

# PSCI 300: Foundations of Political Economy

Winter, 2013

MC 4059, TTh 1:00PM – 2:20PM

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**Office Location:** Hagey Hall 310

**Office Hours:** Th 3:00PM – 5:00PM

## **Teaching Assistant:**

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Office Hours: TBA

**Course Description:** While the term political economy means different things to different people, broadly we can define it as an “interdiscipline” concerned with issues at the intersection of economics, politics and sociology. In recent years, relevant developments in cognate subjects including psychology, ecology and geography have extended the scope of political economy yet further. This course serves as an introduction to a number of the foundational texts in the political economy tradition and traces the major currents of thought up to the present. While the course is structured chronologically, emphasis is placed on the continuing real-world relevance of controversial issues that have occupied thinkers as far back as Aristotle. Class debates as well as presentations will give students the chance to engage with a number of these thorny questions at close range. The course will explore the contributions of Adam Smith, Friedrich List, Karl Marx & Friedrich Engels, John Maynard Keynes, Mancur Olson, Theda Skocpol, Douglass North, Daniel Kahneman, and Daren Acemoglu & James Robinson, among others.

**Pre-Requisites:** PSCI 231; ECON 101, 102; PSCI 255 or PSCI 283; Level at least 3A

**Contact Policy** Students are encouraged to contact me outside of class in person (during office hours or by appointment) or via email. During the workweek I will endeavour to respond to emails within 24 hours of receiving them. Please note that I do not generally reply to emails during weekends or holidays.

## **University Regulations:**

## **Cross-listed courses:**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### **Academic Integrity:**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.

[Academic Integrity website \(Arts\): http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

[Academic Integrity Office \(uWaterloo\): http://uwaterloo.ca/academicintegrity/](http://uwaterloo.ca/academicintegrity/)

**Turnitin.com:** Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course. [DELETE IF YOU ARE NOT USING TURNITIN. Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See: <http://uwaterloo.ca/academicintegrity/Turnitin/index.html> for more information.]

### **Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

## **Texts:**

James A. Caporaso and David P. Levine (1992) *Theories of Political Economy*, Cambridge University Press.

This textbook is available for purchase at the University of Waterloo bookstore. It also on 3-hour reserve at the Dana Porter Library. Other course readings are available electronically through library course reserves.

## **Course Requirements, Expectations, and Standards:**

**\*Please consult the course website for details about assignments\***

### **Evaluation:**

#### *Participation (15%)*

Students' participation in the course will be assessed, in part, on the basis of students' attendance and participation in class discussions (10% of final course grade). Over the course of the semester, you are asked to post questions and comments on at least *five* readings through Learn. These should be submitted no later than the beginning of the class for which the reading is assigned and will account for 5% of your final course grade. Reading responses will be graded on a pass/fail basis and students will have the opportunity to make up for submissions that receive a failing grade.

#### *Debate (20%)*

There will be four debate sessions over the course of the semester (January 24, February 5, February 28, March 19). Debates will consist of two teams offering contending positions on the assigned topic. 24 hours prior to the debate, each team member will upload a 5-page position paper on the issue to the course website dropbox. Team members should coordinate and develop different aspects of the argument in their individual papers. Class members will evaluate team performances. Details on debate rules and procedures will be covered in a special class on January 17<sup>th</sup>. The position paper and debate performance will each count for 10% of the final grade.

#### *Group Presentation (15%):*

Group size will be capped at three people (based on current enrollment numbers). Presentations should be about 20 minutes in length. Presentation topics are provided in the syllabus. More details on presentation expectations to follow in class and on the course website.

#### *Midterm (25%):*

The midterm test on February 14 will cover the course material until February 12. This in-class test will consist of short answer and essay questions.

#### *Take-Home Exam (25%):*

A take-home exam will be distributed on the last day of class (April 4<sup>th</sup>) and will be due 24 hours later, at 2:20 pm on April 5<sup>th</sup>. Late papers will be penalized at a rate of 1% of the weighted final grade **per hour** (from the time it is posted in the course website dropbox). Extensions and exceptions are only granted in extenuating circumstances (three other take-homes to write, medical excuse, etc) and should be discussed in advance with the instructor where possible.

## **Late Policy:**

You will not be able to make up for missed work or exams except in case of circumstances beyond your control (e.g., illness and other types of emergencies, for which you need to bring relevant documentation).

Extensions will not be granted other than in exceptional circumstances for which you will require appropriate documentation from the OPD or Counselling Services, or with the Verification of Illness Form.

Where late assignments are accepted, they are penalized at the rate of 5% per weekday. An assignment is considered one day late if you submit it to Learn after the time it is due on the due date. If you submit it the next day, it is also considered one day late.

## **Schedule:**

### **January 8: Course Introduction**

No readings

### **January 10: What is Political Economy?**

Reading: Caporaso and Levine, Introduction and Chapter 1, pp. 1-32

### **January 15: Traditional Conceptions of Political Economy**

Reading 1: Alessandro Roncaglia (2001) *The Wealth of Ideas*, Chapter 2 (course reserves)

Reading 2: E.P. Thompson (1971) "The Moral Economy of the English Crowd in the Eighteenth Century" *Past and Present* (course reserves)

### **January 17: Debate Prep Session**

No readings

### **January 22: The Ideas of Adam Smith and Friedrich List**

Reading 1: Caporaso and Levine, Chapter 2, pp. 33-54.

Reading 2: Eric Helleiner "Economic Nationalism as a Challenge to Economic Liberalism? Lessons from the 19<sup>th</sup> Century" *International Studies Quarterly* (course reserves)

Reading 3: Selections from Adam Smith's *The Wealth of Nations* (course reserves), pages TBA

Presentation #1: The life and times of Adam Smith

**January 24: (Debate #1) Should the Canadian government enact a legal limit on loans and credit card interest rates?**

Reading 1: Mike Moffatt "NDP's credit card plan could hurt those it's trying to help" *Globe and Mail* (course reserves)

Reading 2: David McKie "The NDP and Consumer Debt" *CBC* (course reserves)

Presentation #2: Debate background

**January 29: Marxian Political Economy**

Reading 1: Caporaso and Levine, Chapter 3, pp. 55-78.

Reading 2: Karl Marx and Friedrich Engels, "The Communist Manifesto" (course reserves)

Reading 3: Fred Block (1977) "The Ruling Class Does Not Rule" *Socialist Revolution* 33: 6-28.

Presentation #3: The lives and times of Marx and Engels

**January 31: The Tenets of Neoclassical Economics**

Reading 1: Caporaso and Levine, Chapter 4, pp. 79-99.

Reading 2: David Colander (2000) "The death of neoclassical economics" *Journal of the History of Economic Thought* 22(2): 127-143 [course reserves]

**February 5: (Debate #2) Has the collapse of Communism rendered Marxism irrelevant?**

Reading 1: Francis Fukuyama (1989) "The end of history" *The National Interest* (course reserves)

Reading 2: Michael Burawoy (2000) "Marxism after Communism" *Theory and Society* 29(2): 151-174 (course reserves)

Reading 3: Stuart Jeffries (July 4, 2012) "Why Marxism is on the rise again" *The Guardian* [course reserves]

Presentation #4: Debate background

**February 7: Keynes' Contributions**

Reading 1: Caporaso and Levine, Chapter 5, 100-125.

Reading 2: Nicholas Wapshott (Nov. 7 2011) "The Keynes-Hayek showdown" *Reuters* (course reserves)

## **February 12: Midterm Review Session**

## **February 14: Midterm**

## **February 26: The Terrain of Contemporary Political Economy**

Reading 1: Caporaso and Levine, Chapter 6, 126-158

Reading 2: Mancur Olson (1971) *The Logic of Collective Action*, pp. 1-52 (course reserves)

## **February 28: (Debate #3) Are strong trade unions harmful to the economy?**

Reading 1: Steve Maich (Feb. 11, 2009) "Are labour unions a blessing or a curse?" *Macleans* [course reserves]

Presentation #5: Debate background

## **March 5: State-Centered Approaches to Political Economy**

Reading 1: Caporaso and Levine, Chapter 8, pp. 181-196.

Reading 2: Theda Skocpol (1985) "Bringing the State Back in" Peter Evans et al, eds. *Bringing the State Back In* (course reserves)

## **March 7: 'Late' Development in Asia: The Developmental State and Beyond**

Reading 1: Ha-Joon Chang (1999) "The Economic Theory of the Developmental State" in Meredith Woo-Cumings, ed. *The Developmental State* (course reserves)

Reading 2: Howard Pack and Kamal Saggi (2006), "The case for industrial policy: a critical survey" (course reserves)

Presentation #6: The East Asian 'Miracle' Economies

## **March 12: Institutional Approaches**

Reading 1: Douglass C. North *Institutions, Institutional Change and Economic Performance*, pp. 1-26 (course reserves)

Reading 2: Peter A. Hall and Rosemary C.R. Taylor (2006) "Political Science and the Three New Institutionalisms" *Political Studies* 44(5): 936-957 (course reserves)

## **March 14: The Great Divergence and Debating the Causes of Long-Term Growth**

Reading 1: Kenneth Pomeranz (2000) *The Great Divergence: China, Europe and the Making of the World Economy*, pp. 1-27 (course reserves)

Reading 2: Daron Acemoglu and James Robinson (2012) *Why Nations Fail: The Origins of Power, Prosperity and Poverty*, pp. 1-45 (course reserves)

Presentation #7: The Great Divergence in the 19<sup>th</sup> Century

**March 19: (Debate #4) Are appropriate institutions required for long-term economic development?**

Reading 1: Jared Diamond (June 7, 2012) "What makes countries rich or poor?" *New York Times Review of Books* (course reserves)

Presentation #8: Debate background

**March 21: How do economic ideas shape policy?**

Reading 1: Monica Prasad (2006) *The Politics of Free Markets*, pp. 1-43 (course reserves)

Reading 2: Mark Blyth (2002) *Great Transformations*, ch. 1 & 2 (course reserves)

Presentation #9: From the 'Washington Consensus' to the 'Beijing Consensus'

**March 26: The Contest of Economic Ideas**

**No readings**

**March 28: New Directions (I)—The Turn to Political Ecology**

Reading 1: Jennifer Clapp & Peter Dauvergne (2011) *Paths to a Green World*, ch. 8 (course reserves)

Reading 2: Tim Jackson (2009) "Prosperity without Growth?" *Sustainable Development Commission Report*, pp. 1-36 (course reserves)

Presentation #10: The Brundtland Report

**April 2: New Directions (II)—Re-thinking Economic Agency**

Reading 1: Daniel Kahneman (2011) *Thinking Fast and Slow* (Doubleday Canada) pp.3-25; 269-363 (course reserves)

**April 4: Exam Review and Distribution of Take-Home Exam**