PSCI 3092-001

Spring 2021, zoom

M/W/F 10:20am-11:10am

**https://cuboulder.zoom.us/j/92610967125**

**Meeting ID: 926 1096 7125**

**Passcode: 325144**

Contact: Prof. Svet Derderyan

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Office: Ketchum 232

Office Hours: F 2:40pm-3:40pm and by appointment (zoom and ft)

**PSCI 3092 Comparative Political Economy**

**Course Description**

Political Economy is a broad and sometimes over-used term that describes a strain of research found in all sub-fields of Political Science. Put simply, Political Economy is comprised of two distinct traditions: 1) the study of how politics and economics interact; 2) the study of political behavior through the use of models traditionally used in economics. This class will expose students to both traditions and will evaluate questions of economic growth, political stability, inequality, corruption, welfare spending, taxation etc. from an interdisciplinary perspective, featuring analytical frameworks and insights from political science, economics, gender studies, history, sociology, social and cognitive psychology, and religion. In the course of the class we will examine how domestic institutions and interests structure the prospects for growth and stability in a country and we will analyze the driving forces behind economic development and underdevelopment, transitions from state-dominated to market-dominated economies, and sustained economic maturity. The examples featured in the class cover a broad geographic and chronological spectrum and include resource-cursed and war-torn economies in sub-Saharan Africa as well as (against the odds) successful African cases (Mauritius, Botswana), economic success stories from East Asia (South Korea and Japan, and more recently China), transitioning economies from the former communist and post-communist world of Eastern Europe (the Soviet Union and Russia, Poland, Hungary, Czechoslovakia, Bulgaria), and mature market and social democracies, such as Germany, Scandinavia, and the UK.

**Course Requirements**

Presentations: 10%

In-class Exam: 30%

Debate or Final Paper: 10%

Final Exam: 20%

Movie review: 10%

Participation and Attendance: 20%

Movie Review:

A detailed movie review (3-4 pages single spaced) connecting the class readings and discussions to a movie or a talk that was assigned in our class. What ideas/theories did the movie reinforce, what did it challenge, what other questions did it raise? Due: as soon as you complete it!

NB Trigger warnings: Due to the subject matter of the class, some documentaries or segments will inevitably cover topics, language, and imagery (including violence and nudity) that may be considered controversial or disturbing to watch. Viewer discretion is advised.

Presentations:

You will be expected to give a 10 min presentation on how a specific political and/or economic and/or societal institution in a country of your choice has led to three positive or negative socio-economic outcomes. You will do this in groups. The presentations will be 10% of your final grade.

These are group presentations. You have to meet with your group (virtually) and organize how your group will make its argument. You will be receiving a single grade for the group, so each of you has an interest in making sure the group does well. One of you will email me the group's powerpoint on the day it is due and cc all group members. I will reply all with your grade.

Sign up: https://docs.google.com/spreadsheets/d/1camDxEtaM\_gqRNHc-HffhEvDKJ-g5XdmD8k1eJOPZb0/edit#gid=0

Exams:

There will be 2 exams in this class. The midterm will focus on the first major topic of the class: The Political Economy of Development and Underdevelopment. The final will be cumulative and will feature questions from all sections of the class including the second and third ones - the Political Development of Communism and Post-communist Transitions and the Political Economy of Advanced Industrialized Democracies. The midterm will be 30% of your final grade, while the final will be 20%.

Debate:

We will have an in-class Oxford style debate in the end of the semester with two panels arguing two opposing perspectives on whether states or international institutions, such as the IMF, the World Bank, the EU etc, are better equipped to spur growth and development. The 6-8 volunteers in the debate will be exempt from having to write a final paper for the course but will write and submit outlines of their arguments (talking points). The rest of the class will try to make at least one valuable contribution to the debate. The debate will be 10% of your final grade and will take place on the day before the last day of this class.

The two teams will be evaluated over the following criteria: 1. info/facts, 2. analysis/critical thinking, and 3. style of delivery/persuasion. The team that ends up winning the debate will receive a 5% bonus to their team grade.

Sign up:

https://docs.google.com/spreadsheets/d/11qc7t7fAI6G2RPfc4O2xZHP2qYrfbjYO1J72VWmE0HY/edit#gid=0

Final Paper:

You are expected to write one 10-page paper focusing on two developing or developed countries and explaining what institutions have been responsible for their growth or lack thereof. 10% of the final grade, due Apr 28th.

Participation (Synchronous 10%+Asynchronous 10%):

Many of the lectures will be presented in a style that will give plenty of opportunities for in-class participation to the students. The frequency and quality of your comments during our lectures, as well as your attendance, will shape 10% of your participation grade.

Importantly, we will have a few asynchronous classes (no live online meeting) this semester. The dates for those are highlighted in yellow in this syllabus. During those you will complete an assignment on your own time and then be expected to part take in an online discussion on Canvas. The quality of your participation on Canvas will determine the other 10% of your participation grade.

I will grade your work on the following (standard) scale.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **B+** | 87-89 | **C+** | 77-79 | **D+** | 67-69 |  |  |
| **A** | 94-100 | **B** | 83-86 | **C** | 73-76 | **D** | 63-66 | **F** | 0-59 |
| **A-** | 90-93 | **B-** | 80-82 | **C-** | 70-72 | **D-** | 60-62 |  |  |

**Required Readings**

Leslie Holmes. 2015. Corruption: A Very Short Introduction (New York: Oxford University Press).

The remaining readings are available as electronic copies on CANVAS and/or links on this syllabus. A few recommended readings will be available through your CU library login at JSTOR and a few academic journals. Films also represent an important source for study. *Some films will be required while others will be recommended and designated as such.*

**Course Schedule**

**The Political Economy of Development and Underdevelopment**

1. **Jan 15 Introduction and Expectations**
2. **Jan 20 What is political economy** – O’Neill, Patrick. 2010. Essentials, Chapter 4
3. **Jan 22 The Political Economy of Development**: Samuels, David. 2012. Chapter 11
4. **Jan 25+27 The Political Economy of Development**: Samuels, David. 2012. Chapter 11
5. **Jan 29 Democracy and State Power as engines for development. Democracy: What is the evidence?** - Przeworski, A and Limogni, F. 1997. “Modernization: Theories and Facts,” *World Politics*
6. **Feb 1 Democracy and State Power as engines for development. The value of state institutions** – Olsen, M. 1996. “Why some countries are rich, and others poor?” *Journal of Economic Perspectives*
7. **Feb 3+5 African Economies in Crisis** – Van der Walle, N. 2001. *African Economies and the Politics of Permanent Crisis*. Introduction, available on google books.
8. **Feb 8 Solutions to Underdevelopment: The case of Mauritius** – Subramanian, A. 2001. “Who can explain the Mauritian Miracle?” IMF working paper.
9. **Feb 10+12 How to rob Africa**? **TBD**
10. **Kenya:** [**https://www.youtube.com/watch?v=VVN3N3mWa2E&ab\_channel=AlJazeeraEnglish**](https://www.youtube.com/watch?v=VVN3N3mWa2E&ab_channel=AlJazeeraEnglish)
11. **S. Africa:** [**https://www.youtube.com/watch?v=LD-o08xkK\_k&t=2s&ab\_channel=AlJazeeraEnglish**](https://www.youtube.com/watch?v=LD-o08xkK_k&t=2s&ab_channel=AlJazeeraEnglish)
12. **Kenya:** [**https://www.youtube.com/watch?v=6T\_PjEXlLBs&t=334s&ab\_channel=AlJazeeraEnglish**](https://www.youtube.com/watch?v=6T_PjEXlLBs&t=334s&ab_channel=AlJazeeraEnglish)
13. **Feb 15-19-22 Corruption as a catalyst and impediment to development**

Holmes, Chap. 2, Teets and Chenoweth, To Bribe or to Bomb? (Canvas)

1. **Feb 24 The theory and evidence behind the Resource Curse** – Extensions: civil war opportunities and motivations – “Why Natural Resources Are a Curse on Developing Countries and How to Fix It” The Atlantic. 2012; and “When are natural resources bad for growth?” Microeconomics. 2013.
2. **Feb 26 BBC the curse of oil** Exercise – <http://topdocumentaryfilms.com/the-curse-of-oil/>

(<https://www.youtube.com/watch?v=UYIjvJF0OWo&ab_channel=maan100283>)

Recommended:

Ross, Michael, 2015. “What have we learned about the Resource Curse?”

<https://www.sscnet.ucla.edu/polisci/faculty/ross/papers/articles/Ross%20->

%20What%20have%20we%20learned%20ARPS%202015.pdf

Michael Ross on the oil curse: <https://www.youtube.com/watch?v=y7ESq_O3Odw>

1. **Mar 1 The myth and reality of the Asian Success?** - Wade, R. 1992. *East Asia’s Economic Success: Conflicting Perspectives, Partial Insights, Shaky Evidence*
2. **Mar 3 Secrets behind South Korea’s economic success** Exercise - <https://www.youtube.com/watch?v=bJ0hMr5TSkI>

**The Political Economy of Communism and Post-communist Transitions**

1. **Mar 5 The Political Economy of Communism – from Marx to Stalin** – O’Neill, P. 2010. Essentials, Chapter 8
2. **Mar 8 The Political Economy of Communism – from Marx to Stalin**
3. **Mar 10 Midterm**
4. **Mar 12 Communism and Post-communist Online exercise**
5. **Mar 15-17-19** **The Post-communist Transition of Eastern Europe: shock therapy in liberal and illiberal democracies** - Vachudova, *Europe Undivided,* Intro (online) + Illiberal Regimes and the Leverage of the EU

**The Bulgarian Transition**: Bulgaria – the long revolution - <https://www.youtube.com/watch?v=iYzp778OEyo>

1. **Mar 22-24 Transition Complete? The Application and Acceptance to the EU -** “In the Nick of Time: Survey of EU enlargement.” *The Economist* (28 Mar 2008).

Barnes, I. & P. Barnes. 2010. “Enlargement.” In European Union Politics, 3rd ed., eds. M. Cini & N. Perez-Solorzano Borragan. New York: Oxford UP, 418-435.

Moravcsik, A.; M. Vachudova. 2003. “National Interests, State Power, and EU Enlargement,” East European Politics and Society 17: 42-57.

In the Nick of Time: Survey of EU enlargement.” *The Economist* (28 Mar 2008).

1. **Mar 26-29 How did the EU tackle the impediments to economic liberalization: the case of corruption** - Pop-Eleches, Grigore and Philip Levitz (2010). Why No Backsliding? The EU’s Impact on Democracy and Governance Before and After Accession. Comparative Political Studies 43: 457.

“This is the golden age” <https://www.theguardian.com/world/2019/oct/26/this-is-the-golden-age-eastern-europes-extraordinary-30-year-revival?CMP=share_btn_fb>

1. **Mar 31 Corruption in Eastern Europe and FDI – how did FDI spur economic growth despite rampant corruption?** - Bevan, A., Estrin, S., Grabbe, H. (2001). “The Impact of EU Accession Prospects on FDI Inflows to Central and Eastern Europe”. Policy Paper, ESRC “One Europe or Several?”
2. **Apr 2 Corruption in Eastern Europe and FDI – how did FDI spur economic growth despite rampant corruption?** - Bevan, A., Estrin, S., Grabbe, H. (2001). “The Impact of EU Accession Prospects on FDI Inflows to Central and Eastern Europe”. Policy Paper, ESRC “One Europe or Several?”

**The Political Economy of Developed Industrial Democracies**

1. **Apr 5+7 In class Presentations: Developing and Post-Communist Countries**
2. **Apr 9+12+14 Welfare state** - Esping-Anderson, G. 1990. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton UP, 9-34

**Varieties of Capitalism** - Marzinotto, B. 2011. “Economic Governance and Varieties of Capitalism.” In *Europe Today*, 4th ed., eds. R. Tiersky & E. Jones. NY: Rowman & Littlefield, *only* 303-17.

**Welfare State Retrenchment** - Pierson, “Post-industrial Pressures on the Mature Welfare States

**Gender and the Welfare State** - Orloff, “Gender in the Welfare State”

**New Social Risks** - Sainsbury, *Gender and Welfare State Regimes,*Chapter 8 (Gender, Policy Regimes, and Politics)

1. **Apr 16 In class presentations: Advanced Economies**
2. **Apr 19 Paper and Debate Presentation**
3. **Apr 21 European Economic and Monetary Integration from the EEC through SEA and Maastricht to the crisis** - Verdun, A. 2010 . ”In *European Union Politics*, 3rd ed., eds. M. Cini & N. Perez-Solorzano Borragan. New York: Oxford UP, 324-39.
4. **Apr 23 The pros and cons of a common monetary policy:** Online Exercise
5. **Apr 26 - Debate**
6. **Apr 28 – Review**

**Final Exam – May 2, 1:30pm-4pm**

***STUDENT RESPONSIBILITIES***

**COVID statement from your Professor:** The COVID pandemic introduces unusual challenges to teaching classes such as ours. We will have to improvise and try to organize interactive and group activities in the online space. This will sometimes work very well, but there could also be more challenging times in terms of technological needs, internet connection, the general limitations that a lack of in person contact introduces to specific team-oriented assignments. We will take on these challenges as they arise and will be flexible.

Flexibility will be key not only for completing assignments and re-organizing group work. In case a student or the instructor for the course becomes temporarily unavailable due to illness, backup measures will be in place. Assignment deadlines will be re-negotiated on individual basis, certain lectures may be delivered asynchronously, a different instructor may step in for a period of time.

Whatever challenges arise as a result of the unusual circumstances during the pandemic, we will tackle them with a positive attitude, respect, empathy, and motivation. And as long as we manage to stay healthy, be supportive of each other, and remain committed to the academic goals of our class, there can be no doubt – we will finish the semester with flying colors!

**Absences:** Regular class attendance is your obligation, and you are responsible for all the work of all class meetings. While I will not take attendance for every class,I suggest you attend all classes because I introduce new material in them that is not covered in the readings.

**Lateness Policy:** Late assignments are not acceptable and they will be graded down 10% for each day they are late up to 3 days after they are due. You should back-up all your work on your hard drive and on a free cloud service such as Dropbox that allows you to retrieve documents and changes made more easily than Word.

# Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2019-2020_student_code_of_conduct_0.pdf).

# Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

* maintain 6-foot distancing when possible,
* wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
* clean local work area,
* practice hand hygiene,
* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming to campus each day, all students are required to complete the [Buff Pass](https://pass.colorado.edu/login)

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, please try to communicate this to me soon, but by no means feel that it has to be right away! Focus on your immediate health concerns first. Getting sick and/or quarantined can be very stressful, so I do not want you to feel extra pressured to immediately let me know. Please, do try your best though to inform me that you cannot attend class for some time as soon as you safely and calmly can. Last, please, do not share with me any details about your specific condition or circumstances. Just knowing that you are sick and recovering will be sufficient.

# Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.  If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

# Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

# Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

# Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

# Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.