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 as 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.

Broad Themes

1. Overview, Explanations for Differences, Characteristics of Ideal Types – week 1-4
2. Case Studies – week 5-7
3. Changes and Outcomes – week 8-10
**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. REEF has been enabled: 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.

**Final Grades** will be assigned by the following formula; You are responsible for ensuring your grades are accurately reported. Grades for participation will be posted within a day of submission. 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:

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<thead>
<tr>
<th>Letter Grade</th>
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<tr>
<td>A+</td>
<td>96% or more</td>
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<td>77%-79%</td>
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<td>A</td>
<td>93%-96%</td>
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<td>A-</td>
<td>90%-92%</td>
<td>C-</td>
<td>70%-72%</td>
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<tr>
<td>B+</td>
<td>87%-89%</td>
<td>D+</td>
<td>67%-69%</td>
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<td>B</td>
<td>83%-86%</td>
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<td>63%-66%</td>
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<td>B-</td>
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**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 36 hours (excluding weekends)
3. Participation in writing or responding to forum posts will be viewed favorably when deciding grades (if you wish, you can post questions anonymously to TritonED)
4. 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
Course Requirements/Grading:

- **7% iClicker Participation** – 1 pt available per class session; 7 required sessions
  - Students can receive make-up points by e-mailing a short paragraph describing their answer to each discussion question posed during lecture to MeBergman@ucsd.edu with title “POLI126AA Participation – (insert date)” by Friday at noon after the course meets
  - Lecture slides will be posted before each lecture; also available via podcast.ucsd.edu
- **7% reading participation** – 1.5 pts available per class session; students are required to submit questions for 5 weeks by **Sunday at noon before** the associated class in the contents folder (where the readings are)
  - **Clarifying question** (1pt each) – via TritonED by Sunday at noon before class
    - 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** (1pt each) – via TritonED by Sunday at noon before class
    - Open-ended (not yes/no); Usually 3-4 sentences: set up, 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 – I believe it is fair to test material in similar ways to as it has been presented. The reaction questions will be constructed from discussion questions submitted by students and discussed during coursetime. You are required to complete 3 discussion papers. One for each theme of the course. Questions will be posted after each class and TA office hours in a file in the “assignments” tab. You are expected to answer 2 questions each being ~3 pages and cite 2-3 (or more) sources (6 pages total)
  - Overview, Explanations of Differences, Characteristic Ideal Types – week 1-4 (Due Nov 1)
  - Case Studies – week 5-7 (Due Nov 22)
  - Changes and Outcomes – week 8-10 (Due Dec 13)
- **20% Wikipedia Research Project** – training & article assignment due Nov. 20; go “live” by Dec 8
  - You are expected to contribute 3 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
- **30% 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 are available on TED at https://ted.ucsd.edu. From the main TED page for poli126aa, click on “Content” in the upper left menu. You will find the readings organized by week.

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 and library reserves):
¡Clicker – please register ASAP via TED
*VV is also available via the library website: https://roger.ucsd.edu:443/record=b9286055~S9

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

I. Overview/ US Exceptionalism – Oct 2
1. *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}
      {Big questions of literature presented here; take special note of “The Questions of Capitalist Models” and “The Parameters of the Study”}
      {Focus on goals and bases of political parties; similar to earlier readings; Most of this article is footnotes; Ignore advanced statistical analysis 1475-1486}
      {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. Historical Causes: Trade, Business, Labor, and Politics – October 9
   {specifics of dates and people are not important; the key here are long-term trends so a thorough skim would be the best way to read this}
   5. 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 – October 16
5. *CC, chapter 1, Social Democratic/Liberal/Conservative welfare states: 12-20
   {this is the foundational work, so it is interesting to see how background ideologies come into play
   and how they are measured}
7. *VV, chapter 4: Welfare State Regimes: Why Did We Get Different Worlds of Welfare and Do We
   Still Have Them?: 53-77

IV. Varieties of Capitalism: Institutional Complementarity, Welfare, & Inequality – October 23
2. 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 most
   important; I will fill in rest}
   Formation of Skills.” in Peter Hall and David Soskice eds. Varieties of Capitalism, 145-183. {This
   ties the welfare state to type of economy}
   Politics. 52 (3): 350-383 {skip 368-378, this is an academic level article, so this is their
   methodology/statistics session; also note, this paper equates coordinated market economies with
   their term “social market economy”; liberal market economies are the same as defined above}

V. Case Studies: Ideal Cases: Germany, Sweden, US – October 30
1. *CC, Chapter 2 Health Policy: 36-98 {skip structures: 41-50, 52-57, 65-82}
   from Europe? CQ Press edited by R. Daniel Kelemen: p43-56

VI. Case Studies: State-led Capitalisms: France and Japan – Nov 6
   Economy and Society 32 (4): 526-554
   industry” In: Hall, Peter A., (ed.) Varieties of Capitalism: the Institutional Foundations of
3. Coates, David. Models of Capitalism: Growth and Stagnation in the Modern Era, Selections on
   Case” 177-187
VII.  Case Studies: Southern Europe and Southern Hemisphere – Nov 13

VIII.  New Politics: Political Reactions to a Post-Industrial Global Economy – Nov 20th
3. *VV, chapter 8: Why Do We Need to Reform the Welfare State? Part II: Post-Industrial Society and the Functional Pressures to Reform Coming from Within: 137-159

IX. New Neo-liberal economics – November 27st; Lane Kenworthy Guest Speaker

X. Outcomes – Dec 4th (select the readings you find most compelling)

Final: Thursday December 14th: 7-10 pm
Supplemental Readings

Historical Causes – Electoral Systems, Party Responsiveness, Industrial Change

Variety of Capitalism – Effects on Education, Gender, and Leisure

New Politics – Differentiating Old from New Policy Issues

New Economics – Causes and effects of observed transformations
4. *VV, chapter 7 “Why we need to reform the welfare state? Part I: Globalization as a Functional Pressure Coming from the Outside”:123-136
There are 2 parts to this assignment (all available on the wikipedia page as well):
1) Register with wikipedia (links in Assignments): 5%
https://dashboard.wikiedu.org/courses/University_of_California__-__San_Diego/Comparative_Political_Economy_-_Modern_Capitalism_(Fall)?enroll=lqydctir
Submit your user ID (also on Content: Logistics) so we know who to grade
Complete 6 training modules: wikipedia essential, editing basic, sandbox, sources & citations, finding articles, sandboxes and mainspaces
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
Due November 20th

2) Add 3 paragraphs total to one or more articles (acceptable topics on back): 15% (5% each)
1. You are expected to contribute 3 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 December 8th 11pm; 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) 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)
7. It is encouraged for you to complete a paragraph early; please notify Ben (bhbrewer@ucsd.edu) for grading feedback to improve later paragraph additions
A) Choose a country from the list of nations we have discussed all quarter besides our main in class cases. A non-exhaustive list is as follows (if interested in another country, please get prior approval):

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<thead>
<tr>
<th>Luxembourg</th>
<th>Portugal</th>
<th>Malta</th>
<th>France*</th>
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<tbody>
<tr>
<td>Ireland</td>
<td>Greece</td>
<td>Uruguay</td>
<td>Germany*</td>
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<td>Canada</td>
<td>Norway</td>
<td>S. Korea</td>
<td>Sweden*</td>
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<td>Austria</td>
<td>Denmark</td>
<td>Taiwan</td>
<td>New Zealand*</td>
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<tr>
<td>Belgium</td>
<td>Iceland</td>
<td>Israel</td>
<td>Australia*</td>
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<tr>
<td>Netherlands</td>
<td>Finland</td>
<td>United Kingdom</td>
<td>Japan*</td>
</tr>
<tr>
<td>Spain</td>
<td>Cyprus</td>
<td>Italy</td>
<td>Eastern Europe</td>
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B) Choose a topic(s) we have discussed about those countries through the course:

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

*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
  I.e. Not French coordination or Japanese Labor Policy unless recent reforms developments
  I.e. Not NZ or Aus Labor, Wage Policy 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)