

**Claremont Graduate University**  
**Department of Politics and Policy**  
**SPE352 Comparative Political Economy**  
Fall 2017

**Contact Information**

**Course Instructor: Melissa Rogers**

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Office Hours: Tuesday 2-4pm or by appointment

**Course Schedule**

Meeting day, time: Wednesday 4-7pm

Course Location: McManus 35

**Course Description**

This course examines the interaction between capitalism and democracy. We will study how the economy affects politics and how politics—in particular, political institutions—shapes economic policies and outcomes. It explores the impact of global markets on national politics and the impact of politics on economic development in both developed and developing countries. We will also examine how various domestic political conditions (e.g. regime type, partisan politics, and constitutional features) affect economic policies (e.g. tax and welfare, growth, inequality, and poverty).

**Background Preparations (Prerequisites)**

Core courses in Comparative Politics (PP350, PP351) are helpful but not required for the course. The literature covered often includes advanced statistical and formal methods. Students are not expected to understand the complexities of these methods but to focus on the theoretical arguments and policy conclusions in these readings.

**Student Learning Outcomes:**

By the end of this course, students will be able to:

1. Evaluate the role of politics in economic decision-making
2. Integrate understanding of economic and political outcomes
3. Discuss the most important literature in comparative political economy
4. Analyze the role of institutions in political and economic outcomes
5. Understand the debates in the economic origins of political institutions

## **Texts and Journal References**

Nearly all readings can be accessed through the library website or the Canvas course site.

Students should purchase Caporaso, James and David Levine, *Theories of Political Economy*. New and used copies are available on Amazon.

## **Course Requirements & Assignments:**

Students are required to complete a midterm exam, final exam, and 2 response papers (3-4 pages long). The midterm and final exams will take place in class and will mimic the structure of the Ph. D. qualifying exams. Students may choose any 2 weeks during the semester for their response papers. Participation is also crucial to your grade in the course. It will be worth 10% of the total course grade and will include discussion questions.

No late exams will be accepted unless special arrangements are made via a request, in writing, to me at least 2 weeks prior to the exam. Late papers will be deducted 10 points per day for each day late and will not be accepted after the 4<sup>th</sup> day.

### Assignment Schedule:

Response Papers- 2 total, timing determined by students

Midterm Exam- October 18th

Final Exam- December 13th

### Grade Breakdown:

Midterm: 30%

Final Exam: 35%

Response Papers (2): 25%

Participation: 10%

### Grading Description: Written Assignments

Assignments are graded based on their academic rigor. In particular, I focus on whether the student has made an argument and how that argument is supported by logic and by the cited literature. I do not want students simply to summarize the literature but rather to fit literature into a coherent argument that both demonstrates understanding of the literature and ability to develop and defend an original argument. I use the following grading rubric, developed by the Association of American Universities to evaluate papers. The numbers at the top of the grid reflect the point value for each element of the paper.

### Grading Description: Participation

Students should be prepared to participate in every class session. I will document the frequency of participation by individual students in each class period. Participation can include participation in class discussions, presentation of discussion questions, and comments on current events related to the course. Students will present discussion questions in assigned weeks. This gives students a clear opportunity to participate in the course. I understand that different students have different ways of participating. If students are uncomfortable speaking often in class, they can participate by uploading current event articles to Canvas and presenting additional discussion questions.

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

### **Attendance**

Students are expected to attend all classes. Students who are unable to attend class must seek permission for an excused absence from the course director or teaching assistant. Unapproved absences or late attendance for three or more classes may result in a lower grade or an “incomplete” for the course. If a student has to miss a class, he or she should arrange to get notes from a fellow student and is strongly encouraged to meet with the teaching assistant to obtain the missed material. Missed extra-credit quizzes and papers will not be available for re-taking.

### **Scientific and Professional Ethics**

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Exams must be completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the Program. Any plagiarism will result in a failing grade and possible disciplinary action by CGU.

### **Grading**

<i>Letter Grade</i>	<i>Grade Point</i>	<i>Description</i>	<i>Learning Outcome</i>
<i>A</i>	<i>4.0</i>	<i>Complete mastery of course material and additional insight beyond course material</i>	<i>Insightful</i>
<i>B</i>	<i>3.0</i>	<i>Complete mastery of course material</i>	<i>Proficient</i>
<i>C</i>	<i>2.0</i>	<i>Gaps in mastery of course material; not at level expected by the program</i>	<i>Developing</i>
<i>U</i>	<i>0</i>	<i>Unsatisfactory</i>	<i>Ineffective</i>

### **Instructor Feedback and Communication**

The best way to get in touch with me is by email at [Melissa.Rogers@cgu.edu](mailto:Melissa.Rogers@cgu.edu). I will respond to email within two business days. If you have not heard from me in two days, please contact me again and I will respond promptly.

### **Expectations and Logistics**

All readings that can be uploaded to Canvas are available through this site. If you choose to contact me through Canvas, please check the box that indicates “send email” so that I am sure to see the message. I will distribute and receive assignments through Canvas unless special arrangements are needed. All assignments should be submitted in .doc or .pdf format on Canvas. Response papers should be uploaded to the Canvas assignment folder. Graded assignments will be returned in class or on Canvas the week after they were submitted.

## **Accommodations for Students with Disabilities**

CGU is committed to offering auxiliary aids and services to students with verifiable disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. To ensure that their individual needs are addressed, students with special needs are encouraged to contact the Dean of Students Office as early as possible. Additional resources can be found on the linked page (<http://www.cgu.edu/pages/1154.asp>).

## **Weekly Readings**

### **Week 1 (August 30<sup>th</sup>): NO CLASS**

Film: *Commanding Heights, Episodes I and II*  
<https://www.youtube.com/watch?v=DoWbm8zUG6Y>  
<https://www.youtube.com/watch?v=oykvdDm0qwk>

### **Week 2 (9/6/17): Introduction**

- Weingast, Barry and Donald Wittman. *The Oxford Handbook of Political Economy*. Chapters 1, 2, 13, 27

### **Week 3 (9/13/17): Rationality**

- Blythe, Mark. 2009. "An Approach to Comparative Analysis or a Subfield within a Subfield? Political Economy." In *Comparative Politics: Rationality, Culture, and Structure*, 2<sup>nd</sup> edition.  
Available online through the library:  
<http://ebookcentral.proquest.com.ccl.idm.oclc.org/lib/claremont/detail.action?docID=412751>
- Rogowski, Ronald (1987). "Political Cleavages and Changing Exposure to Trade," *American Political Science Review*, Vol. 81, 4, December
- Iversen, Torben and David Soskice (2001). "An Asset Theory of Social Preferences." *American Political Science Review*.
- Sears, David O. and Carolyn Funk (1990). "The Limited Effect of Economic Self-interest on the Political Attitudes of the Mass Public" *Journal of Behavioral Economics* 19(3): 247-271.

### **Week 4 (9/20/17): Institutions and Growth**

- Engerman, Stanley L. and Kenneth L. Sokoloff (2008). "Debating the Role of Institutions in Political and Economic Development: Theory, History, and Findings." *Annual Review of Political Science* 11: 119-135.
- North, Douglass (1991). "Institutions." *Journal of Economic Perspectives* 5(1): 97-112.
- Acemoglu, Daron, Simon Johnson, and James A. Robinson (2005). "Institutions as a Fundamental Cause of Long-Run Growth." *Handbook of Economic Growth*.

- Przeworski, Adam, Michael E. Alvarez, Jose Antonio Cheibub, and Fernando Limongi (2000). *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990. Ch.3*

### **Week 5 (9/27/17): Labor Unions and Government Policies**

- Wallerstein, Michael. 1999. "Wage-Setting Institutions and Pay Inequality in Advanced Industrial Societies." *American Journal of Political Science*, vol.43, no.3, pp.649-80.
- Freeman, Richard. 1996. "Labor Market Institutions and Earnings Inequality." *New England Economic Review* May/June: 157-168.
- Rudra, Nita. 2008. *Globalization and the Race to the Bottom in Developing Countries*. Cambridge University Press, ch 1-3.
- Golden, Miriam. 1993. "The Dynamics of Trade Unionism and National Economic Performance." *American Political Science Review* 87: 439-54.

### **Week 6 (10/4/17): Growth and State in the Developing World**

- Gilpin, Robert (2001). *Global Political Economy* [read Chapter 12]
- Bates, Robert (1981). *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press. Chs 1-2
- Oxford Handbook of Political Economy, Ch. 39 (Bates)
- Stasavage, David. 2005. "Democracy and Education Spending in Africa." *American Journal of Political Science*, vol.49, no.2, pp.343-358.

### **Week 7 (10/11/17): Democracy and Redistribution**

- Lake, David A., and Matthew Baum. 2001. "The Invisible Hand of Democracy: Political Control and the Provision of Public Services." *Comparative Political Studies* 34: 587-621.
- Burkhart, Ross. 1997. "Comparative Democracy and Income Distribution: Shape and Direction of the Causal Arrow." *The Journal of Politics* 59: 148-164.
- Avelino, George, David S. Brown, and Wendy Hunter. 2005. "The Effects of Capital Mobility, Trade Openness, and Democracy on Social Spending in Latin America, 1980-1999." *American Journal of Political Science* 49: 625-41.
- Adserà, Alicia and Carles Boix. 2002. "Trade, Democracy, and the Size of the Public Sector: The Political Underpinnings of Openness." *International Organization*, vol.56, no.2, pp.229-262.

### **Week 8 (10/18/17): MIDTERM EXAM**

### **Week 9 (10/25/17): Varieties of Welfare States in the Developed World**

- Mares, Isabela (2009). "The Comparative Political Economy of the Welfare State." In *Comparative Politics: Rationality, Culture, and Structure* (available online at the library)
- Hall, Peter and David Soskice (2001). *Varieties of Capitalism*. [read Chapter 4].

- Mares, Isabela (2003). "The Sources of Business Interest in Social Insurance." *World Politics* 55:229-258.
- Scheve, Ken and David Stasavage (2009). "Institutions, Partisanship, and Inequality in the Long Run," *World Politics*
- Rodrik, Dani (1998). "Why Do More Open Economies Have Bigger Governments?" *The Journal of Political Economy* 106(5): 997-1032.

### **Week 10 (11/1/17): Varieties of Welfare States in the Developing World**

- Mares, Isabela, and Matthew E. Carnes (2009). "Social Policy in Developing Countries." *Annual Review of Political Science* 12:93-113.
- Kaufman, Robert and Alex Segura-Ubiergo (2001). "Globalization, Domestic Politics and Social Spending in Latin America: A Time-Series Cross-Section Analysis, 1973–1997." *World Politics* 53:553–87.
- Rudra, Nita (2002). "Globalization and the Decline of the Welfare State in Less-Developed Countries." *International Organization* 56: 411-45.
- Noorudin Irfan and Rudra Nita (2014) Are developing countries really defying the embedded liberalism compact? *World Politics* 66 (4): 603-640.

### **Week 11 (11/8/17): Partisan Politics and Government Policies**

- Allan, James. P., and Lyle Scruggs. 2004. "Political Partisanship and Welfare State Reform in Advanced Industrial Societies." *American Journal of Political Science* 48(3): 496-512.
- Garrett, Geoffrey. 1998. *Partisan Politics in the Global Economy*, Cambridge: Cambridge University Press. Chs 1-2.
- Ha, Eunyong and Melissa Rogers. "What's left for the left? Partisan reallocation of trade taxation in developing countries. *Political Research Quarterly* 70:3.
- Stephens, John, and Huber, Evelyne. 2012. *Democracy and the Left: Social Policy and Inequality in Latin America*. University of Chicago Press, ch 1

### **Week 12 (11/15/17): The Origins of the Fiscal State**

- Beramendi, Pablo, Mark Dincecco, and Melissa Rogers. 2016. "Elite Competition and Long-run Fiscal Development."
- Scheve, K. and D. Stasavage (2010). "The Conscription of Wealth: Mass Warfare and the Demand for Progressive Taxation." *International Organization*, 64: 529-61.
- Ross, M. (1999). "The Political Economy of the Resource Curse." *World Politics*, 51: 297-322.
- Lizzeri, Alessandro and Nicola Persico, 2001, "The Provision of Public Goods under Alternative Electoral Incentives", *American Economic Review*. 91:1, 225-239.

### **Week 13 (11/22/17): Geography vs. Institutions and Economic Outcomes**

- Banerjee, Abhijit, and Lakshmi Iyer, 2005, "History, Institutions and Economic Performance: the Legacy of Colonial Land Tenure Systems in India." *American Economic Review* 95:4,1190-1213.
- Acemoglu, Daron, Simon Johnson, and James Robinson. 2002. "Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income." *Quarterly Journal of Economics* 117 (4):1231-94.
- Rodrik, D., Subramanian, A. and Trebbi, F., 2004. Institutions rule: the primacy of institutions over geography and integration in economic development. *Journal of economic growth*, 9(2), pp.131-165.
- Sachs, J.D., 2003. *Institutions don't rule: direct effects of geography on per capita income* (No. w9490). National Bureau of Economic Research.

### **Week 14 (11/29/17): Electoral Institutions and Outcomes**

- Iversen, Torben and David Soskice. 2006. 'Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More than Others.' *American Political Science Review*. 100(2): 165-181.
- Persson and Tabellini, 2003. *The Economic Effects of Constitutions: What Do the Data Say?*, MIT Press, chs 1&2 (pp. 1-34), ch 4 (pp. 74-112) (<http://www.people.fas.harvard.edu/~iversen/PDFfiles/Persson&Tabellini2003.pdf>)
- Franzese, Robert. 2002. "Electoral and Partisan Economic Policy and Outcome Cycles." *Annual Review of Political Science* vol. 5: 369-421.
- The Oxford Handbook of Political Economy, Ch. 6 (Grofman)

### **Week 15 (12/6/17): Competition over Transfers**

- Oxford Handbook, Ch. 5 (Londregan)
- Perotti, Roberto, 1996, "Growth, Income Distribution, and Democracy: What the Data Say," *Journal of Economic Growth*, 1, pp. 149-187
- Dixit, Avinash and John Londregan, 1996, "The Determinants of Success of Special Interests in Distributive Politics," *The Journal of Politics*, 58:04, 1132-55.
- Besley, Timothy and Stephen Coate (2001) "Lobbying and Welfare in a Representative Democracy", *The Review of Economic Studies*, 68:1, 67-82.

### **Final Exam (12/13/17): TAKE AT HOME**