Course Description:

Political economy is a subfield of political science and economics 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 that political forces shape government policy, which then translates to economic outcomes.

Course Objectives

1. To introduce students to the defining characteristics of advanced political economies, the policy types 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 economic 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.

Course objectives (reworded):
This course provides a theoretical framework for understanding the variation in economic and social institutions among advanced capitalist economies. Is there such a thing as an American, German, or French “model”? If so, how meaningful are their differences? In a world of economic globalization and crises, how do these “models” fare, and can they survive? Why do we see such cross-national variation in levels of economic inequality, employment, and growth? How, if it all, does politics come
into play?

Broad Themes
1. Overview of and Explanations for Differences – week 1
2. Classification of Capitalist “Regimes” - week 2
3. Case Studies – week 3
4. Transitions and Crisis – week 4/5

Omitted Themes in Comparative Political Economy Not Covered:
1. Political strategies of blame avoidance and credit claiming
2. Dichtomoties (equality v. prosperity; social Europe v liberal America; convergence/divergence)
3. Frame of American Exceptionalism (“hidden” welfare, why doesn't the US have a European-style welfare state)
4. Effect of European Union
5. Effect on health and leisure outcomes
6. Eastern European, Latin American, East Asian capitalisms
7. Convergence/divergence

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. Guided discussion will be the primary use of class time. We will start with clarifying the key components of the week's readings. Students will then be required to discuss the required readings and pose a question to the class. After going over these, I will introduce some supplemental material or critiques and discussion will continue. Students are responsible for the information and ideas covered in the readings, which are structured to take between 3 and 4 hours per class session. Course discussion enables these to be fleshed out and more deeply understood. These deeper understandings will form the basis of examination.

Course Requirements/Grading:
- 30% Participation – As an upper-division summer seminar, critical engagement with the readings is expected and required.
  - 4pts available per 8 class sessions {not 7/1 or 7/22} (32 pts – yes 2 extra credit available)
    - Clarifying question (1pt each) – via TED by midnight before class
      - What in the reading 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 TED by midnight before class
      - Student will receive feedback on question by noon with potential revision if needed
      - A) Open-ended (not yes/no); Usually 3-4 sentences: set up, your point, question
      - B) Can cite particular passages and ask people to look at them closely and draw connections between these passages and the rest of the work
      - C) Can make and challenge connections between the text at issue and other works,
and the themes and issues of the course

- D) Can be a controversial questioning of the author, intent, audience, idea, or topic
- E) Can be a hypothetical change of reference (i.e. What if ___ occurred in the US? Why can't/don't we see this ____?)
- F) Can challenge an assumption of the author and question how the argument would change

  - Discussion participation (1pt each) – during class
  - Supplemental reaction (1pt each) – during class
  - Depending on timing will be either discussion or short written reflection

- 40% Midterm Exam - Given that the midterm covers more classtime than the final (see schedule below), it is weighted accordingly. The midterm exam will be essay format. Four short essays (10% each) will be asked and will be based off the class discussion questions.
- 30% Final Exam – The final exam is scheduled for August 2nd. You will be asked to discuss three contemporary trends (10% each), events, and debates through the lens of class readings, lecture, and discussion from the second part of the course.
- Examination will be closed-note, closed-book, open-chart, open-syllabus.
  - A hard copy of the syllabus will be permitted to help you remember themes discussed and by whom.
  - You are allowed and encouraged to bring in as many hard-copy charts/tables/graphs from the readings/lecture that you find important. We will be discussing a variety of ways to measure concepts in approximately 20 countries. The point of examination is not asking to memorize where these nations fit statistically compared to others, but how they exemplify broader themes. As such, you may bring with you statistical information. If there is questions on this before the exam, please contact the Professor or TA.

Required Books (available in bookstore):

Readings (subject to revision/reduction): {What to focus on, if applicable, is in brackets}
I. Overview – July 1
a) Required
1. *CC, Chapter 1, Introduction: 1-12

II. Historical Causes – July 3
a) Required – Trade, Business, Labor, and Politics (at the turn of the Century)


### b) Supplementary – Electoral Systems, Party Responsiveness, Industrial Change


### III. Family/Worlds/Clusters of Welfare Regimes – July 8

a) Required– Liberal, Conservative/Continental, and Social Democratic/Scandinavian

1. *CC, chapter 1, Social Democratic/Conservative/Conservative welfare states: 12-20


4. *VV, chapter 4: Welfare State Regimes: Why Did We Get Different Worlds of Welfare and Do We Still Have Them?: 53-77

b) Supplementary – Not just about transfers, attitudes, and the South


### IV. Varieties of Capitalism – July 10

a) Required - Institutional Complementarity & Ties to Welfare and Inequality


b) Supplementary – Effects on Education, Gender, and Leisure

V. Case Studies: Ideal Cases: Germany, Sweden, UK – July 15

a) Required

b) Supplementary
   1. Articles from *The Economist*

VI. Case Studies: State-led Capitalisms: France and Japan – July 17

a) Required

b) Supplementary
   1. Articles from *The Economist*

VII. Midterm – July 22

VIII. New Neo-liberal economics – July 24

a) Required – Problems of the New Globalized Economy

b) Supplemental – Causes and effects of observed transformations
IX. New Politics – July 29

a) Required – Political Reactions to the new Post-Industrial Globalized Economy
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

b) Supplemental – Differentiating Old from New Policy Issues

X. Current Crisis – July 31

a) Required – Different Tools for Similar Issues
2. *KV, chapter 10: Can and Will the Welfare State Survive the Great Recession?: 185-207

b) Supplemental
1. Articles from the Economist

Final Exam– August 2; 3pm-6pm