

PSCI 3092-001
Fall 2019, HLMS 141
M/W/F 10:00am-10:50am

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Office Hours: M/W/F 9:15am-10am and by appointment

PSCI 3092 Comparative Political Economy

Course Description

The term 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 Africa as well as (against the odds) successful African cases (Mauritius), economic success stories from East Asia (South Korea and Japan), 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 1: 25%
In-class Exam 2: 25%
Debate or Final Paper: 10%
Final Exam: 15%
Movie entries: 5%
Participation and Attendance: 10%

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 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.

The fact that you should physically meet and work together in a group is perhaps one of the most important elements of the assignment. If all of you communicate only online, divvy up the work, do your own part, and then throw everything together the day of the presentation and do not practice delivering together a cohesive argument, these presentations will not turn out to be very good. Also, I can always tell if people have practiced together ahead of time.

To incentivize you to live up to this key expectation of the assignment - namely that you meet and work physically together, I am **REQUIRING** you to start your ppt by including 1-2 photos of your group working together on the presentations taken with someone's smart phone!

Exams:

There will be three exams in this class. The midterms are not cumulative and will focus on the first and second major topics of the class: The Political Economy of Development and Underdevelopment and The Political Development of Communism and Post-communist Transitions. The final will be cumulative and will feature questions from all sections of the class including the third and final one - the Political Economy of Advanced Industrialized Democracies. Each midterm will be 25% of your final grade, while the final will be 15%.

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 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.

Final Paper:

You are expected to write one 6-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 Dec 11th.

Movie Entries:

We will see a number of documentaries in this class. You are responsible to submit two short reactions (max 1 page single spaced) to two documentaries of your choice connecting your impressions with the class readings. These documentaries serve an important goal – to demonstrate the real world applications

of the theories and concepts we will be discussing in class. You will submit these in a single word document whenever you have completed the two reaction entries but before Nov 22nd.

Attendance and Participation:

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, as well as your attendance, will shape your final participation grade. If we have one or several pop quizzes in class, those will also factor in 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

All required readings in the course schedule, are available electronically, either through **D2L** or directly **ONLINE**

A few suggested additional news sources are listed below:

- The Financial Times* (British daily newspaper with quality information)
- The Economist* (weekly British news magazine with a good comparative perspective)
- De Spiegel* (popular German news magazine with online content available in English)
- The New York Times* (decent coverage of various regions across the world)

Original Work + Honor Code

It is expected that all work you do in this course represents original work not previously or simultaneously handed in for credit in another course. All work for this course falls under the University's Honor Code.

Questions and Absences

If you have questions about the course, please come see me after class or during office hours. In general I will not be able to answer substantive questions over email. If you have to miss class on the day of an exam, then you must write and explain beforehand in all but the most unusual circumstances. Attendance is required.

Course Schedule

The Political Economy of Development and Underdevelopment

1. **Aug 26 Introduction and Expectations**
2. **Aug 28 What is political economy** – O’Neill, Patrick. 2010. Essentials, Chapter 4
3. **Aug 30 The Political Economy of Development:** Samuels, David. 2012. Chapter 11
4. **Sept 4 The Political Economy of Development:** Samuels, David. 2012. Chapter 11
5. **Sept 6 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. **Sept 9 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. **Sept 11 African Economies in Crisis** – Van der Walle, N. 2001. *African Economies and the Politics of Permanent Crisis*. Introduction, available on google books.
8. **Sept 13 Solutions to Underdevelopment: The case of Mauritius** – Subramanian, A. 2001. “Who can explain the Mauritian Miracle?” IMF working paper.
9. **Sept 16 How to rob Africa** - <http://topdocumentaryfilms.com/how-to-rob-africa/>
10. **Sept 18 How to rob Africa 2**
11. **Sept 20 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.
12. **Sept 23 BBC the curse of oil** – <http://topdocumentaryfilms.com/the-curse-of-oil/>

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
13. **Sept 25 BBC the curse of oil 2**
14. **Sept 27 The myth and reality of the Asian Success?** - Wade, R. 1992. *East Asia’s Economic Success: Conflicting Perspectives, Partial Insights, Shaky Evidence*
15. **Sept 30 Secrets behind South Korea’s economic success** -
<https://www.youtube.com/watch?v=bJOhMr5TSkl>
16. **Oct 2 Midterm1**

The Political Economy of Communism and Post-communist Transitions

17. **Oct 4 The Political Economy of Communism – from Marx to Stalin** – O’Neill, P. 2010. Essentials, Chapter 8
18. **Oct 7 The Political Economy of Communism – from Marx to Stalin**
19. **Oct 9 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
20. **Oct 11 The Post-communist Transition of Eastern Europe: shock therapy in liberal and illiberal democracies** - - Vachudova, *Europe Undivided*, Intro + Illiberal Regimes and the Leverage of the EU
21. **Oct 14 The Post-communist Transition of Eastern Europe: shock therapy in liberal and illiberal democracies** - Vachudova, *Europe Undivided*, Intro + Illiberal Regimes and the Leverage of the EU
22. **Oct 16 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.
23. **Oct 18 Transition Complete? The Application and Acceptance to the EU** - “In the Nick of Time: Survey of EU enlargement.” *The Economist* (28 Mar 2008).
24. **Oct 21 The Bulgarian Transition: Bulgaria – the long revolution** - <https://www.youtube.com/watch?v=iYzp778OEyo>
25. **Oct 23 The Bulgarian Transition 2 TBD**
26. **Oct 25 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.
27. **Oct 28 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.
28. **Oct 30 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?”
29. **Nov 1 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?”

30. **Nov 4 Midterm 2**

The Political Economy of Developed Industrial Democracies

31. **Nov 6 Welfare state** - Esping-Anderson, G. 1990. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton UP, 9-34

32. **Nov 8 Welfare state** - Esping-Anderson, G. 1990. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton UP, 9-34.

33. **Nov 11 Paper and Debate Presentation**

34. **Nov 13 Comparing Healthcare systems** - Movie Showing: Sick around the world

35. **Nov 15 Healthcare cont'd TBD**

36. **Nov 18 In class Presentations**

37. **Nov 20 In class Presentations**

38. **Nov 22 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.

Movie ENTRIES DUE!

Thanksgiving Break Nov 25-29

39. **Dec 2 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.

40. **Dec 4 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)

41. **Dec 6 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 Borrigan. New York: Oxford UP, 324-39.

42. **Dec 9 - Debate**

43. **Dec 11 – Review**

Final Exam – Sun, Dec 15: 7:30pm-10:00pm

A few final points:

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](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. 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. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

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 who are 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](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and 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](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, 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. Please let me know as soon as possible whether arrangements along these lines are in order.

See the [campus policy regarding religious observances](#) for full details.