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.

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. Do regimes matter? – week 4
5. Transitions – week 5

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 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. Course discussion enables these to be fleshed out and more deeply understood. These deeper understandings and their application will form the basis of examination. Further explorations of ideas in readings will be introduced time permitting.

Course Requirements/Grading:

- 30% Participation – As an upper-division summer seminar, critical engagement with the readings is expected and required.
  - 3-4 pts available per 8 class session
  - Clarifying question (1 pt each) – via TED by midnight 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 (1 pt each) – via TED by midnight 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 ____?)
  - Discussion participation (1 pt each) – short written reaction during class
    - I will aim to provide immediate feedback on these by next class
  - Supplemental participation (1 pt each) – during class
    - Newspaper/video/activity reaction

- 40% Exam – I believe it is fair to test material in similar ways to as it has been presented. The exam questions will be constructed from discussion questions and newspaper articles. Thus you
will have had practice and feedback multiple times by exam time. You can expect 3 short-essays (approximately one from each week) and 2 newspapers article analyses on the exam.

- 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/authors
  - 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.

- 30% Final Paper/Presentation – The final assignment is a paper that will either be (a) a case study beyond those studied in the course or (b) a theme not covered in the course. The assignment has an expected length of 8-10 pages, using at least 4 sources beyond the syllabus. A library webpage (http://ucsd.libguides.com/poli126aa) has been created to provide some resources. Additionally, class time will be devoted throughout the summer to provide for feedback from students and instructor on potential sources of information. Specifics of the assignment will be handed out in week 2. This paper is due at the time of the final, along with a brief (less than 10 minute) presentation.

- Some extra credit opportunities will be available following from supplemental readings

**Plagiarism:** A digital copy of the final must be uploaded to TED 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.

**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 syllabus and readings/assignments 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 Books (available in bookstore):**

**Readings (subject to revision/reduction):** {What to focus on, if applicable, is in brackets}

1. **Overview/ US Exceptionalism – June 29**
   a) Required
      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)

2. 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”}

   Science Review 71 (4): 1467-1487
   {Focus on goals and bases of political parties; similar to earlier readings; Most of this article is
   footnotes; Ignore advanced statistical analysis 1475-1486}

   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}

b) In class: Education in Europe; Non-US discussion

II. Historical Causes – July 1
   a) Required – Trade, Business, Labor, and Politics (at the turn of the Century)
         difference Oxford: Oxford University Press. Introduction 1-13
         95-132 {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}
      3. Iversen, Torben and David Soskice. 2009. “Distribution and Redistribution in the shadow of the
         19th century”. World Politics 61(3): 438-486
         Deindustrialization or Globalization?, World Politics 52 (April): 313-49 {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}

   b) In class: PR hypothetical

III. Family/Worlds/Clusters of Welfare Regimes – July 6
   a) Required– Liberal, Conservative/Continental, and Social Democratic/Scandinavian
      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. *VV, chapter 4: Welfare State Regimes: Why Did We Get Different Worlds of Welfare and Do
         We Still Have Them?: 53-77

   b) In-Class: Introduction of course final assignment

IV. Varieties of Capitalism – July 8
   a) Required - Institutional Complementarity & Ties to Welfare and Inequality
      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

3. 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}

4. Rueda, David and Jonas Pontusson. 2000. “Wage Inequality and Varieties of Capitalism” World 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 economics with their term “social market economy”; liberal market economies are the same as defined above}

V. Case Studies: Ideal Cases: Germany, Sweden, UK – July 13
a) Required Readings
1. *CC, Chapter 3 Pension Policy: 99-131
b) In class: walk through of library guide; newspaper discussions

VI. Case Studies: State-led Capitalisms: France and Japan – July 15
a) Required
b) In class: Newspaper articles

VII. Outcomes – July 20
b) In class: Newspaper practice

VIII. Exam – July 22

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) In-Class: I, Waite Podcast

X. **New Neo-liberal economics – July 27**

a) Required – Problems of the New Globalized Economy


Paper and Presentations– July 31; **3pm-6pm**
**Supplemental Readings**

### Historical Causes – Electoral Systems, Party Responsiveness, Industrial Change


### Southern Welfare Regimes, attitudes, and transfers


### 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 8 “Why we need to reform the welfare state? Pressures from Within”*