



**TEXAS A&M**  
UNIVERSITY  
CENTRAL TEXAS

**POLI 3306:**  
**Political Economy**  
**Section 110 (CRN 10419)**  
**2:00 – 4:45 Wednesdays**  
**Founder's Hall 209**



**Dr. Jeffrey Dixon**

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**Office Hours:** Tues 4:00-5:45 or by  
appointment (Spring I)

**Catalog Description**

Explore the historical, philosophical, and theoretical relationships between the state and the economy.

**Course Overview and Objectives**

This course provides an overview of three realms of political economy: American, comparative, and international. In each case, we will be examining the role of economic conditions on political outcomes and the role of political conditions on economic outcomes. By the end of the course, students should be prepared to answer the following questions:

1. American Political Economy
  - a. Who pays taxes and who benefits from spending?
  - b. What accounts for racial and gender differences in wages, income, and wealth?
  - c. How do economic conditions predict elections?
2. Comparative Political Economy
  - a. What are the strengths and weaknesses of capitalism as a national or global economic system?
  - b. How does Scandinavian “social democracy” function when almost everyone is “on welfare?”
  - c. How can countries best respond to economic shocks?
  - d. Why are some countries rich while others are poor?
3. International Political Economy
  - a. Will today’s international economic order prevent another depression?
  - b. Who wins and loses from financial globalization, free trade, and immigration?

The nine corresponding learning outcomes of the course – denoted 1(a) to 3(b), respectively -- are to be able to compose a theoretically-informed, evidence-based answer to each question. Lectures and in-class exercises support each learning outcome. Assignment 1 supports 1(a), Assignment 2 supports 1(b), Assignment 3 supports 2(a), Assignment 4 supports 2(c), Assignment 5 supports 2(d), and Assignment 6 supports 3(a) and 3(b). Finally, the course final exam preparation process supports each outcome, a random trio of which will be assessed on the course final exam itself.

## Course Format

This course meets face-to-face, with supplemental materials made available online through the Texas A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. **We strongly recommend the latest versions of either the Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

## Required Readings

The following books are required and will be available for purchase at the bookstore. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. All other course readings will be available on Canvas.

Weaver, Frederick. 2017. *Economic Literacy: Basic Economics with an Attitude*. 4<sup>th</sup> Ed. Lanham, MD: Rowman and Littlefield. ISBN 9781442273429

Williams, Robert B. 2016. *The Privileges of Wealth: Rising Inequality and the Growing Racial Divide*. NY: Routledge. ISBN 9781138227507

## Technology Requirements and Support

This course will use the Texas A&M-Central Texas Instructure Canvas learning management system for course readings (posted in Adobe pdf format, which can be opened by the free Adobe Reader and most modern web browsers), optional walkthrough videos related to course readings, and the Academic Integrity Exercise.

- Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

- Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
- For log-in problems, students should contact Help Desk Central.  
24 hours a day, 7 days a week:  
Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)  
Phone: (254) 519-5466  
[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues related to course content and requirements, contact your instructor.

**Grading:** The grading scale is 90/80/70/60.

- *Academic Integrity Exercise (no points but required to pass):* Students are required to complete the Academic Integrity Exercise, which can be found on the course Canvas page. Any students who have previously completed it in another one of my courses are exempt from taking it again.
  - *Description:* It consists of watching a brief lecture, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. If you have completed it for me in a previous course, you need not do so again. *Having completed the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed by the deadline on the course schedule in this syllabus.*
  - *Rubric:* **You will fail the course if you have not completed the Academic Integrity exercise on or before the deadline.**

- Homework (50%): There are six homework assignments attached to the end of this syllabus
  - *Regrades*: If you think something might have been graded in error, you have one week from when I return an assignment to request a regrade of some or all of the exercise. Just attach a note specifying the section(s) you want regraded and I'll apply the assignment rubric to those sections. The new grade may be higher or the same.
  - *Rubrics*:
    - Assignment 1: The grade will be based on completing each step of the exercise, the validity and reliability of your data, and the evidence supporting your answers to the questions.
    - Assignment 2: The grade will be based on the quality of your written argument (assuming you've completed everything listed on the accompanying checklist). A well-supported argument consists of the claim you wish to make, evidence from scholars or scholarly datasets, and a valid "warrant" showing or implying that if we accept the evidence as true, the claim must also be correct. See writing rubric below.
    - Assignment 3: The grade will be based on completing each step of the exercise, the use of course materials to prepare your economic theories (which need not be correct in the end, but should draw from what we've learned on each topic), and ensuring that your *evaluation* of your hypotheses is consistent with the choices you made earlier in the assignment.
    - Assignment 4: This is a simple worksheet based on the day's readings, with equal credit for each correct answer.
    - Assignment 5: The grade will be based on completing each step of the exercise, the use of course materials to prepare your development theories (which need not be correct in the end, but should draw from what we've learned on each topic), and ensuring that your *evaluation* of your hypotheses is consistent with the results from the Excel table.
    - Assignment 6: The grade will be based on the successful completion of each element in the assignment (1/2 credit) and argument/writing quality as assessed below (1/2 credit). Remember that a well-supported argument consists of the claim you wish to make, evidence from scholars or scholarly datasets, and a valid "warrant" showing or implying that if we accept the evidence as true, then the claim must also be correct.

**POLI 3306 Argument and Writing Quality Rubric**

Grade	Thesis (20%)	Argument Structure (20%)	Evidence (50%)	Usage, Grammar, Etc. (10%)
100	Answers the question and drives the rest of the piece	The thesis is proven using arguments about each element of the question, each with its own support.	Each element of the argument is supported by evidence from the course – especially analysis of assigned readings. If research is undertaken, the research is reliable. In general, theory-based and consistent statistical findings are better evidence than isolated examples, where such evidence is available. No major source of evidence – including counter-evidence -- is ignored. Rather, the paper effectively rebuts contrary claims with well-supported arguments.	No errors.

Grade	Thesis (20%)	Argument Structure (20%)	Evidence (50%)	Usage, Grammar, Etc. (10%)
95	Answers the question, but some of the piece ignores it	Most of the support for the thesis is built up from arguments about each element of the question, each with its own support as above.	Each element of the argument is supported by evidence from the course – both assigned readings and lectures. If research is required, the research is reliable but missing a datum or two. Anecdotes predominate over general theoretical findings.	Up to one error per 200 words.
85	Answers the question, but most of the piece ignores it	Some elements of the thesis do not correspond to sections of the answer, or vice versa, or some important argument is poorly-supported.	Each element of the argument is supported by evidence from the course, but major sources of evidence are ignored. OR The evidence used is insufficient to support one or more of the claims in the piece. OR Much of the support consists of direct quotes or naked claims, unsupported by research.	Between one error per 100 words and one error per 200 words.
75	Does not match up with every element of the question	The essay is a set of arguments that proceed without logical order. Several arguments are important but poorly-supported.	The evidence, when taken as a whole, fails to support the thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and irrelevant evidence may be present. References to evidence from the course lack specificity.	Between one error per two sentences and one error per 100 words.
65	Does not match up with most elements of the question	Most of the essay is devoid of actual argument, instead following a stream-of-consciousness or “data dump” strategy	At least one major element of the essay’s argument has substantial evidence from the course that supports it. However, other references are generally vague or irrelevant. Research is unreliable.	One error per two sentences.
Below 60	None or unrelated to question	The essay is essentially (50) or utterly (0) devoid of structure, or it is missing important components of the assignment, for which components it receives no credit.	Little if any evidence from the course is used in the answer. It fails to demonstrate a grasp of what the authors and or even lectures say. Depending on what was expected in the description of the writing assignment, this could be between 25-59.	One error per sentence, on average (40). Lower scores are possible.

- Final Exam (25%): The final exam will consist of three questions randomly drawn from the nine on the front page of the syllabus. You may use all class materials on the exam. You should prepare for the exam by writing an outline with a clear thesis and a few references to evidence that answers the question for each of the possible questions. The above writing rubric will be used to grade the essays, with the exception of the rightmost column, which will be ignored (although poor syntax might well interfere with achieving the other objectives on the rubric). Please bring a blue book or two to class OR a computer (*in airplane mode*) to type your answers, and make wise use of the fact that you have 165 minutes of time to complete the exam – plenty of time to look up some additional evidence, rebut

obvious counter-arguments, or otherwise strengthen the planned essay (if you've prepared in advance).

- o Participation (25%): This grade is based on your participation during our small-group in-class exercises. Everyone who shows up *promptly* for class and then discusses the exercise with their group members will receive a perfect participation grade. If you are late or silent or leave early during a group participation exercise, you will lose credit for the exercise in proportion to how much you missed or for how much of the assignment you were silent. If you are absent, you will receive a zero for the exercise.

*Rubric for Determining Your POLI 3306 Course Grade*

	<b>Points Possible</b>	<b>% Of Your Final Grade</b>
Academic Integrity Exercise	<i>Required to pass</i>	
Assignment 1	50	5
Assignment 2	100	10
Assignment 3	100	10
Assignment 4	50	5
Assignment 5	100	10
Assignment 6	100	10
Participation Exercises	250 (divided evenly between exercises)	25
Final Exam	250	25
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

*A = 895 and above (90%-100%) B = 795-894 (80%-89%)*

*C = 695-794 (70%-79%) D = 595-694 (60%-69%) F = 594 and below (0%-59%)*

## Course Policies

### Attendance and Punctuality

Attendance is required. While attendance as such is not a component of the final grade, it is exceedingly difficult to do well without a good set of lecture notes – and the PowerPoint files I post online don't include the explanations I give in class. Furthermore, it is rather challenging to complete the in-class exercises when one is not in the classroom.

### Excused Absences, Make-Up Work, and Late Work

No late work will be accepted without an excused absence. As for participation, students must inform the instructor *prior to an absence*. Send me an email stating the dates(s) you will be missing and the reason(s). You should also hand me a written note with this information in class. (Protect yourself! Don't rely on my memory – hand me something written that I can keep in my files). If all else fails, you or a friend may call my office and speak to me or my voicemail. There are very few situations in life that preclude making a phone call or having a friend do so; failure to contact the instructor *prior to class* will normally rule out any sort of make-up. Make-up work may differ from the original and is offered at the instructor's convenience. The responsibility to request make-up work for an excused absence and to complete it within one week of receiving it is entirely the student's.

### Can I Email You My Work?

All work is to be handed in on the day it is due. Scanned/emailed work can prove you have it done on time (i.e. before class), but it *won't be graded* unless and until the instructor receives a printed copy.

## Incompletes

Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

## Academic Integrity

*University Code of Academic Honesty:* Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

More [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel) is available at the following link:

[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

*Specific guidelines for this course, which supplement and do not replace University policy:*

- *Violations:* There are plenty of ways to cheat listed by the Student Handbook. Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
  - **Most Common Violation:** Plagiarism. This comes in two varieties:
    - Use of direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn't create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source's ideas in your own words.
    - Paraphrasing another person's words without citing the source
  - **Second Most Common Violation:** Receiving answers on any coursework from anyone other than the instructor. If you hand your work to someone else and they proceed to copy part or all of it, both of you will be deemed to have violated the policy. A single copied answer on an assignment is sufficient to trigger the policy.
- *Penalties:*
  - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is **greater**. The infraction will be reported to the TAMUCT administration, with a recommendation for probation in the case of deliberate violation or no further action in the case of clearly inadvertent violation.
  - The (a) outright purchase, download, or completion by others of an exam, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for

academic integrity that either one of them will result in course failure **and** recommendation for expulsion to the TAMUCT administration.

### Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Professors are Mandatory Reporters

Texas State Law S.B. 212 (Effective September 1, 2019) states that:

- “An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes **sexual harassment, sexual assault, dating violence, or stalking** and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.”
- Further: “A person commits an offense if the person is required to make a report...and knowingly fails to make the report. ... A postsecondary educational institution shall terminate the employment of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense.”

### Student Resources

- **Emergency Warning System for Texas A&M University – Central Texas:** Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.
  - Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.
- **Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page: [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].
  - Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more

information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website

[<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

- Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].
- Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.
- **Tutoring:** Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
  - If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu).
  - Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas. Note that Tutor.com **no longer offers writing support**.
- **University Writing Center:** Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.
  - Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
  - Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can



email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

- **University Library:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
  - Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
  - Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

## Amendments

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing (probably by updating the syllabus on Canvas).

### ***Instructor's Personal Statement (not required reading, but may be of interest)***

I strive to provide my students with a liberal arts education. Such an education is intended to expand human potential by emphasizing critical thinking skills, strong writing and oral communication skills, and perceptive responses to others' arguments. These goals enable students to become lifelong learners, community members, and ultimately to lead rewarding lives. Therefore, under the broad rubric of a liberal arts approach to teaching, I emphasize four objectives in my teaching: development of critical thinking skills, advancement of writing and speaking skills, moral development, and mastery of what in my judgment constitutes the "core" of the area under study. These goals determine how I construct course syllabi, which materials I use, and how I manage the classroom.

### *Critical Thinking Skills*

I divide critical thinking skills into three components. First, students must be perceptive readers and listeners. In nearly all courses, there are either sections of the readings, lectures, or class handouts which we discuss and debate, nearly line by line. The point of these exercises is to draw students' attention to the multiple ways in which one might read a phrase or argument. Even where the course readings consist largely of a standard textbook, I try to model this skill in class discussions by initially responding to many questions with "Are you asking X, Y, or Z?" Understanding the nuances of an argument is a prerequisite to analyzing it.

Second, students should have the ability to challenge and dissect arguments made by the course materials, fellow students, or myself. There are some students who are looking for "the way it is" to be handed to them from on high. I aim to challenge those students by presenting concrete, unsolved puzzles, and then presenting a number of possible solutions, requiring them to compare the evidence for each. Since the questions I ask in class are usually open questions within the discipline of political science, there

are no easy answers. When I open a class discussion, engage with students doing discussion exercises, or grade homework assignments, I play “devil’s advocate” for each student or group, taking a different position as I interact with each student. It is therefore disappointing if students simply parrot back what they believe the professor wants to hear. Their own thoughts count.

Just as important as the ability to analyze an argument is the ability to construct and defend one, choosing one among several imperfect explanations as the “best bet” for explaining a phenomenon or the superior normative framework. There are some students who are very good at critiquing existing explanations, but who then use this skill as an excuse to avoid argument altogether: “None of these explanations are perfect, so it’s all just a matter of opinion.” I force students to weigh the strengths and flaws of each competing explanation and identify the one which is most likely to be correct. For empirical questions, I require them to devise some way in which their preferred explanation could be tested. Quantitative reasoning skills are an essential part of empirical social science, and I challenge students to measure concepts as variables and to test hypotheses using data where feasible. For normative questions, I require them to apply their framework to difficult moral questions. In sum, I try to combine the focus on argument dissection that one finds in debate with the focus on puzzle-solving that one finds in science and philosophy.

### *Writing and Argumentation Skills*

As a former debater and debate coach, I appreciate the importance of being able to write and argue clearly. Of course, one of the most important ways to accomplish this is by assigning writing (and, in some courses, speaking) activities that require effective argument. Ideally, provision for revision and resubmission would be part of every course, but in 8-week or summer courses this is difficult. In order to help students proofread their work, I set up a web site illustrating the most common student grammatical errors: word mix-ups, sentence fragments, agreement of subject and verb, and improper comma or apostrophe usage. I am then able to simply write the number of the error next to it on the page so that the student can look up the error and the solution. This technique allows me to focus my comments on the thesis, structure, and style of students’ essays.

### *Moral Development*

One goal of a liberal arts education is to render students more capable of self-reflection and positive development. Moral education is essential to this process, yet may be the most difficult task facing an educator. Students must first be convinced that the ethical life is the best life. Fortunately, most students already have a set of values, albeit sometimes under-examined and often inconsistent ones. The task of the professor is to challenge their moral beliefs in such a manner that students have to choose between competing values and become more consistent in their moral judgments. It is not the task of the professor to ensure that students adhere to a particular value system or ideology; instead, the ideal professor will challenge students of any ideology and make them more consistent in their judgments.

For this to be possible, students need to recognize their own underlying assumptions (often their religious faith, combined with a cynical view of human behavior) that make a system of values possible. They must then be able to defend the connections between those assumptions and their value choices. In short, political science needs to be seen as part of a broader liberal arts curriculum which prepares students to do justice (as students understand it) in the world. Otherwise, we risk training sophists who simply use their skills to manipulate others.

## *Subject Mastery*

Finally, each class I teach has a certain “core” of material I expect students to master. This material is the necessary data for intelligent discussion of the questions posed by the course. Mastery is different than memorization; it means being able to apply the material to an unanticipated question or situation. Accordingly, units are structured around great unanswered questions or moral dilemmas. The nature of these questions determines the type of class presentation. In this class, I typically tackle a puzzle using a PowerPoint presentation and then use a combination of discussion work and homework to have students try to solve the puzzle. The final exam is based on both lectures and readings, and primarily serves as an incentive to study the course materials.

## Course Schedule

Date	Topic	Readings/Assignments
Jan 15	Introduction to Political Economy: Macroeconomic Basics	None
Jan 22	The Federal Budget: Who Pays Taxes and Who Receives Benefits?	Weaver, Chapters 1 and 3
Jan 29	The Political Economy of Elections: Models, Effects, and Forecasts	Aaskoven and Lassen, "Political Budget Cycles" (Canvas) Stegmaier, Lewis-Beck, and Brown, "The Economic Voter Decides" Wink, "Forecasting Models and the Presidential Vote" (Canvas) <b>Assignment 1 Due</b> <b>Academic Integrity Exercise Due</b>
Feb 5	Disparities by Race in the United States	Weaver, Chapter 2 Watch: <i>Recent Data on the Socioeconomics of Race in The United States</i> (Canvas) Williams, Chapters 1-2
Feb 12	Explaining the Disparities	Acharya, Blackwell, and Sen, "The Political Legacy of American Slavery" (Canvas) Averbeck, "A Culture of Poverty" (Canvas) Williams, Chapters 3-5
Feb 19	Examining Causes of Wealth and Wage Gaps	Williams, Chapters 6-9 Besen-Cassino, "Origins of the Gender Wage Gap" (Canvas) Hutchinson et al, "The Political Economy of Gender" (Canvas)
Feb 26	Capitalist Welfare States	Esping-Andersen, "The Three Worlds of Welfare Capitalism" (Canvas) Hall and Soskice, "Varieties of Capitalism" (Canvas) Holliday, "Productivist Welfare Capitalism" (Canvas) <b>Assignment 2 Due</b>
Mar 4	Industrialized Democracies' Responses to Economic Shocks	Weaver, Chapter 4 Cukierman, "Central Banks" (Canvas) Ikenberry, "The Irony of State Strength" (Canvas) Moak, "The 2008 Global Financial Crisis" (Canvas)
Mar 11	<i>No Class: Spring Break</i>	None

Date	Topic	Readings/Assignments
Mar 18	Comparing Responses to the Global Financial Crisis and Great Recession	Van Zon, <i>Globalized Finance and Varieties of Capitalism</i> , Excerpts (Canvas) Vail, "Varieties of Liberalism" (Canvas) Farrell and Quiggin, "Consensus, Dissensus, and Economic Ideas" (Canvas) "The Rise and Fall of Keynesian Ideas During the Great Recession" (Canvas) <b>Assignment 3 Due</b>
Mar 25	<i>No Class: International Studies Association Annual Meeting</i>	None
Apr 1	Critical Political Economy: Challenges to Capitalist Liberalism	Marx, "Alienated Labor" and "Private Property and Communism" (Canvas) Allen, "The Globalization of White Supremacy" (Canvas) <b>Assignment 4 Due</b>
Apr 8	Explaining the Global Rich/Poor Gap	Weaver, Chapter 5 Engel, "Development Economics" (Canvas) Siverson and Bueno de Mesquita, "The Selectorate Theory and International Politics" (Canvas) Bueno de Mesquita and Smith, "Aid: Blame it all on 'Easy Money'" (Canvas) Wanderley, "Development in Question: The Feminist Perspective" (Canvas)
Apr 15	The Global Economic Order and Global Economic Conditions	Weaver, Chapter 6 Bodea, "The Political Economy of Monetary Policy" (Canvas) Drezner, "The Irony of Global Economic Governance" (Canvas) Johnston, "Comparative and International Political Economy and the Global Financial Crisis" (Canvas) <b>Assignment 5 Due</b>
Apr 22	An Open International Political Economy: Winners, Losers, and Scapegoats	Marlin-Bennett, "International Political Economy" (Canvas) Milner, "International Trade" (Canvas) Tomz, "International Finance" (Canvas) Dreher, Gassebner, and Schaudt, "The Effect of Migration on Terror – Made at Home or Imported from Abroad?" (Canvas)
Apr 29	Political Challenges of Economic Globalization	Lee, "What Do We Know About Global Financial Crises?" (Canvas) Milner and Mukherjee, "Democratization and Economic Globalization" (Canvas) Stein, "The Great Trilemma" (Canvas) Moak, "The Future of Globalization" (Canvas) <b>Assignment 6 Due</b>


Date	Topic	Readings/Assignments
May 5	Final Exam	Review Previous Readings!

While balancing the federal budget (i.e. eliminating substantial deficits or surpluses) is generally sound policy, there are reasons a country might want to run a deficit (to stimulate a fragile or recessionary economy) or a surplus (to cool down an overheated economy and reduce inflation). In the long run, one year's budget is less significant than the debt-to-GDP ratio. As an economy grows, it can handle more debt, but a fiscal rule of thumb is to keep debt to 60% of GDP or less. The number is arbitrary but has international significance as a benchmark for fiscal responsibility. Keeping the debt-to-GDP ratio below 60% helps keep interest payments manageable and preserve confidence in the country's fiscal stability, thereby reducing inflation and encouraging investment.

Your challenge in this assignment is to reduce the debt to 79% of GDP in ten years and 60% of GDP by 2050. To do so, you will use an online budget simulator, which can be accessed at <http://crfb.org/stabilizethedebt/> (link is on Canvas under Assignment Resources). This simulator presents you with tough choices about a range of budget programs. By clicking "more information" next to each choice, you can learn about what you're cutting or spending on. When you successfully complete the simulation, you will be able to print your results and write up a short analysis of your proposed budgetary changes.

### Instructions

1. Go to <http://crfb.org/stabilizethedebt/> (link is on Canvas).
2. Complete the simulation. If you get a message like the following, be sure to repeat the exercise.

 Still lots of fixing to do.

National debt remains too high in both the short and longer term.  
Try again.

Note that the simulation wants you to reduce the debt to 50% of GDP in 2050, while this exercise only requires you to reduce it to 60%.

3. Once you have successfully reduced 2030 debt to 79% of GDP or less **and** 2050 debt to 60% of GDP or less, click "Print," print the screen, or first save the pdf file as the website advises and then print it. Be sure to put your name on it.
4. On a separate sheet, type or neatly handwrite the answers to the following questions:
  - a. What three programs did you cut the most, in dollar terms? To identify these, simply look at your output and identify the largest three spending cuts (not tax increases) by program (not just by area of spending).
  - b. For each of these programs/cuts, identify who will be harmed by the cut. These people – if organized – will oppose your budget.
  - c. Is your budget politically feasible? That is, how likely is Congress to pass a budget like yours?
  - d. What surprised you about the simulation or the federal budget in general?
  - e. Are there things you wanted to do but were unable to do in the simulation (i.e. programs you wanted to cut or create but couldn't because of the limited choices offered in the simulation)?
  - f. What would be the economic consequences of your plan, in both the short run and the long run?
  - g. Would you implement your proposed budgetary changes if you could? Why or why not?
5. Turn in your answers **together with the printout**.





## Assignment 2: Explaining Wealth Inequality in the United States

*Directions:* Write a well-argued, properly cited, 1000-2000 word paper evaluating the explanatory power and implications of the *wealth privilege model* (Williams 2017). Draw upon and critique the evidence produced by Williams himself, while also taking evidence from our other authors (the ones that deal with unequal wealth, at any rate) into account. Additional research is welcome – provided it consists of peer-reviewed academic articles or scholarly books – but not necessary. What *is* necessary is that you thoroughly examine the evidence in the assigned readings in your paper. If you conclude that the wealth privilege model is unsound, then support some alternative explanation for current wealth inequalities, especially racial wealth inequality. If you find the wealth privilege model to be sound, then rebut both the life cycle model and the “culture of poverty” explanation for racial wealth inequality. Conclude your paper with either some policy proposals which are consistent with your findings on wealth inequality, or with an argument against taking any policy action on this issue.

Checklist for your convenience:

\_\_\_\_\_ Uses APSA-style references throughout the body of the paper – there is a guide on Canvas but generally it is ([Authors’ Last Names] [Year Published], [Page Number]). If you use the authors’ last names in the sentence, then you only need to include the year and page number in parentheses. If what you discuss cannot be found on any one or two pages of the source but is instead spread throughout the work, it is common to omit the page number entirely.

\_\_\_\_\_ Introductory paragraph contains the thesis of the paper. People often write this last, after they’ve figured out what they are trying to say.

\_\_\_\_\_ Has some actual critique of the assigned materials – not just stylistic criticisms about how easy or hard the material is to read (this is an analysis, not a book review), but rather substantive criticisms of what the author claims and the gaps between those claims and the evidence produced to support them.

\_\_\_\_\_ Evaluates the explanatory power of the wealth privilege model (e.g. it might discuss and critique the evidence surrounding each of the three causal pathways posited by the model, or compare it to another, better, model of wealth gaps).

\_\_\_\_\_ Evaluates the implications of the wealth privilege model (what does this mean for things like rights, justice, merit, market incentives, policy outcomes, the nature of the US economy and/or government, etc)

\_\_\_\_\_ Given the paper’s thesis about the wealth privilege model, the paper *either*  
 \_\_\_\_\_ contains an alternative explanation for racial wealth inequalities (and some evidence that it better explains wealth inequalities than does the wealth privilege model) **or**  
 \_\_\_\_\_ rebuts alternative explanations for those inequalities (life cycle and culture-of-poverty explanations).

\_\_\_\_\_ Appropriate policy recommendations or warnings that match your explanation of wealth inequality. After all, this is a political science course, not a pure economics course.

\_\_\_\_\_ Makes extensive use of the assigned readings (but not lengthy direct quotes from them – paraphrase or summarize instead, with a reference to the pages on which the information appears)

\_\_\_\_\_ If any unassigned readings or other outside sources are used, there is an APSA-formatted Works Cited page at the end of the paper listing the details of those sources.

\_\_\_\_\_ 1000-2000 words



## Assignment 3: Predicting Growth in Industrialized Democracies

This exercise aims to familiarize you with social science research on the economic performance of differently-globalized social-economic systems in industrialized democracies. It also aims to reinforce how social science approaches controversial issues: by first formulating hypotheses, then gathering data to test the hypotheses, and finally comparing the data to what the researcher expected to find in order to evaluate each hypothesis. **Note that a good grade is possible even with incorrect predictions (this is – or ought to be – how social science works). So don't read ahead – just take the exercise one step at a time.** You will need a calculator, a pen, a pencil, and a computer with Internet access for this exercise.

A. Think about what leads to per-capita economic growth. What policies and attitudes should be good for the economy? I've listed some factors that might be relevant below. For each one, indicate how you would expect that factor to affect economic growth – "INCREASE(S)", "DECREASE(S)", or "DO(ES) NOT AFFECT." These are your hypotheses (expected empirical relationships). Then write 3-4 sentences explaining the theory behind your predictions.

## 1. Tax Policies.

- a. In general, **higher** taxes as a share of the economy \_\_\_\_\_ growth.
- b. **Higher** corporate taxes \_\_\_\_\_ growth.
- c. **Higher** personal income taxes \_\_\_\_\_ growth.
- d. **Higher** consumption taxes \_\_\_\_\_ growth.
- e. **The most important** of these statements (i.e. best test of your theory) is  
(circle one) a b c d
- f. The reasoning (theory) behind my hypotheses is:

2. Social spending.

- a. In general, **higher** government social spending as a share of the economy \_\_\_\_\_ growth.
- b. **Higher** government education spending \_\_\_\_\_ growth.
- c. **Higher** shares of total health care expenses paid for by the government \_\_\_\_\_ growth.
- d. **The most important** of these statements is (circle one) a b c
- e. The reasoning (theory) behind my hypotheses is:

3. Labor policy.

- a. National bargaining over wages (a **high degree of wage coordination**) \_\_\_\_\_ growth.
- b. Minimum wage laws \_\_\_\_\_ growth.
- c. A **higher** proportion of workers in **unions** \_\_\_\_\_ growth.
- d. **The most important** of these statements is (circle one) a b c
- e. The reasoning (theory) behind my hypotheses is:

4. Ruling Ideology.

a. Economic growth will be **high** when (circle one)

Leftists [Socialists or Social Democrats] Centrists [free market liberals like US Democrats] Rightists [conservatives like US Republicans]  
receive more of the vote.

b. Economic growth will be **low** when (circle one)

Leftists [Socialists or Social Democrats] Centrists [free market liberals like US Democrats] Rightists [conservatives like US Republicans]  
receive more of the vote.

c. **The more important** of these statements is (circle one) a b

d. The reasoning (theory) behind my hypotheses is:

5. Globalization.

a. Membership in a supranational government like **the European Union** \_\_\_\_\_  
growth.

b. **Economic globalization** (high and unfettered trade and investment) \_\_\_\_\_  
growth.

c. **Social globalization** (high levels of foreign population, tourism, internet, television,  
newspapers, and cultural icons like McDonald's and Ikea) \_\_\_\_\_ growth.

d. **Political globalization** (participation in UN operations, treaties, and other international  
institutions) \_\_\_\_\_ growth.

e. **The most important** of these statements is (circle one) a b c d

f. The reasoning (theory) behind my hypotheses is:

B. Predict the economic performance of the following dozen social-economic systems. Each system is identified only by a letter. You are trying to predict the average annual per capita GDP growth rate of each country over a nine-year period (2011-2018). All of these are industrialized democracies which have long since gone through the developmental “take-off” and entered the “plateau” associated with very high levels of per capita GDP. Moreover, they experienced the tail end of the Great Recession in the 2010s. Hence, these systems all have relatively low average rates of growth (between -0.18% and 1.7%) – but which ones had lower rates and which ones had higher rates? Simply follow these steps to make your predictions (*you should use a pencil for the rest of this exercise*):

1. **Look at the data in Table 2 (attached).** Taking into account this data and each of your hypotheses, **complete the Taxation, Social Welfare, Labor Policy, and Ruling Ideology columns in Table 1.** Each cell should have **H, M, or L** – which stand for whether you expect that factor to produce High, Medium, or Low economic growth in each system. **Each column should have 4 L’s, 4 M’s, and 4 H’s** (you may need to look at a second indicator in a category to break ties). **Ignore the R/W, Actual Growth, and Actual HML columns for now.**

Table 1: Applying and Evaluating Your Hypotheses

System	Taxation	R/W*	Social Welfare	R/W*	Labor Policy	R/W*	Ruling Ideology	R/W*	Globalization	R/W*	Actual Growth*	Actual HML*
A												
B												
C												
D												
E												
F												
G												
H												
I												
J												
K												
L												

\* Ignore these columns for now.

2. Now use what you’ve written in Table 1 to **rank order A-L from HIGHEST expected growth to LOWEST expected growth on the line below this question.** (Example: B, D, E, L, K, A, J, I, H, C, F, G means that you expect B to have very high growth and G to have very low growth). Use any system you want, but an H-H-H-H-H country ought to have pretty high expected growth and an L-L-L-L-L should have pretty low expected growth.

- 
3. Now **fill in the Expected GDP Growth Rates column of Table 2** with the following average per-capita growth rates (rounded, although ties were broken with additional digits), using the rank-ordering you established above: 1.7, 1.5, 1.2, 1.2, 1.2, 1.1, 1.0, 1.0, 0.9, 0.8, 0.6, -0.2. Congratulations! You have formulated hypotheses about comparative political economy under globalization and used your hypotheses to make predictions about national growth rates.

C. Now let's see whether your hypotheses are correct:

1. First, look at the **real country names and growth rates** on Canvas (under Assignment Resources).
  - a. **Copy the Actual Growth Rate for each system onto Table 1 and Table 2.**
  - b. **Look at Table 2. Subtract your prediction for each country from the actual figure for that country. Now drop any negative sign to get the absolute value of the difference.** (Example: if you wrote 0.7 and the real growth rate was 0.6, you would calculate 0.6-0.7, which is -0.1. Dropping the negative sign gives you the absolute value of the difference, which is 0.1) This is your error for each country. **Write your error for each system (country) in the Error column of Table 2.**
  - c. Now add all of your errors together. **What is the total?** \_\_\_\_\_
  - d. If you knew nothing about any country and simply guessed the average growth rate (1.0%) for every single country, your errors would add up to 3.7%. **Did you do better** (your total error is lower than 3.7%) **or worse** (your total error is higher than 3.7%) **than simply guessing the average** for every case?
2. Now it's time to see which of your hypotheses fared best (and worse). Go back to Table 1. **In the Actual HML column of Table 1, write H if the country's Actual GDP Growth Rate (the data, not your expectations) was in the top four, M if the country's growth rate was in the middle four, and L if the country's growth rate was in the lower four.**
3. Now **fill in the R/W columns to the right of each of your predictions on Table 1 by writing in**

Your Letter	Actual HML	Write In...
<b>H</b>	H	1
	M	0
	L	-1
<b>M</b>	H	0
	M	1
	L	0
<b>L</b>	H	-1
	M	0
	L	1

Example: You wrote H for Taxation, L for Social Welfare, L for Labor Policy, M for Ruling Ideology, and M for Globalization. If the Actual HML cell for that country says H, then you would write 1, -1, -1, 0, and 0 in the R/W columns, from left to right.

4. Add up the points you just assigned in each R/W column. What are the totals?

Taxation: \_\_\_\_\_

Social Welfare: \_\_\_\_\_

Labor Policy: \_\_\_\_\_

Ruling Ideology: \_\_\_\_\_

Globalization: \_\_\_\_\_





**Table 2: Data on each system (averages from 2000-2010 unless otherwise specified)**

System	Taxation				Social Welfare			Labor			Ruling Ideology			Globalization			Growth			
	Taxes as % GDP	Corp Income Tax as % GDP	Pers Income Tax as % GDP	Consumpt Taxes as % GDP	Gov't Social Spend as % GDP	Gov't Educ Spend as % GDP	Gov't % of Total Health Care Spending	Min Wage Law?	Wage Coord Score <sup>1</sup> 2000	Union Density <sup>2</sup> 2000	% Left Vote	% Cent Vote	% Right Vote	EU?	Econ. Globalization Index <sup>4</sup>	Social Globalization Index <sup>4</sup>	Polit. Globalization Index <sup>4</sup>	Expect. GDP Growth, 2011-2018	Actual GDP Growth, 2011-2018	Error
A	28.8	5.5	11.2	7.5	17.2	4.8	67.4	No	2	24.7	7	40	42	No	75.1	84.6	89.6			
B	44.1	3.1	13.1	10.3	27.1	6.1	76.2	Yes	4	55.6	38	52	11	Yes	92.3	89.2	95.3			
C	33.3	3.5	11.9	7.7	17.3	5.1	70.4	Yes	1	28.1	20	65	9	No	80.1	90.6	93.3			
D	43.6	2.7	7.6	10.7	30.3	5.7	78.5	Yes	2	8.1	31	45	2	Yes	70.2	85.5	97.0			
E	36.1	1.6	9.0	10.1	27.0	4.6	77.7	No	4	25.6	19	49	28	Yes	68.8	84.8	90.1			
F	42.0	3.1	10.8	9.8	25.3	4.6	74.7	No	4	36.1	27	19	49	Yes	72.2	78.2	96.2			
G	27.1	3.7	5.2	4.6	17.4	3.6	81.5	No	5	22.2	26	64	4	No	48.3	61.3	86.7			
H	38.3	3.2	7.1	10.7	21.3	5.4	74.9	Yes	4	23.1	3	68	27	Yes	93.1	88.8	93.2			
I	42.8	10.0	10.0	11.6	22.0	7.0	83.6	No	5	53.7	55	34	8	No <sup>3</sup>	77.6	85.2	89.7			
J	47.9	3.2	14.0	12.4	28.6	7.0	83.2	No	3	79.1	42	46	10	Yes	87.3	86.1	95.8			
K	35.4	3.2	10.2	10.4	20.9	5.2	81.6	No	1	29.7	0	57	33	Yes	73.4	87.4	95.5			
L	26.7	2.4	9.1	3.9	16.8	5.5	45.4	Yes	1	12.8	0	49	46	No	62.0	79.3	92.3			

Sources: OECD (taxation and social spending), World Bank (education spending, health care spending), Kenworthy 2001 (wage coordination scores), Visser 2006 (union density), Party Manifesto Project (Left/Center/Right vote: < -14 = left, -14 to 14 = center, > 14 = right, Parl./Pres. election closest to 2010), KOF Globalization Index

<sup>1</sup> Wage Setting Coordination Scores. 1 = fragmented wage bargaining, confined largely to individual firms or plants; 2 = bargaining mainly at industry-level with little or no pattern-setting; 3 = industry-level bargaining with reasonably strong pattern-setting but only moderate union concentration; 4 = centralized bargaining by confederation(s) or government imposition of wage schedule/freeze – without a peace obligation, high degree of union concentration and extensive, regularized pattern-setting, tacit coordination of bargaining by employer organizations with extensive pattern-setting; 5 = centralized bargaining by confederation(s) or government imposition of wage schedule/freeze – with a peace obligation, extremely high degree of union concentration and coordination of industry bargaining by confederation, extensive coordination of bargaining by employer organizations with extensive pattern-setting.

<sup>2</sup> Union density = “union membership as a proportion of wage and salary earners in employment.”

<sup>3</sup> Member of European Common Market but not the European Union itself.

<sup>4</sup> See following page for a full list of variables in the KOF Globalization Indexes.

## KOF Indexes of Globalization

Indices and Variables	Weights
<b>A. Economic Globalization</b>	
i) Actual Flows	(50%)
Trade (percent of GDP)	(22%)
Foreign Direct Investment, stocks (percent of GDP)	(27%)
Portfolio Investment (percent of GDP)	(24%)
Income Payments to Foreign Nationals (percent of GDP)	(27%)
ii) Restrictions	(50%)
Hidden Import Barriers	(23%)
Mean Tariff Rate	(28%)
Taxes on International Trade (percent of current revenue)	(26%)
Capital Account Restrictions	(23%)
<b>B. Social Globalization</b>	
i) Data on Personal Contact	(33%)
Telephone Traffic	(26%)
Transfers (percent of GDP)	(2%)
International Tourism	(26%)
Foreign Population (percent of total population)	(21%)
International letters (per capita)	(25%)
ii) Data on Information Flows	(35%)
Internet Users (per 1000 people)	(36%)
Television (per 1000 people)	(38%)
Trade in Newspapers (percent of GDP)	(26%)
iii) Data on Cultural Proximity	(32%)
Number of McDonald's Restaurants (per capita)	(46%)
Number of Ikea (per capita)	(46%)
Trade in books (percent of GDP)	(7%)
<b>C. Political Globalization</b>	
Embassies in Country	(25%)
Membership in International Organizations	(27%)
Participation in U.N. Security Council Missions	(22%)
International Treaties	(26%)

## Assignment 4: Critical Political Economy Worksheet (Two-Sided)

From the readings by Marx:

1. Standard political economy proceeds from the fact of \_\_\_\_\_.
2. What is the *present fact* of political economy from which Marx proceeds?
3. How does a worker become a slave to his/her objects?
4. What is species-life?
5. Why does Marx reject Proudhon's concept of equal wages for all?
6. Name one attribute of "crude, unthinking communism."
7. What form of communism does Marx favor?
8. How does overcoming private property emancipate people?

From the reading by Allen:

9. What is the main “given” (assumption) of critical race theory?

10. How does Allen characterize neoliberalism?

11. From the perspective of critical race theory, what is happening to the power of the nation-state?

12. What is the image that the bourgeoisie has created?

13-17. What are Allen’s five theses on white supremacy?

This exercise is designed to explore the effects of development policies, regime type, and political culture on development. The exercise focuses on South and Southeast Asia, regions with considerable diversity but also some degree of shared history.

Instructions: This assignment consists of a short report (about six paragraphs in all) and filling out an Excel spreadsheet that does all the math for you.

1. In your report, you need to define and measure your dependent variable (development success). What does development success mean? You'll need to be able to rank-order the countries from 1 (most successful) to 11 (least successful) based on their success at development in this century – with **no ties** (use another indicator of success to break ties if needed). The table below offers some data that may be relevant:
  - a. HDI (Human Development Index): a commonly-used combination of life expectancy, education, and income. Interestingly, there is remarkably little variance on this axis. Of 189 ranked countries, most of the South and Southeast Asian ones in this sample are ranked between 129 and 152; only three of the eleven are outside this range. The table includes HDI, the change in HDI this century (HDI in 2018 minus HDI in 2000), and the average annual growth rate of HDI since 2000.
  - b. Life Expectancy (in years): Figures given are for children born in 2018.
  - c. Infant Mortality Rate: The infant death rate per 100,000 infants per year. This measure correlates strongly with indexes of poverty; it also helps capture government performance, since even rudimentary social welfare schemes can dramatically reduce infant mortality.
  - d. Mean Years of Schooling: Besides its use as a measure of social service provision to children, this is often used to examine the degree of gender inequality existing in development policies.
  - e. GNI, or Gross National Income, is broadly similar to GDP in that it attempts to measure the value produced by the economy as a whole. Per capita GNI and average annualized per capita GNI growth rates since 2000 are provided.

State	HDI 2018	HDI Change, 2000-2018	Ave HDI Growth, 2000-2018	Life Exp 2018	Infant Mortality Rate 2017	Mean Years of Schooling (Male) 2018	Mean Years of Schooling (Female) 2018	GNI Per Capita 2018	GNI Per Capita Ave Growth, 2000-2018
Pakistan	.560	.111	1.17%	67	61	6.5	3.8	5190	2.32%
India	.647	.150	1.40%	69	32	8.2	4.7	6829	5.04%
Bangladesh	.614	.144	1.42%	72	27	6.8	5.3	4057	4.52%
Sri Lanka	.780	.093	0.67%	77	8	11.6	10.5	11,611	4.07%
Myanmar	.584	.160	1.70%	67	39	4.9	5.0	5764	8.20%
Thailand	.765	.116	0.87%	77	8	8.0	7.5	16,129	3.12%
Nepal	.579	.133	1.38%	71	28	6.4	4.2	2748	3.12%
Bhutan <sup>1</sup>	.617	.157	1.56%	72	26	4.2	2.1	8609	4.96%
Cambodia	.581	.162	1.74%	70	25	5.7	4.1	3597	5.34%
Laos	.604	.138	1.37%	68	49	5.6	4.8	6317	5.18%
Vietnam	.693	.115	0.96%	75	17	8.5	7.9	6220	4.44%

<sup>1</sup> Bhutan's HDI increase and HDI growth are extrapolated from 2005-2018 data, as actual measurements prior to 2005 do not exist.

2. Defend your definition of development success against at least two rival measures from the following list: gender equality, GNI per capita growth, and either HDI change or HDI growth). What makes your measure a better indicator of development success than its rivals?
3. Now try to predict development success as you have defined it. You should try three different independent variables (that is, causes or inhibitors of development success). The following chart contains three types of potential independent variables. Once again, you will need to transform the data into rank-orderings from 1 (highest expected development success) to 11 (lowest expected development success) with **no ties**.
  - a. Predictor 1 should be an economic predictor. What type of economic policies are likely to generate development success as you have defined it? There are three main economic indicators in the table: economic freedom (higher values indicate more capitalism while lower values reflect less capitalism), the trade-to-GDP ratio (a measure of how open a country is to foreign trade), and foreign aid per capita in 2000. Pick one or create a multiple-item scale that lets you rank-order the countries on expected development success with no ties. Explain why you chose to use the data you used, as opposed to the measures you did not use.
  - b. Predictor 2 should be a political predictor. Many of these countries are nondemocracies, so we cannot just use the vote share of the left vs. the right. Instead, we have to look at institutions, political stability, or both. A country's Polity score reflects how democratic its institutions are (measured by the presence of robust multiparty competition and legislative checks on the executive). A -10 is complete dictatorship, while values around zero are called "anocracy" (i.e. they preserve some semblance of political completion or checks on the executive but fall well short of democracy). Polity scores above 5 are generally considered to be democratic, with the maximum score being 10. The instability measures record the number of years the state's Polity score changed, the direction of the change (lower to higher means democratization while higher to lower means autocratization), the number of years since 2000 that the country was involved in civil war, and the number of coups in the country since 2000. Again, your predictor of development success should be justified, and also needs to rank-order the cases without ties. Since Cambodia and Vietnam are identical in the given data, you'll need to use something else as a tie-breaker. For example, Cambodia had the most recent coup and civil war (both in the late 1990s).
  - c. Predictor 3 can be economic, political, cultural, or anything else you can justify as a likely predictor of development success. Because students often wish to take culture into account, the table provides a set of cultural indicators for each state: whether it had a historical caste system, its religious composition (Muslim, Hindu, and/or Buddhist), and some indices of diversity ("fractionalization" is a number that is zero when there is no diversity of a particular type, .5 when the country is equally split between two groups, and 1 when every person is a member of a different ethnic, linguistic, or religious group). Higher numbers on fractionalization mean more of that type of diversity. Again, justify your predictor as opposed to those you omitted and use it to create a rank-ordering of expected development success, with no ties
4. Download the Excel spreadsheet from Canvas (under the Assignment Resources folder in Files). Type in your rank-ordering for development success and each of your three predictors. On the right side, you will see three correlations. If the correlation is zero, there was no apparent connection between that predictor and development success. If the correlation is positive, then there was some correlation in the direction you expected. If the correlation is large enough, it may be statistically significant – that is, a correlation that far from zero would only be produced 1 in 20 times (or even fewer) if random ranks had been entered. If the correlation is negative, that means the predictor had the *opposite* relationship you expected to development success. **Print the completed table in Landscape mode.**

State	Economic Indicators					Political Indicators					Cultural Indicators						
	Mean Econ Freedom 2000-2016	Econ Freedom Change: 2000-2001 vs. 2015-2016	Trade as % of GDP 2000	Trade as % of GDP 2017-2018	Foreign Aid Per Capita 2000	Mean Polity Score 2000-2016	Change Polity Score from 2000 to 2016	Regime Instability (# of Changes in Polity Scores) 2000-2016	Civil War Years 2000-2016	Coups 2000-2016	Caste System Enforced in Living Memory	Mus %	Hin %	Bud %	Ethnic Fract.	Ling. Fract.	Relig. Fract.
Pakistan	56	0	28%	29%	5	1	-6 to 7	6	13	0	Yes	95	1	0	.71	.72	.38
India	53	+8	27%	43%	2	9	None	1	6	0	Yes	12	74	0	.42	.81	.33
Bangladesh	51	+4	29%	38%	9	3	6 to 1	5	0	1	Yes <sup>1</sup>	87	11	1	.05	.09	.21
Sri Lanka	60	-6	89%	53%	15	5	5 to 6 <sup>2</sup>	7	6	0	Yes	9	11	68	.42	.46	.49
Myanmar	42	+1	1%	48%	2	-5	-7 to 8	4	1	0	No	2	2	73	.51	.51	.20
Thailand	64	-5	121%	123%	11	4	9 to -3	6	0	2	No	9	0	83	.63	.63	.10
Nepal	52	0	56%	55%	16	3	None <sup>3</sup>	4	6	1	Yes	4	72	9	.66	.72	.14
Bhutan	57 <sup>5</sup>	+1	78%	79%	94	-2	-10 to 5	3	0	0	Yes <sup>4</sup>	1	17	77	.61	.61	.38
Cambodia	58	-2	111%	125%	32	2	None	1	0	0	No	2	0	86	.21	.21	.10
Laos	46	+15	69%	79%	53	-7	None	0	0	0	No	0	0	43	.51	.64	.55
Vietnam	49	+9	111%	208%	22	-7	None	0	0	0	No	1	0	49	.24	.24	.51

<sup>1</sup> The caste system in Bangladesh is unique because about 80% of the population is believed to descend from “untouchables.”

Consequently, caste rules have been extremely loose since independence was achieved in 1971.

<sup>2</sup> Sri Lanka dropped to a 3 for four years in the middle of this period.

<sup>3</sup> Nepal moved from 6 to -6 for a few years but then returned to a 6.

<sup>4</sup> The caste system in Bhutan affected only the southern part of the kingdom and was outlawed in the 1960s.

<sup>5</sup> Data on economic freedom partially unavailable for Bhutan (2000-2008), so data from 2009-2016 used.

5. Write up a paragraph evaluating the usefulness of each of your predictors for predicting development success. If a correlation is statistically significant even with a sample of only 11 countries, it is probably pretty powerful as a predictor. If it is not statistically significant, it may still be a somewhat weaker predictor of development success. Pay particular attention to any negative correlations, since these suggest you were headed in the wrong direction on a given predictor. Finalize the paper by indicating whether modernization theory, dependency theory, and/or selectorate theory are supported by your results. If they aren't, provide some ideas about what they are missing that could help predict future development success. **Attach your printed table for support.**



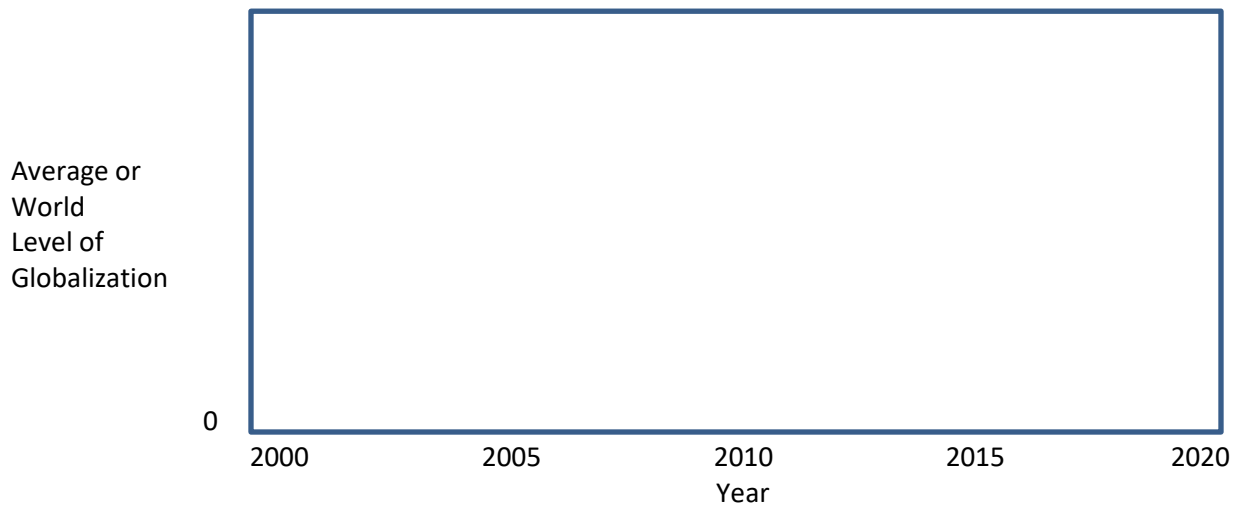
Assignment 6: Measuring Globalization

The goal of this assignment is to have you visualize and understand globalization as a contested concept and a dynamic process that varies across time (years) and space (geography). There are two secondary goals: to reinforce the importance of measurement in social science and to determine the effects that the Great Recession of 2008-2010 had on globalization around the world. This will help you better analyze and compare the theories behind the supposed drivers of globalization covered in class.

Directions: Attach your typed responses to each prompt to this page and hand both in together.

1. Provide a single definition of globalization and defend it as being more important than other types of globalization defined in class.
2. Using your definition, how could the relative degree of globalization associated with a given state be measured?
  - a. You may wish to include one or more of the various measures published by the World Bank (e.g. the World Development Indicators), some component(s) of the KOF Index of Globalization or MGI’s Connectedness Index, the International Monetary Fund, the World Trade Organization, etc. Wolfram Alpha is another handy source of data, although you should check the original source it pulled the data from. The data needs to be in the form of numbers that change over time by state.
  - b. Your measure should not just be an indicator of absolute state size (e.g. population, GDP, trade volume, raw numbers of migrants or tourists, etc) but rather of the *relative* degree of globalization in different states (some statistic per capita, some statistic as a % of GDP, etc). Similarly, if you’re measuring the value of something, try to use constant (i.e. inflation-adjusted) US dollars as a metric (though that may not be possible for all measures).
  - c. Be sure to cite the source for your measure (where you got the idea and/or definition from) and data.
3. Show how your measure captures the core of the concept that your definition encompasses.
4. Using your measure of globalization, show how globalization varies across space and time by filling in the chart below using your data source and then using the chart on the next page to draw a line graph of the average level of globalization among these states (or optionally, the entire world instead) over time. Be sure to label the vertical axis of the chart with appropriate numbers. If you’d prefer to just make a line graph in Excel, that’s fine.

State	2000	2005	2010	2015	2020 or most recent available
China					
India					
Japan					
Russia					
United States					
<i>Average or World (circle one)</i>					



5. What patterns of globalization do you observe across space and time? For example (you do not need to answer any or all of these – they are merely some things to look for):
  - a. Do the democracies (India, Japan, the US) differ from the nondemocracies (Russia and China)?
  - b. Is there some consistent difference between developing (India), partially developed (China, Russia), and developed (Japan, US) economies?
  - c. Are the high-population countries (India, China) more globalized than the intermediate population countries (US, Japan, Russia)?
  - d. Is globalization increasing or decreasing? Is this pattern consistent across countries?
6. What events or other temporal changes/spatial differences might explain the patterns of globalization that you observe over time and space? In other words, what is driving differences in globalization among states and over time?