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.

Broad Themes

1. Overview, Explanations for Differences, Characteristics of Ideal Types – week 1-4
2. Case Studies – week 5-7
3. Reforms 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. code BA

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>
<td>C+</td>
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<td>A</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

Podcast: Lecture will be podcasted and available at podcast.ucsd.edu for review
Course Requirements/Grading:

- 10.5% iClicker Participation – 1.5 pts available per class session; .5pt attendance, 1pt full-session
  7 required sessions (can miss 2)
- 12% reading participation – 3 pts available per class session; students are required to submit
  questions for 4 weeks by Wednesday at 11:59pm before the associated class in the submissions
  folder (where the readings are)
  - 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
    - 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
    - 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 – The reaction questions will be constructed
  from discussion questions submitted by students and discussed during coursetime. You are
  required to complete 2 discussion papers. Questions will be posted after each class in the
  “submissions” tab. You are expected to answer 3 out of 4 questions each being ~3 pages citing 2-3
  (or more) sources (9 pages total)
  - Overview, Explanations of Differences, Characteristic Ideal Types – week 1-5 (Due Nov 9)
  - Case Studies & Reforms– week 6-9 (Due Dec 7)
- 15% Wikipedia Research Project – training & article assignment by Nov. 16; go “live” by Dec 13
  - 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
- 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 course google drive, 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):

**Clicker** – please register ASAP via TED


Available at UCSD library website: [https://roger.ucsd.edu/record=b10360645~S9](https://roger.ucsd.edu/record=b10360645~S9)

Readings: *All readings will be hosted on the course google drive; please use your @ucsd.edu account when logging-in* {What to focus on, if applicable, is in brackets}

**I. Overview/ US Exceptionalism – September 27**

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}

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

   {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 – October 4**

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/Worlfs/Clusters of Welfare Regimes: Liberal, Conservative, Social Democratic – October 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}
IV. Varieties of Capitalism: Institutional Complementarity, Welfare, & Inequality – October 18
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}

V. Incorporating in Gender and Race – October 25
1. *CC, Chapter 4 Family Policy
2. Lessons from Europe?: What Can Americans Learn from European Public Policies, chapter 2: Gender, Employment, and Parenthood

VI. Labor Policy – November 1

VII. Welfare & Work with State-Intervention: AntiPodes (1); Japan & East Asia (5-7); France (2); & Southern Europe (3, 4) – Nov 8
**I realize you have an assignment due, focus on two regions if you cannot get to all
Nov 9: First 3 Reaction Papers Due
Nov 9: Last Day to Drop Without a “W”

VIII. New Politics: Political Reactions to a Post-Industrial Global Economy – Nov 15th
2. *Pontusson, Chapter 8: Welfare States in Retrenchment

Nov 16: Wiki Training Modules and Article Assignment Due

IX. New Neo-liberal economics – November 29th

X. Class Choice: Ideology Toward Redistribution (1, 2) : Happiness (3) : Immigration (4, 5): Youth Unemployment (6, 7) – December 6th

Dec 7: Second 3 Reaction Papers Due

Dec 13: WikiPedia Contribution Due

Final: Friday December 14th: 7-10 pm
Wikipedia Assignment
ucsd.libguides.com/poli126aa

There are 2 parts to this assignment (all available on the wikipedia page as well):
1) Register with wikipedia (links in Submissions): 5%
https://dashboard.wikiedu.org/courses/UCSD/POLI126AA_Modern_Capitalism_(Fall18)?enroll=nbyzrcsp
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 tildes ~ 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 16th

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 December 13th 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)
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):

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

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

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

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