd</sup> 11:59PM)
- 15% Wikipedia Research Project – training & article assignment by **July 19th**; go “live” by **Aug 2**
  - You are expected to contribute 2 paragraphs to any wikipedia page dealing with the content discussed in the course - Each paragraph should include at least 3 references
  - A library webpage (<http://ucsd.libguides.com/poli126aa>) has been created to provide research resources
  - The course wikipedia dashboard is available in TritonED in the “assignments” tab along with previous year’s pages
- 27% Final Examination: Media Reaction – You will have had practice examining media articles and discussing these topics in class throughout the course. On the final exam, you will be asked how recent media article exemplifies course themes and topics. You will be asked to (1) define a theme/topic, (2) describe how the article exemplifies that theme/topic, (3) connect that theme/topic to larger aspects of political economy discussed throughout the course

**Course materials (readings/slides) are available on TritonED “Readings” and “Lecture Slides” Organized by week**

*You must access with your @ucsd.edu e-mail address*

Other Resources:

Student Counseling, Health, and Well-Being Central Office & Urgent Care: 858-534-3755

Writing Center: 127 Mandeville Telephone: 858-534-4911

Required Items (available in bookstore):

**iClicker** – please register ASAP via TED

(\*CC) Bowman, John. 2014. Capitalisms Compared: Welfare, Work, and Business Sage/CQ;

ISBN:145225902X ; ISBN-13:9781452259024

(\*Pontusson) Inequality and Prosperity: Social Europe Vs. Liberal America ISBN: 9780801489709

ISBN-13: 978-0521183710

Available at UCSD library website: <https://roger.ucsd.edu/record=b10360645~S9>

**Readings** {What to focus on, if applicable, is in brackets}

**I. Overview/ US Exceptionalism – July 2**

1. A Manifesto For Renewing Liberalism *The Economist* September 13, 2018 (6 pages)
2. \*CC, Chapter 1, Introduction: 1-12

{Great overview of how terms will be used throughout the course; e.g. welfare, liberal, conservative, socialist, and capitalist/capitalism have definitions as American media uses them, but we will be using them in the academic context discussed here so get familiar with them}

3. Coates, David. Models of Capitalism: Growth and Stagnation in the Modern Era, Chapter 1 Capitalist Models and Economic Growth: 1-19

{Big questions of literature presented here; take special note of “The Questions of Capitalist Models” and “The Parameters of the Study”}

4. Mettler, S. 2011. Why Americans Can't See the Government and Why it Matters (2 pages)

5. Weir, M., Orloff, A. S., & Skocpol, T. 1988. Understanding American social politics.

Introduction: *The politics of social policy in the United States*, 3-27

{3-9 explain America's uniquely “scattered” system as compared to other nations of interest; the bottom of 17 through top of 27 provide historical explanations; we will be contrasting the US system and historical causes throughout the course}

**II. Institutional & Economic Causes – July 9**

1. Alesina, A., & Glaeser, E. L. (2004). *Fighting poverty in the US and Europe: A world of difference* Oxford: Oxford University Press. Introduction 1-13
2. Alesina, A., & Glaeser, E.L. (2004) *Fighting poverty in the US and Europe: A world of difference* Oxford: Oxford University Press. Chapter 4; “Political Institutions and Redistribution” (15pages)
3. Doring, H. & Manow, P. 2015. “Is Proportional Representation More Favourable to the Left: Electoral Rules and their Impact on Elections, Parliaments, and the Formation of Cabinets” *British Journal of Political Research* 47: 149-164 {read arguments from 149-154; results are presented graphically}
4. Torben Iversen and Thomas Cusack. 2000. “The Causes of Welfare State Expansion: Deindustrialization or Globalization?”, *World Politics* 52 (April): 313-49 {read arguments from 313-329; skim Findings section onward except for conclusion 329-345; Last paragraph on 332 through last paragraph of 335 discuss statistical findings – that section is important}

**III. Family/Worlds/Clusters of Welfare Regimes: Liberal, Conservative, Social Democratic – July 11**

1. \*CC, chapter 1, Social Democratic/Liberal/Conservative welfare states: 12-20
2. Esping-Andersen, Gosta. 1990. Three Worlds of Welfare Capitalism, Chapters 2 and 3, p.35-78 {this is the foundational work, so it is interesting to see how background ideologies come into play and how they are measured}
3. \*Pontusson, chapter 7: Welfare States, Redistribution, and Growth

*July 12th: Last day to alter grading option or drop without a “W”*

**IV. Varieties of Capitalism: Institutional Complementarity, Welfare,&Inequality – July 16**

1. \*CC, chapter 1, Varieties of Capitalism, Liberal/Cooperative Market Economies: 20-27
2. Estevez-Abe, Margarita, Torben Iversen, and David Soskice. 2001. “Social Protection and the Formation of Skills.” in Peter Hall and David Soskice eds. Varieties of Capitalism, 145-183. {This ties the welfare state to type of economy}
3. \*Pontusson. Chapter 2, Varieties of Capitalism
4. Hall, Peter and David Soskice. 2001. “An Introduction to Varieties of Capitalism.” in Hall and Soskice eds. Varieties of Capitalism, New York: Oxford University Press: 1-70. {1-54 focus}

## **V. Incorporating in Youth & Gender – July 18**

1. Iversen, T. and Stephens, J.D., 2008. Partisan politics, the welfare state, and three worlds of human capital formation. *Comparative political studies*, 41(4-5), pp.600-637
2. Busemeyer, M.R. and Iversen, T., 2012. Collective skill systems, wage bargaining, and labor market stratification. *The political economy of collective skill formation*, pp.205-33  
{JUST READ UP TO p. 215, the rest are statistical tests}
3. Estevez-Abe, Margarita. 2006. “Gendering the Varieties of Capitalism: A Study of Occupational Segregation by Sex in Advanced Industrial Societies,” *World Politics*: 142-175
4. \*CC, Chapter 4 Family Policy
5. Lessons from Europe?; What Can Americans Learn from European Public Policies, chapter 2: Gender, Employment, and Parenthood
6. Kenworthy, Jobs with Equality. 2008. chapter 10: Women Friendly Policies

*July 19th: Wikipedia Trainings (10) and Assign Self To An Article Due; Deadline to drop with a “W”*

## **VI. Labor Policy – July 23**

1. \*CC, Chapter 5 Labor Policy: 170-226
2. Schulze-Cleven, Tobias. (2015) Chapter 5 “Labor Market Policy: Toward a 'Flexicurity' Model in the US” in *Lessons from Europe? CQ Press* edited by R. Daniel Kelemen: p77-94
3. \*Pontusson, chapter 6: Participation, Security, Mobility, and Skills
4. \*Pontusson. Chapter 5, Macro-Economic Management and Wage Bargaining
5. Bucci, S. (2018) “Organized Labor's Check on Rising Economic Inequality in the U.S. States” *State Politics & Policy Quarterly* 18(2): 148 - 172 {Second half mainly stats, figures help}

*July 23rd: First set of 3 Reaction Papers Due*

## **VII. Welfare & Work with State-Intervention: AntiPodes (1); Japan & East Asia (5-7); France (2); & Southern Europe (3, 4) – July 25** Focus on two regions

1. Castles, Francis G. 2010. “The English-Speaking Countries” Castles, Francis C, et al (ed). *The Oxford Handbook of the Welfare State*. Oxford University Press, Oxford, UK
2. Schmitt, Vivien. 2003. “French Capitalism Transformed, yet still a Third Variety of Capitalism” *Economy and Society* 32 (4): 526–554
3. Bonoli, Giuliano. 1997. “Classifying Welfare States: A Two-Dimensional Approach,” *Journal of Social Policy* 26 (3): 351-372.
4. Ferrera, Maurizio. 2010. “The Southern European Countries”. Castles, Francis C, et al (ed). *The Oxford Handbook of the Welfare State*. Oxford University Press, Oxford, UK, 616-62
5. Peng, I. & Wong, J. 2010. “East Asia” Castles, Francis C, et al (ed). *The Oxford Handbook of the Welfare State*. Oxford University Press, Oxford, UK {Japan, Korea, Taiwan focus}
6. Coates, David. *Models of Capitalism: Growth and Stagnation in the Modern Era, Selections on Japan: “The Rise of The Japanese Economy” 54-64 & “Coordinated Capitalism: the Japanese Case” 177-187*
7. Lee, Y.J. and Ku, Y.W., 2007. East Asian welfare regimes: testing the hypothesis of the developmental welfare state. *Social Policy & Administration*, 41(2), pp.197-212.

**VIII. New Neo-liberal economics – July 30th**

1. Iversen, Torben and Anne Wren. 1998. "Equality, Employment, and Budgetary Restraint: The Trilemma of the Service Sector Economy" *World Politics* 52(3): 507-549 {skip Quantitative Evidence Section p.519-534}
2. Thelen, Kathleen. 2012. "Varieties of Capitalism: Trajectories of Liberalization and the New Politics of Social Solidarity". *Annual Reviews of Political Science* 15 (2): 1-23
3. Kenworthy, L. 2008. *Jobs with equality*. New York: Oxford University Press. Chapter 5 "Low-End Wages": 80- 114
4. Kenworthy, L. 2008. *Jobs with equality*. New York: Oxford University Press. Chapter 6 "Employment Protection Regulations": 115 - 135

**IX. New Politics: Political Reactions to a Post-Industrial Global Economy – August 1st**

1. Pierson, Paul. 1996. "The New Politics of the Welfare State", *World Politics*. 48: Pg. 143-179
2. \*Pontusson, Chpater 8: Welfare States in Retrenchment
3. Hausermann, Silja. 2012. "The Politics of Old and New Social Policies" in *The Politics of the New Welfare State* edited by Giuliano Bonoli and David Natali. Oxford: 111-132
4. Gingrich, J. and Häusermann, S., 2015. The decline of the working-class vote, the reconfiguration of the welfare support coalition and consequences for the welfare state. *Journal of European Social Policy*, 25(1), pp.50-75.

*Aug 2nd: Second set of 3 Reaction Papers Due; Wiki-Contribution Due*

**Final: Saturday August 3<sup>rd</sup>: 6-9 pm**

SU19: POLI126AA: Comparative Political Economy  
 Professor Bergman ([mebergma@ucsd.edu](mailto:mebergma@ucsd.edu))  
 Library/Data Resources: Annelise Sklar ([Asklar@ucsd.edu](mailto:Asklar@ucsd.edu))  
 Wikipedia Assignment  
[ucsd.libguides.com/poli126aa](http://ucsd.libguides.com/poli126aa)

There are 2 parts to this assignment (all available on the wikipedia page as well):

1) [https://dashboard.wikiedu.org/courses/UCSD/POLI126AA\\_Modern\\_Capitalism\\_\(Summer\)?enroll=yelhsxut](https://dashboard.wikiedu.org/courses/UCSD/POLI126AA_Modern_Capitalism_(Summer)?enroll=yelhsxut)

Register with wikipedia (links in **Submissions**): 5%

Complete 10 training modules; Wikipedia provides a suggested timeline; Official deadlines are those listed here (and on TritonEd)

Assign yourself an article to contribute to or create on the students tab – *check to make sure no one else has assigned themselves those pages* \*if you have

same interest as someone else, you must coordinate so as to not add the same information; you can communicate with other users on their talk page; sign your name with four tilde ~ so they know who to respond to. E.g. ~~~~bergmanucsd; to respond to someone, begin your comment with “:” see [https://en.wikipedia.org/wiki/Help:Using\\_talk\\_pages](https://en.wikipedia.org/wiki/Help:Using_talk_pages)

**Due July 19th**

Student	Article	Progress	Views
Derek Tanizaki (Dtanizak)	Healthcare in Luxembourg	0/44 training modules completed	5217   4900
eric cabanis (Ericcabanis)	Health care in Cyprus	0/44 training modules completed	4990   0   0
Eunji Son (Eunji5)	Working hours in South Korea	0/44 training modules completed	10314   1175
Efren Flores (Efren16)	Pensions in Denmark	0/44 training modules completed	5387   0   0
Fredrique Hoffman (Hoffman1266)	Italian welfare state	0/44 training modules completed	0   0   0

2) Add 2 paragraphs total to one or more articles (acceptable topics on back): 10% (5% each)

1. You are expected to contribute 2 paragraphs to any wikipedia page dealing with the content discussed in the course - Each paragraph should include at least 3 references (only one of which can be from a course assigned reading).
2. Identify what's missing from the current form of the article. Make notes for improvement in your sandbox. In your sandbox, write a few sentences about what you plan to contribute to the selected article.
3. **Due Aug 2nd; move your sandbox drafts into wikipedia**
4. When you make a claim, clearly state the fact in your own words, and then cite the source where you found the information. Wikipedia “bots” will find and flag you if information is plagiarized
1. The Citation Hunt tool shows unreferenced statements from articles. First, evaluate whether the statement in question is true! An uncited statement could just be lacking a reference or it could be inaccurate or misleading. Reliable sources on the subject will help you choose whether to add it or correct the statement.
5. Use checklist on page 15 of “editing wikipedia”: proofread, neutral language, clear for non expert, Wikipedia consistent formatting, reliable sources, links to other Wikipedia articles where appropriate
6. E-mail the assigned WikiStaff (Shalor Toncray / [stoncray@wikiedu.org](mailto:stoncray@wikiedu.org)) if you are unsure of a source being appropriate or proper citation format; books should be cited as books, articles as articles, etc. (use the tools)

A) Choose a country or sub-national territory/state from the list we have discussed this quarter. A non-exhaustive list is as follows (if interested in another country, please get prior approval) :

Luxembourg	Portugal	Malta	France*
Ireland	Greece	Uruguay	Germany*
Canada	Norway	S. Korea	Sweden*
Austria	Denmark	Taiwan	New Zealand*
Belgium	Iceland	Israel	Australia*
Netherlands	Finland	United Kingdom	Japan*
Spain	Cyprus	Italy	Eastern Europe

B) Choose a topic and/or specific reform we have discussed about those countries through the course:

II. Corporatism/Coordination	XI. Unemployment System	XVII. Service Sector Transition
III. Wage Bargaining	XII. Disability System	XVIII. Deindustrialization
IV. Pension Policy	XIII. Gendered Work Issues (Occupational Segregation)	XIX. Attitudes towards redistribution or PE policies
V. Health Policy	XIV. Youth Unemployment Issues	XX. Happiness as it relates to PE
VI. Education/Skills/Training	XV. Social Mobility	XXI. Poverty Reduction
VII. Active Labor Market Policy	XVI. Recent Political Economic Reforms or Trends	XXII. Working Hours/Efficiency
VIII. Family Policy		
IX. Corporate Governance		
X. Labor Policy (employment protection/flexibility)		

You can use the Wikipedia article search to find one to contribute to [https://dashboard.wikiedu.org/article\\_finder](https://dashboard.wikiedu.org/article_finder)

Read the article to ensure there is still space to contribute to it

\*Can only select areas of nations specifically covered in class if your research involves recent developments (2000 – 2016) of the following:

I.e. Not Labor, Wage, Health of US, Germany, Sweden unless recent developments

If you are unsure of an appropriate topic or have some other ideas in mind, please e-mail instructor (MeBergman@ucsd.edu)