

PS 149i: Comparative Political Economy of Developed Countries

University of California, Berkeley Summer 2021 Session D CCN: 15865
Lecture: MTuWTh 2-4pm (zoom) Sections: Friday, 10-12pm & 2-4pm (zoom)

Instructor Contact Information:

Instructor: Konrad Posch
E-mail: konrad.posch@berkeley.edu
Mail: 210 Barrows (PoliSci Main Office)
Office Hours: Thursday 4-5:30pm
Zoom Link: -----TBD-----

GSI Contact Information:

GSI: Michael Sun
Email: -----TBD-----
Mail: 210 Barrows (PoliSci Main Office)
Office Hours: -----TBD-----
Zoom Link: -----TBD-----

Course Description:

This course focuses on the problems, crises, and choices which face those countries who have seemingly achieved what all countries desire: development and prosperity for their citizens. It adopts a comparative, cross-national perspective to analyze the variety of ways that different countries have attempted to address the common and specific challenges they face once they have, in a very real sense, developed the capacity to do almost anything they choose.

While the struggle to develop is no small matter, once countries successfully join the club of “developed” countries challenges do not disappear. Where developing countries struggle to build, organize, and marshal the resources and institutions necessary to develop, developed countries face the issue of what to do with their newfound (or long standing) capacity to execute public policy. Should they pursue an endless spiral of economic growth? Are “post material” issues of equity, which may have been swept under the rug in pursuit of development, now national priorities? What about new frontiers and new challenges which seemed out of reach such as global standards, global systems, climate crises, or the final frontier?

The struggles countries face to develop within the constraints of crimes and accident of history present very real and important questions. But once they break through and develop, countries are faced with new questions and forced to address old compromises. It is certainly a tragedy when people starve because there simply isn't enough to go around but is it not more puzzling when people starve despite their being more than enough to go around? This course explores how countries have (un)successfully addressed the problems, crises, and choices which arise once they have developed.

The course begins by unpacking what development is and exploring the different failed and successful way countries have attempted it. It then builds on this by exploring a central misunderstanding of the relationship between capitalism and welfare in developed countries. Part three then considers the relationship between material development and so-called “post-material” concerns of race, gender, justice, and equity. Part 4 will build on these questions by focusing on crises which developed countries face in dealing with the interactions between material and “post-material” concerns. Part 5 will focus on the role of technology and innovation in development, being developed, and staying developed. The course will conclude with a survey of issues on the horizon for developed countries. Empirical examples will be drawn from throughout the world and throughout the history of developed countries after the industrial revolution. Particular emphasis will be placed on the East Asian, European, and American experiences.

While there are no prerequisites for this course, it serves as an excellent complement to POL SCI 147g (The Welfare State in Comparative Perspective) and POL SCI 138e (Varieties of Capitalism). If you have already taken them, this class will add to your knowledge from them; if you have not already taken them, they are excellent sequels.

bCourses site: [[TBD]]

Course Requirements

Participation	25%
bCourse Discussion Posts	10%
Midterm (Open Book, through bCourses, Due end of week 3)	15%
Comparative Paper (1500 words, Due end of week 4)	25%
Final Exam (Given Last day of Lecture, 8/13)	25%

Participation (25% of overall grade)

Participation in this course will be evaluated by your GSI and the instructor based on your active engagement in the class. Participation requires showing up and being involved in the course. This means lecture, section, and office hours. Please read the assignment descriptions on the bCourses site and talk to your GSI well in advance of the end of the session if you are concerned with your participation. If you would like to earn a higher participation grade, participate more actively whether in lecture, section, office hours and consider engaging beyond the required level of discussion posts (see below).

You are **required to attend all discussion sessions**. You are permitted one unexcused absence without it affecting your participation grade. Please contact your GSI in advance using the [Excused Absence Request Form](#) if you need be excused from section.

bCourse Discussion Posts (10% of overall grade)

While prior eras were defined by the challenge of gathering information, the modern age is characterized by the ability to sift through an overwhelming amount of disparate and often contradictory information. On the flip side of the tools which enable this glut of information in the modern era is the ability to easily and (nearly) instantaneously discuss it with other interested people to help us form our understandings. And yet, with these new tools comes a breakdown of the old mechanisms which (imperfectly but pragmatically) helped to vet the spread of misinformation.

To provide a sandbox to practice the vital modern skills of forming questions and engaging in informed online discussions, you will be required to **submit a discussion post TWICE a week** (aka. for two of the four reading assignments) which engages with the relevant readings for the day of the post. This means you will complete **a total of 12 posts** (1 post in 12 different threads) during the term.

These posts should be **no more than 100 words; more than a sentence, no more than a paragraph**. You should think of these as you might think of the comment section underneath a blog article. Your goal here is not to reveal your brilliance (we already grant that as baseline) but instead to communicate a fully formed thought about the readings for that

day. Is there something which didn't make sense? A question you wished the author(s) had answered? A conflict between two or more of the readings arguments you what to highlight?

You may start your own line of discussion within the relevant dated discussion thread or respond to one of your classmates. The goal here is to engage with the readings and your classmates.

The GSI and Instructor will read and engage with your posts throughout the term in order to spur conversation in interesting directions, but we are NOT there to correct, corral, or judge you (outside of preventing misbehavior or trolling).

You will be graded on your engagement in this task (good-faith completion of all 12 posts, 2 per week, each in separate threads) and not on some estimate of the "quality" of your posts. You are absolutely free and encouraged to engage in more than the minimum required posts in order to boost your participation grade (see relevant section). Additional engagement would likely take the form of responding to your classmates and engaging in a real back-and-forth discussion rather than simply asking additional questions.

A word of warning: these course discussions can sometimes devolve into an arms race to see who can blow past the required length the most with the greatest number of citations, footnotes, and links. Exuberance is a great thing to have, but direct it towards your brainstorming for the post and give us **only your one best formed complete thought**. The Instructor and GSI retain the right to (gently) cajole anyone engaging in filibustering exuberance with their posts' lengths.

Midterm (15% of overall grade) and Final Exam (25% of overall grade)

The midterm and final will be open book and administered through bCourses and will consist of several types of questions including:

- Identifications (aka. IDs)
- 500 Word Essays

For each type of question, you will have your choice of several prompts of which you only need to answer a subset (i.e. there may be 7 IDs and you will be asked to choose 5 to answer).

Although the exams are open book, because you have limited time and will be expected to get specifics correct, you will need to study in advance so that you can quickly locate the information you need to write good answers to the prompts.

Please note that the midterm and final are **open book but not collaborative**. This means that you are welcome to use any of you notes, readings, slides, and other course material to answer the prompts but you may NOT contact any other student or any other person for assistance with answering the questions. Your GSI can answer clarification questions about the instructions or question wording.

The midterm will be available during the 3rd week of class. You may take it during any 2 hour period that week, but it must be completed by 11:59pm on Friday, July 23rd 2021 California Time (the system will lock at that time).

The final exam will be available at the beginning of the last lecture period in the 6th week of class (2pm, Thursday, August 12th, 2021). You will have 3 hours to complete it.

Comparative Paper (25% of overall grade)

Write a 1500-word (about 5 pages) paper comparing and contrasting some aspect of the political-economic systems of two developed countries. Rather than surveying everything, focus on a specific element, which might be:

- An institution (such as the labor relations system or interfirm networks)
- A policy (welfare policy or regulation)
- An outcome (such as economic growth or life expectancy).

Identify how these two countries differ in the element you select. Present two or more hypotheses about the causes or the consequences of the differences between the two countries. This is not meant to be a research paper. You should base your paper primarily on course readings, plus news clips or some minimal research if needed.

These papers are built around a 1-2-2 model: one element, that differs in two countries, with two explanations for either the causes of the difference in the element or two explanations for the consequences of the difference in the element

In order to write a successful paper, you must make an argument which may take the form of which of your two explanations you find more convincing or simply that here are two plausible explanations. You **MUST NOT** simply describe the difference between two countries or apply one theory to each country.

Please see the Comparative Paper Guidelines posted to the assignment on bCourses.

Note: You are strongly encouraged to discuss your paper topic with your GSI and/or the instructor well in advance of the due date.

Grade Disputes

All assignments in this class require you to take a position and defend it. As with any such endeavor, there is a certain amount of subjectivity to the grading of how successfully you are able to defend your position within the constraints of the courses and the expectations of a Berkeley student. We therefore highly recommend that you not attempt to dispute your grades unless you believe the grade you have earned is more than 2/3 of a grade category (e.g. B- ---> B+) different from the grade you believe you should have earned. If you are unsure why you earned the grade you did, speak with your GSI so you can improve on future assignments

If you do wish to pursue a grade dispute, please note: All grade disputes must be made in writing, in not less than a paragraph, not more than a page. The dispute should outline very specifically why you feel that you received a grade in error and should not contain information about what kinds of grades you usually get, or how long you studied. You must wait at least 24 hours after receiving your grade to raise the issue of a dispute with either the instructor or GSI, but you must turn in your written dispute within a week of getting the grade. Grade disputes go first to your GSI and if you are still not satisfied, can then go to the instructor, again in writing, within a week of your GSI's response. There are no exceptions to this policy.

Academic (Dis)Honesty:

TL,DR: Read the placard above every single classroom door on campus.

Short Version: Just don't cheat. Please. The assignments in this course are heavily weighted towards expressing your own analysis of the issues we address. If you are not sure what an assignment is asking you to do, please come chat with me or your GSI in office hours so we can figure it out together.

Cyber Version: Electronic devices are fantastic tools and like any tool they make certain tasks easier and others relatively more difficult. Use them to enhance your learning, not to distract your colleagues or to disappoint your instructors. My work concerns the politics of technology; I believe that technology, properly managed, can be used to enhance the human experience. Do not disappoint me. You may not use your cell phones to read Wikipedia or notes during exams. You may not watch videos, including livestreams of sports, during lecture or section. Turnitin (plagiarism detection software) will be used for all essays; it's built into bCourses and you will be able to see your report as soon as you upload your essay.

Long Version: Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthetical citation.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley. The consequences of cheating and academic dishonesty – including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, possible expulsion from Berkeley, and denial of admission to graduate school – are simply not worth it.

Resources:

Student Learning Center: <http://slc.berkeley.edu/>

Research Advisory Service:

<http://www.lib.berkeley.edu/doemoff/ras.html>

Citations: <http://www.lib.berkeley.edu/how-to-find/cite-sources>

Students with Disabilities: <http://dsp.berkeley.edu>

Please let me know if you need disability-related accommodations for this course.

Lecture Schedule & Required Readings

All readings may be found through the modules section of the [bCourse page](#)

How (and why) to do the readings for this class: It is a common aphorism among instructors that people learn things the third time they engage with them. To that end, this course is designed to present similar information to you in three ways: lecture, discussion section, and the readings. Therefore, an essential part of this course is that you do the readings. However, “doing” the readings does not necessarily mean touching every word on every page with your eyes. Instead, since the readings are written by social scientists with the intention of communicating information as clearly as possible to the reader, we can leverage the common design of the readings to improve clarity and make it easier to actually complete the readings.

Therefore, your instructor recommends the following minimal approach to the readings:

1. Read the Title, Introduction, and Conclusion of *every* reading for a given week.
2. Ask yourself what key terms and concepts in the title, intro, and conclusion you do NOT understand after you have read only those parts. Go and strategically read the middle portions in order to clarify those terms and concepts.
3. After steps 1 & 2, select at least one reading each week that you find particularly interesting (maybe it discusses a country, technology, issue, or historical period you’re interested in) and read it through entirely.
4. Treat each week as a stand-alone reading obligation. We all have bad weeks and there are moments when you will likely fall behind in the reading. Start each week anew with that week’s reading assignments and apply steps 1-3 rather than falling further behind by trying to catch up on a prior week’s readings. If you have time and interest, definitely go back; but prioritize moving forward with the coming week over re-evaluating the past week.

If you have the time and the inclination, doing the entirety of all the readings will absolutely help you to gain a deeper understanding of the course and to be more successful on the assignments. However, “doing the reading” should not be an all or nothing endeavor; do as much as you can with the strategy outlined above.

Week 1: Introduction, Theory, & What is Development

Tuesday (7/6): Introduction

- No Assigned Readings

Wednesday (7/7): What is Political Economy & What is Development?

- Political Economy
 - Padgett, John F., and Walter W. Powell. 2012. “The Problem of Emergence.” In *The Emergence of Organizations and Markets*, edited by John F. Padgett and Walter W. Powell, 1–30.
<https://press.princeton.edu/books/paperback/9780691148878/the-emergence-of-organizations-and-markets>.

- Rodrik, Dani. 2011. "Chpt 6: The Foxes and Hedgehogs of Finance" in *The Globalization Paradox: Democracy and the Future of the World Economy*. W. W. Norton & Company, 112-134
- Hirschman, Albert O. 1992. "Rival Views of Market Society" in *Rival Views of Market Society and Other Recent Essays*. Harvard University Press, 105-141
- Development
 - Sen, Amartya. 2000. "Introduction" in *Development As Freedom*. Anchor Books, 3-11
 - Waring, Marilyn. 1988. *If Women Counted: A New Feminist Economics*. Harper & Row.

Thursday (7/8): The Also-Rans of Development & Catchup

- Scott, James C. 1998. "Introduction" in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. Yale University Press, 1-8
- O'Donnell, Guillermo A. 1973. *Modernization and Bureaucratic-Authoritarianism: Studies in South American Politics*. Institute of International Studies, University of California. (selections TBD)
- Luebbert, Gregory M. 1991. "Introduction" in *Liberalism, Fascism, Or Social Democracy: Social Classes and the Political Origins of Regimes in Interwar Europe*. Oxford University Press, 1-14

Week 2: Welfare & Capitalism

Monday (7/12): The Welfare State

- Esping-Andersen, Gøsta. 1990. "The Three Political Economies of the Welfare State" in *The Three Worlds of Welfare Capitalism*. Polity Press. 9-34
- Esping-Andersen, Gosta. 1999. "Comparative Welfare Regimes Re-Examined." In *Social Foundations of Postindustrial Economies*, by Gøsta Esping-Andersen, 73–94. Oxford University Press. <https://doi.org/10.1093/0198742002.001.0001>.

Tuesday (7/13): Varieties of Capitalism

- Hall, Peter A., and David Soskice. 2001. Selections from "An Introduction to Varieties of Capitalism." In *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*, edited by Peter A. Hall and David W. Soskice, 1–41. Oxford [England]; New York: Oxford University Press.

Wednesday (7/14): Rich and Happy (not Rich or Happy)

- View: CNBC Make It. 2020. *Why Finland And Denmark Are Happier Than The U.S.* <https://www.youtube.com/watch?v=6Pm0Mn0-jYU>.

Thursday (7/15): Globalization & Catchup

- Rodrik, Dani. 2011. "1. Of Markets and States: Globalization in History's Mirror" in *The Globalization Paradox: Democracy and the Future of the World Economy*. W. W. Norton & Company, 3-23

- Borrus, Michael and Zysman, John. (1997). "Globalization with Borders: The rise of Wintelism as the Future of Global Competition." *Industry and Innovation* 4(2): 141-166.
- Spence, Michael, (2009). "The Impact of Globalization on Income and Employment." *Foreign Affairs*. July-August 2011.

Week 3: So Called Material & Post-Material Concerns

Monday (7/19): Economic Regulation vs(?) Social Regulation

- Vogel, Steven K. 2018. "The Marketcraft Thesis" in *Marketcraft: How Governments Make Markets Work*. New York, NY: Oxford University Press, p1-14

Tuesday (7/20): Feminism, Racism, Queer Politics, and Intersectionality

- Cook, Lisa D. 2014. "Violence and Economic Activity: Evidence from African American Patents, 1870–1940." *Journal of Economic Growth* 19 (2): 221–57. <https://doi.org/10.1007/s10887-014-9102-z>.
- Chang, Emily. 2019. "Introduction: Not Just a Pretty Face: Tech's Original Sin" in *Brotopia: Breaking Up the Boys' Club of Silicon Valley*. Penguin. 1-14
- Warner, Michael. 2000. "Chapter 2: What's Wrong with Normal?" in *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*. Harvard University Press. 41-81
- Kendi, Ibram X. 2019. "My Racist Introduction" and "Definitions" in *How to Be an Antiracist*. Random House Publishing Group.

Wednesday (7/21): Policing, Order, and Freedom

- Alexander, Michelle. 2012. "Introduction" in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press. 1-19
- Weaver, Vesla M., and Amy E. Lerman. 2010. "Political Consequences of the Carceral State." *The American Political Science Review* 104 (4): 817–33.

Thursday (7/22): Inequality & Catchup

- Gregory Mankiw, "Defending the One Percent," *Journal of Economic Perspectives* Vol. 27, No. 3 (2013), 21–34
- Thomas Piketty, *Capital in the 21st Century* (Belknap Press, 2017), 1–3, 27–36

Midterm Due No Later than Friday at 11:59pm California Time uploaded to bCourses

Week 4: Crises

Monday (7/26): Financial Crises

- Gorton, Gary B. 2012. "Introduction" in *Misunderstanding Financial Crises: Why We Don't See Them Coming*. Oxford, New York: Oxford University Press. 3-9.
- Peter Wallison, "The True Story of the Financial Crisis," *American Spectator* (2011).

<http://www.aei.org/publication/the-true-story-of-the-financial-crisis/>. 8 pp.

- Joseph E. Stiglitz, *Freefall: America, Free Markets, and the Sinking of the World Economy* (Norton, 2010), 1-26.

Tuesday (7/27): Climate Crises

- John Asafu-Adjaye et al., *An Ecomodernist Manifesto* (2015), <http://www.ecomodernism.org/manifesto>. 25 pp.
- Jeremy Caradonna et al., “A Call to Look Past *An Ecomodernist Manifesto*: A Degrowth Critique,” (2015). https://www.resilience.org/wp-content/uploads/articles/General/2015/05_May/A-Degrowth-Response-to-An-Ecomodernist-Manifesto.pdf. 15 pp.

Wednesday (7/28): Systemic Crises

- Alves, Carolina, and Ingrid Harvold Kvangraven. 2020. “Changing the Narrative: Economics After Covid-19.” *Review of Agrarian Studies* 10 (1): 17p.
- Levitsky, Steven, and Daniel Ziblatt. 2018. “Introduction” in *How Democracies Die*. Penguin Random House. 1-10
- Hacker, Jacob S., and Paul Pierson. 2020. “Introduction” in *Let Them Eat Tweets: How the Right Rules in an Age of Extreme Inequality*. Liveright Publishing.

Thursday (7/29): “The Crisis Frame” & Catchup

- Koselleck, Reinhart, and Michaela W. Richter. 2006. “Crisis.” *Journal of the History of Ideas* 67 (2): 357–400.

Comparative Paper due Friday at 11:59pm California Time uploaded to bCourses

Week 5: Technological Change

Monday (8/2): Industrial Revolution(s)

- E. J. Hobsbawm, *Industry and Empire: From 1750 to the Present Day* (Penguin Group, 1999) 20–39
- Forschungsunion, acatech, and Johannes Winter. 2013. “Recommendations for Implementing the Strategic Initiative INDUSTRIE 4.0. Final Report of the Industrie 4.0 Working Group.” acatech - German National Academy of Science and Engineering. <https://en.acatech.de/publication/recommendations-for-implementing-the-strategic-initiative-industrie-4-0-final-report-of-the-industrie-4-0-working-group/>.

Tuesday (8/3): Growth Models

- Gerschenkron, Alexander. (1962) 2008. “Economic Backwardness in Historical Perspective.” In *The Political Economy Reader: Markets as Institutions*, edited by Naazneen H. Barma and Steven K. Vogel, 211–28. New York: Routledge.
- Zysman, John. 1994. “How Institutions Create Historically Rooted Trajectories of Growth.” *Industrial and Corporate Change* 3 (1): 243–83. <https://doi.org/10.1093/icc/3.1.243>.

Wednesday (8/4): Innovation and the State

- Ford, Cristie. 2017. "Introduction: Why Innovation is Not (Just) Romantic, and Regulation is Not Dull" in *Innovation and the State: Finance, Regulation, and Justice*. 1st ed. Cambridge University Press. <https://doi.org/10.1017/9781139583473>. 1-23
- Breznitz, Dan. 2007. "Plurality, Choice, and the Politics of Industrial Innovation" in *Innovation and the State: Political Choice and Strategies for Growth in Israel, Taiwan, and Ireland*. Yale University Press., 1-40
- Weiss, Linda. 2014. "The National Security State and Technology Leadership" in *America Inc.?: Innovation and Enterprise in the National Security State*. 1st edition. Ithaca ; London: Cornell University Press. 1-20
- Mariana Mazzucato, *The Entrepreneurial State: Debunking Public vs. Private Sector Myths* (PublicAffairs, 2015), 2-8, 93-100, 116-119.

Thursday (8/5): Innovation and Society

- Karl Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (Beacon Press, 2nd ed., 2001), 35–80
- O'Neil, Cathy. 2016. "Introduction" *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Crown. 1-14
- Kenney, Martin, and John Zysman. 2016. "The Rise of the Platform Economy." *Issues in Science and Technology*, no. Spring: 61–69.

Week 6: A Global World

Monday (8/9): Developing Countries

- Dani Rodrik, *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth* (Princeton University Press, 2007), 13–35
- Evans, Peter B. 1995. "3: States" in *Embedded Autonomy: States and Industrial Transformation*. Princeton University Press.
- Hirschman, Albert O. 2014. "The Principle of the Hiding Hand" in *Development Projects Observed*. Brookings Institution Press. 8-31.

Tuesday (8/10): The Rise of China

- Yuen Yuen Ang, *How China Escaped the Poverty Trap* (Cornell University Press, 2017), 1–17
- Bloom, Peter. 2016. "The Rise of Authoritarian Capitalism in the Twenty-First Century" in *Authoritarian Capitalism in the Age of Globalization*. Edward Elgar Publishing., 1-13
- Logvinenko, Igor. 2020. "Authoritarian Welfare State, Regime Stability, and the 2018 Pension Reform in Russia." *Communist and Post-Communist Studies* 53 (1): 100–116. <https://doi.org/10.1525/cpcs.2020.53.1.100>.

Wednesday (8/11): Review

- Review will take place during lecture. The instructor will provide a brief overview of what is expected of each type of question. The bulk of time will be devoted to answering student questions. Please come no matter what, but please try to come with questions.

Thursday: Final Exam (administered through bCourses, 3hrs)