

## Term Information

Effective Term Autumn 2021  
[Previous Value](#) Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

4 changes: course catalog number, course title, course catalog description, restrict to Columbus campus

### What is the rationale for the proposed change(s)?

The new 3000-level course number better reflects the level at which these courses are pitched. Under quarters almost all upper-level undergraduate course in Political Science carried a 4xx designation; this was an artifact of the fact that 3xx course numbers were once reserved for public administration courses, which the Department no longer offers. That numbering convention was mostly carried over in semester conversion, but the Department has made an effort since that time to re-balance its offerings between the 3000 and 4000 levels as appropriate.

The title and catalog description changes better reflects the content of the course and will (we think) be more appealing to students.

Branch campuses lack faculty to offer course.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Political Science
Fiscal Unit/Academic Org	Political Science - D0755
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3280
<a href="#">Previous Value</a>	4280
Course Title	Politics of Markets
<a href="#">Previous Value</a>	State and Economy
Transcript Abbreviation	Polit of Markets
<a href="#">Previous Value</a>	State and Economy
Course Description	Introduction to the interaction between politics and markets, in theory and in practice. We study how markets are embedded in political and social institutions, and how political systems and markets are organized across time and space.
<a href="#">Previous Value</a>	Introduction to comparative political economy; relations between the state and the economy, politics and markets, and democracy and capitalism; the consequences of state intervention.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

**COURSE CHANGE REQUEST**  
3280 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
01/06/2021

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Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus
<a href="#">Previous Value</a>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for 4280
<a href="#">Previous Value</a>	Not open to students with credit for 580.
Electronically Enforced	Yes
<a href="#">Previous Value</a>	<b>No</b>

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	45.0699
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Students will gain a deeper understanding of how political systems and markets are organized in a wide range of national and temporal settings.</li></ul>
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[Previous Value](#)

**Content Topic List**

- Adam Smith and liberal political economy
- Marxist political economy
- Mercantilist political economy
- Economic sociology
- The new institutional economics
- Prospect theory
- Markets and democracy
- Capitalism
- Inequality
- Politics of regulation
- Theories of development

**Previous Value**

- *Contending perspectives on political economy*
  - *Adam Smith and liberal political economy*
  - *Marxist political economy*
  - *List and mercantilist political economy*
  - *Polanyi and sociological perspectives*
  - *The new institutional economics*
  - *Markets and democracy*
  - *Varieties of capitalism; macro- and micro-institutions*
  - *Regulation and deregulation*
  - *Dependency theory and dependent development*
  - *Dependency theory challenged: the East Asian NICs*
  - *Colonial legacies and development*
  - *The resource curse and under-development in Africa*
  - *Creating markets in post-communist societies*
  - *Globalization: what future for varieties of capitalism*
- No

**Sought Concurrence**

**Attachments**

- POLITSC 3280 Syllabus.pdf: POLITSC 3280 syllabus  
*(Syllabus. Owner: Smith, Charles William)*
- Curric map BA Poli Sci.pdf: Curriculum Map BA Poli Sci  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- Curric map BA World Pol.pdf: Curriculum Map BA World Politics  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- Curric map BS Poli Sci.pdf: Curriculum Map BS Poli Sci  
*(Syllabus. Owner: Smith, Charles William)*
- PS 4280\_Au2016\_Syllabus.pdf: POLITSC 4280 syllabus  
*(Syllabus. Owner: Smith, Charles William)*

**COURSE CHANGE REQUEST**  
3280 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
01/06/2021

**Comments**

- 01.04.21: Please attach the most recent syllabus for 4280. (by Haddad,Deborah Moore on 01/05/2021 03:11 PM)

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	01/05/2021 02:39 PM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	01/05/2021 03:01 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	01/05/2021 03:11 PM	College Approval
Submitted	Smith,Charles William	01/05/2021 04:43 PM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	01/06/2021 09:02 AM	Unit Approval
Approved	Haddad,Deborah Moore	01/06/2021 12:14 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/06/2021 12:14 PM	ASCCAO Approval

**PS 3280**  
**THE POLITICS OF MARKETS**

**Fall 2020**

**Dr. Sara Watson**  
TIME TBD  
LOCATION TBD  
Office Hours: Time TBA  
Email: [watson.584@osu.edu](mailto:watson.584@osu.edu)

TA: TBA  
Email: TBA  
Office Hours: TBA

This course examines the interaction between politics and markets, both in theory and in practice, as applied to current policy debates. It emphasizes the ways in which markets are embedded in social and political institutions. We study how political systems and markets are organized in a wide range of different national settings, looking both at history and contemporary issues. The course is divided into four sections, each of which look at the social and political institutions behind capitalism.

The first section reviews classical theoretical frameworks used to study political economy. In this section, we identify the three major theoretical frameworks: liberalism, Marxism, and mercantilism. The three frameworks differ in their perceptions about the appropriate roles of state and markets in facilitating economic activity. We will discuss the main tenets of each camp, as well as the historical context that gave rise to each of these theories.

In the second section, we will examine the analytical frameworks used in different academic disciplines to study market institutions. This section highlights the differing assumptions and methods of analysis used by sociologists, economists, and political scientists. Despite their many differences, scholars from all three disciplines acknowledge the important role that institutions play in structuring capitalist markets. They may disagree about whether the pursuit of material self-interest is in human nature, or how important political power is to study the functioning of markets – but all agree that markets must be constructed through political and social institutions and do not naturally spring into being.

In the third section, we apply these theoretical frameworks to study contemporary challenges for capitalist economies from advanced industrial economies. We will examine the different varieties of capitalism that have developed, and will then explore how these capitalist models have responded to the challenges and opportunities of globalization. Are advanced capitalist

economies converging towards one universal model of deregulation and liberalization? And does increased globalization and decreased regulation mean that financial crises, like the one experienced in the U.S. in 2008-2009, are inevitable?

The final section of the course explores ask the question of why some countries have developed while others have not. Do state attempts to steer capitalist markets lead to economic advancement, or stagnation? Should countries integrate into global markets? What role can and should the state play in fostering economic development?

In sum, this class is about grappling with ideas, analyzing political and economic theory—and about figuring out how theories of political economy are linked to each other. My purpose in this class is for students to have a **conversation** with a series of pretty amazing thinkers—some of whom have been advocates of markets, others of whom have been among capitalism’s most trenchant critics. Plan to not just hear about a bunch of theories, plan on wrestling with them, and engaging in your own conversation with them!

**LEARNING GOALS AND OBJECTIVES:**

**Learning Goals:** Students will gain a deeper understanding of how political systems and markets are organized in a wide range of national and temporal settings.

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

- Explain different scholarly accounts of the way that markets operate across time and space
- Explain scholarly accounts of the causes and consequences of different patterns of market organization.

**PREREQUISITES:**

No pre-requisites. Some background in economics helpful but not required. Although we discuss the politics of markets and capitalism THIS IS NOT AN ECONOMICS COURSE!!!

**COURSE REQUIREMENTS AND GRADE WEIGHTINGS:**

<b>ASSIGNMENT CATEGORY</b>	<b>POINTS</b>
Syllabus Quiz	5%
Analytic Memos	25%
Take-Home Midterm (paper)	25%
Final Exam	25%
Debate memos	10%
Class Participation	10%
<b>Total</b>	<b>100%</b>

*See course schedule below for due dates.*

***Grading Scheme***

The class is not curved; you will be evaluated on your own merits rather than on how you compare to your peers. Written assignments will be graded according to the following criteria: mechanics (overall quality of writing); structure (organization of argument); evidence (factual accuracy and support, appropriate citations); argument (conceptual clarity, analytical rigor).

<b>Grading Standards</b>	
<b>A</b>	Exceptional work. Demonstrates superb understanding of the course material <i>and</i> outstanding critical thinking and analytic rigor. Goes beyond simply answering the prompt to craft a creative and insightful analysis. Communicates information in a clear, concise, and mechanically correct manner. <i>An A grade will only be given if work is exceptional.</i>
<b>B</b>	Good work. Demonstrates a strong grasp of course material and good analytic rigor, but with some errors (e.g. faulty assumptions in logic or some incorrect descriptions of an author’s argument). May have some problems with structure or mechanics but overall easy to understand the main gist. Solid work, but not the most original or insightful analysis.
<b>C</b>	Mediocre work. Applies some course material and themes, but demonstrates considerable misunderstanding of material. Difficult to discern the student’s argument and the logic supporting this argument. A number of serious problems with structure and mechanics.

<b>D</b>	Poor work. May attempt to apply some course materials and themes, but demonstrates very serious errors or misunderstanding of course material. The student doesn't appear to have any argument, and the assignment lacks structure entirely and has extensive problems with mechanics. Shows little effort.
<b>E</b>	Very poor work. Assignment is unrelated to course material and fails to address the prompt and guidelines. Reflects a lack of effort.

Grading Scale	
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
E	<60

### DETAILS ON ANALYTIC MEMOS:

- 5 analytic memos, due at the beginning of the relevant class.
- The first memo is worth 2% of your grade; the second is worth 3%; the third is worth 5% and the fourth and fifth are worth 7.5%.

Analytic memos have three purposes. Like quizzes, they provide a way for me to give credit for careful class preparation. But in addition (and unlike quizzes) they give you the opportunity to clarify your thinking by practicing concise analytic writing. Finally, they are an excellent way to prepare you for the midterm and final examinations.

Memos are anywhere between HALF a page and ONE page (whatever it takes to answer the posed questions sufficiently, but no more than one page), using **single-spaced size 11 or 12 point Times-New Roman font**.

The main objectives of this assignment are to develop your skills at a) thinking through complex questions where there are no simple answers, and b) making a focused argument. There is rarely one 'right' answer to the question I ask. Rather, there are a range of defensible answers. Your job is to credibly defend whatever position you do take. And to do this in a concise manner.

Thus the **criteria** for the analytic memos are as follows:

- (1) Do you make a clear and forceful argument?
- (2) Is your argument supported by convincing evidence/examples? For example, if you are arguing that abolishing the division of labor would be unwise, do you tell us why you think that would be the case? Do you consider (and rule out) alternative arguments? For example, do you tell us why you think Marx's argument does not hold water?
- (3) Do you make correct and/or accurate assertions about the text?
- (4) Is your writing lucid, elegant, and free from grammatical/ spelling errors?

Based on these criteria, the analytic memos will be given one of three grades: a check-plus (full credit); a check (85% of the value of a check); and 70 percent credit.

Analytic memos are due at the beginning of class. Late memos will receive a zero.

Students in PS 4280 will be divided into two groups (Group A and B). As noted on the syllabus, Group A and Group B will be asked to write memos on different days.



- Group A: A through L (inclusive)
- Group B: M through Z

### **READING ASSIGNMENTS**

All readings for the course will be posted on Carmen.

### **ADVICE ON HOW TO DO WELL IN THIS CLASS**

The first step is perhaps obvious: you must attend lecture to do well in this course.

The second step is to not only keep up with the readings, but to take excellent notes and think carefully about the issues.

The third step is to take the study questions that I provide you seriously. Working on these questions, in addition to writing the assigned memos, will help you develop the insights, intuitions, and skills necessary to succeed in the course.

Finally, one of the best strategies for you as a student is to constantly ask questions. The cliché that “any question you have is probably one that others have as well” has an important grain of truth! Don't worry about disrupting class—if I feel the question is tangential to where we're going, I'll say so, and will refer you to office hours.

All this said, I want to emphasize that **you should be prepared to commit a lot of time to this course.** This is more than a class about learning different theories. This class is about grappling with ideas, analyzing political and economic theory—and about figuring out how theories of political economy are linked to each other, how they shape each other. My central goal in this course is that you come away with a strong sense of how different theories “fit together.” As a result, however, this course is intensive and it is intense. We'll be blazing through a lot of material. Note that the readings for this course average around 100-150 pages per week.

**Many students have found it useful to form study groups,** in which students write up summaries of the readings and discuss the study questions. I have no problem with this form of cooperation; it can be indispensable preparation for your midterm and final exam. The TA will also hold office hours and review sessions. I strongly encourage you to attend these.

## **UNIVERSITY POLICIES:**

### **Ohio State's academic integrity policy**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [\*Code of Student Conduct\*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### **Copyright disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Your mental health**

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support and advocacy. This service is free and confidential.

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable

accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue

Go to <http://ods.osu.edu> for more information.

# Course Schedule and Plan of Reading<sup>1</sup>

## PART I: CLASSICAL PERSPECTIVES ON POLITICAL ECONOMY

### **Session 1A: Course Introduction**

- No readings
- Syllabus Quiz on Carmen (due by Friday of week 1, 11:59 pm).

### **Sessions 1B and 2A: Adam Smith and Liberal Political Economy**

- Naaz Barma and Steven Vogel (2008). “Introduction” and “The Liberal Paradigm” in *The Political Economy Reader*. New York: Routledge. pp. 1-18; 21-25, 87-89.
- Adam Smith, *The Wealth of Nations*, Book 1, ch. 1-3; Book V, ch. 1-2.

### **Memo Question #1 (Group A): Due Session 2A**

*Early in our assigned reading, Smith sings the praises of the division of labor. Later, however, he seems to change tactics, issuing a scathing indictment of the division of labor for its effects on the minds of workers. Do you find his proposed solution adequate? Does the increase in wealth from the division of labor make this sacrifice worthwhile in Smith's view, or in yours?*

- *Note: we usually spend 1.5 sessions on Smith, then move on to Friedman and Hayek. But sometimes we spend 2 entire sessions on Smith—much depends on student participation!*

### **Session 2B. Modern (Neo-)Liberalism**

- Milton Friedman, *Capitalism and Freedom* (1962), pp. 1-6, chapters 2, 6 and 11-13.
- Friedrich Hayek. 1944. *The Road to Serfdom*. pp. 32-42, 72-87.
- Planet Money podcast #381: “[Why It’s Illegal To Braid Hair Without A License.](#)”

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<sup>1</sup> *The course schedule is subject to change depending on how the semester unfolds. If I decide to add or delete sessions/readings, I will communicate these changes to you via email and via Carmen Announcements.*

\*\*\* Come to class prepared to discuss what Smith and Hayek would say about the Planet Money podcast on licensing for hair braiding.

### **Memo Question #1 (Group B): Due Session 2B**

Milton Friedman hints (p. 197) that much of the case for liberalism<sup>2</sup> rests upon a rejection of the idea that public officials have the public interest in mind. Instead, we should view public officials as subject to political capture by lobbyists and other special interest groups. Is the liberal assumption of self-interested official behavior a good one? Do you agree that 'government failure' is a more acute problem than 'market failure'? Why or why not?

### **Sessions 3A and 3B: Marxist Political Economy**

- Karl Marx,
  - o "The Production of Surplus Value" part III, Chapter VII, section 2 of *Capital, Vol. 1*
  - o Selections from *The Marx-Engels Reader*, pp. 392-97, 160-163.
- Marx and Engels, *Communist Manifesto*

### **Memo Question #2 (Group A): Due Session 3B**

Marx says that in his ideal society, "nobody has one exclusive sphere of activity but each can become accomplished in any branch he wishes," and each would be able "to hunt in the morning, fish in the afternoon, rear cattle in the evening...just as I have a mind." Why do you think Marx thinks that such an outcome is feasible? Do you think it would be possible to achieve? Would it be desirable? Why or why not?

### **Session 4A: Mercantilist Political Economy**

\* Please read Prof Watson's handout on comparative advantage—this will help in understanding where List is coming from.

- Friedrich List. *The National System of Political Economy* (1916), 108-56
- James Fallows. "How the World Works." *The Atlantic*.
- Articles on the covid bailouts.
  - o "[Doomed to Fail: Why a \\$4 trillion bailout couldn't revive the American Economy.](#)" *Washington Post*. October 5, 2020.
  - o Timothy Massad. "[Airlines Got the Sweetest Coronavirus Deal Around.](#)" *Bloomberg News*. May 4, 2020.
  - o Elenev et al, "[Will the Coronavirus Bailouts Save the US Economy?](#)" *Knowledge@Wharton blog*. July 21, 2020.
  - o Planet Money podcast: [Where Do We Get \\$2,000,000,000,000?](#)

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<sup>2</sup> Note that we use the term liberal here to mean someone who prefers a limited role for government.

**Session 4B: Class Debate:** *(This is placeholder language, from a previous debate about The Trans-Pacific Partnership)*

- In this session, we will hold our first formal debate, which will pit liberals and mercantilists against each other to debate the merits of the Trans-Pacific Partnership. President Trump pulled out of this trade deal four years ago, and President-Elect Biden is non-committal about whether he will join. This debate will give us the opportunity to apply the assumptions and logic of the two opposing camps to analyze a major issue facing the United States.
- Even if you are not participating as one of the debaters, I expect you to listen to the following podcasts (note that the last one is recommended), and to skim through the materials I provide. The Planet Money podcasts provide some context, while the website is the U.S. Trade Representative’s form of public outreach to provide everyday Americans with info about the deal. Spend about an hour on the website material, informing yourself. Move beyond the rhetoric that you might have heard about this deal and wrestle with what it actually entails.
- Students who are debated will be evaluated based on preparation, knowledge of the topic and poise during the debate. Students not assigned to debater roles will write a 1-page critique of the debate, outlining which team they felt was more persuasive, and why.
  - Planet Money podcast #725: “[Trade Show](#)”
  - Planet Money podcast #662: “[OMG TPP](#).”
  - [Overview](#) of Trans-Pacific Partnership from the U.S. Trade Representative
  - *Recommended:* Planet Money podcast #635: “[Trade Deal Confidential](#).”

## PART II: ANALYTICAL FRAMEWORKS

### **Session 5A: Economic Sociology I: The Embedded Economy**

- Karl Polanyi, *The Great Transformation* (1944), ch. 3-6.
- Robert Kuttner (2014). “Karl Polanyi Explains It All.” *The American Prospect*. April 15, 2014.
- John Lanchester (2016). “When Bitcoin Grows Up.” *London Review of Books* 38(10): 3-12.

#### **Memo Question #2 (Group B): Due Session 5A**

*How does Polanyi account for the creation of markets? How does he distinguish himself from those who argue that markets emerge naturally? Why does Polanyi think it is important to make this distinction?*

### **Session 5B: Economic Sociology II: Responses to Polanyi**

- Fred Block (2001). “Introduction,” In *The Great Transformation: The Political and Economic Origins of Our Time*, Karl Polanyi. Boston: Beacon Press. pp. xviii-xxxviii.
- Dalton Conley (2013), “Groups and Networks,” pp. 152-176 in *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*.

### **Session 6A: New Institutional Economics**

- Douglass North, “Markets and Other Allocation Systems in History: The Challenge of Karl Polanyi.” *Journal of European Economic History* (1977).
- Douglass North. 1991. *The Journal of Economic Perspectives* 5(1): 97-112.
- Planet Money podcast #400: “[What Two Pasta Factories Tell Us about the Italian Economy](#)”

#### **Memo Question #3 (Group A): Due Session 6A**

*Both Polanyi and North discuss the evolution of pre-capitalist markets. In what ways do their analyses converge, and how do they diverge?*



### **Session 6B: The Marriage of Psychology and Economics: Prospect Theory**

- Daniel Kahneman. *Thinking Fast and Slow* (2013). New York: Farrar, Strauss and Giroux
  - o Chapter 25 (Bernoulli's Errors)
  - o Chapter 26 (Prospect Theory),
  - o Chapter 27 (The Endowment Effect)

#### **Memo Question #3 (Group B): Due Session 6B**

*What is the endowment effect described by Kahneman? How does it violate the theory of expected utility?*

*What kind of challenges might this approach present to other perspectives on economic behavior that we have read in this class?*

### **Session 7A: Markets and Democracy**

- Charles Lindblom, *Politics and Markets* (1977), 3-13, 144-169, 201-21
- Milton Friedman, *Capitalism and Freedom* (1962), 7-21.

#### **Memo Question #4 (Group A): Due Session 7A**

*On page 15, Friedman argues that "underlying most arguments against the free market is a lack of belief in freedom itself." How does Friedman define freedom? How does his definition of freedom differ from that of Marx in his discussion of emancipation? Do you agree with it? Why or why not?*

### **Session 7B: Politics and Markets--Systems of Control**

- Charles Lindblom (1977). *Politics and Markets*. New York: Basic Books. 3-13, 144-57.
- Katherine Verdery (1996). *What Was Socialism, and What Comes Next?* Princeton: Princeton University Press. pp. 19-38.

#### **Memo Question #4 (Group B): Due Session 7B**

*What does Lindblom mean when he says that authority systems have strong thumbs but no fingers? Using Lindblom's metaphor of thumbs and fingers, explain why the USSR's system of centralized planning failed.*

### **Session 8A: Catch-Up Day**

### **Session 8B: TAKE-HOME MIDTERM EXAM DUE IN ONE WEEK.**

## PART III: VARIETIES OF CAPITALISM IN THE INDUSTRIALIZED COUNTRIES

### **Session 9A: The Birth of Capitalism in Europe**

- Eric Hobsbawm, *Industry and Empire* (1968), 1-39.
- Joel Mokyr. *A Culture of Growth: The Origins of the Modern Economy* (2012), pp 3-15.
  
- *Optional:* David Landes, *The Wealth and Poverty of Nations* (1998), 186-230.

### **Session 9B: Late Development**

- W.W. Rostow, *The Stages of Economic Growth* (1962), 1-16.
- Alexander Gerschenkron, *Economic Backwardness in Historical Perspective* (1962), 5-30.
- David Landes, *The Wealth and Poverty of Nations* (1998), 256-75.

### **Memo Question #5 (Group A): Due Session 9B**

*How does Gerschenkron's view of economic development differ from that of Rostow? Whose view do you find more compelling, and why?*

### **Sessions 10A and 10B: Inequality and Its Consequences**

- Thomas Piketty (2014). *Capital in the 21<sup>st</sup> Century*. Cambridge: Belknap Press. Chapter 1.
- Heather Boushey (2019). *Unbound: How Inequality Constricts our Economy and What We Can Do About it*. Chapters 1 and 2.
- Add reading on preferences over pre/post-tax income inequality across countries.

### **Session 11A: Introduction to Varieties of Capitalism**

- Peter Hall and David Soskice (2001). *Varieties of Capitalism*, 1-44.
- Planet Money podcast #533: "[Why Cars from Europe and the US Can't Just Get Along](#)"
  
- *Optional:* Colin Hay (2019). "Does Capitalism Still Come in Varieties?" Review of International Political Economy.

**Session 11B: The Politics of Regulation**

- Steve Vogel (2018). *Marketcraft: How Governments Make Markets Work*. Ithaca: Cornell University Press. Chapter 1.
- Case Study on Comparative Approaches to Anti-Trust Regulation.

**Session 12A: Whither Advanced Capitalism?**

- *A positive view?* Torben Iversen and David Soskice (2019). *Democracy and Prosperity*. Chapter 1.
- *A negative view?* Anne Case and Angus Deaton (2018). *Deaths of Despair and the Future of Capitalism*. Chapter 1.

## PART IV: THE DILEMMAS OF DEVELOPMENT

### **Session 12B: Theories of Development: An Intellectual Genealogy**

- Amartya Sen (1999). *What Is Development?*
  - o Introduction (pp 3-11)
  - o Chapter 2: The Ends and Means of Development (pp. 35-53)
  
- Andre Gunder Frank, "The Development of Underdevelopment," *Monthly Review*, Vol. 18, September 1966.
  
- **Useful Background:** Jennifer Brass (2016). "Development Theory," In *Handbook on Theories of Governance*, eds. Christopher Ansell and Jacob Torfing. Northampton: Edward Elgar Publishing, Inc. pp. 115-125.
- **Optional:** Fernando Henrique Cardoso and Enzo Faletto. 1971. *Dependency and Development in Latin America*. Berkeley: University of California Press. pp. 1-28.

#### **Memo Question #5 (Group B): Due Session 12A**

*How does Gunder Frank's perspective on late development compare to that of Gerschenkron? Whose argument do you find more convincing, and why?*

### **Session 13A: Development through State-Led Industrialization**

- Stephan Haggard (1989). "The East Asian NICs in Comparative Perspective." *Annals of the Academy of Political and Social Science*. 505: 129-141.
- Mahon, James E. (1992). "Was Latin America Too Rich to Prosper? Structural and Political Obstacles to Export-Led Industrial Growth." *The Journal of Development Studies* 28(2): 241-263.
- Planet Money podcast #346: "[Is China's Economy Genius, or Bound for Disaster?](#)"

### **Session 13B: Development and Macro-Institutions**

- Daron Acemoglu and James Robinson, *Why Nations Fail: The Origins of Power, Prosperity and Poverty* (2012). New York: Crown Business Books. Chapters 2 and 3.

### **Session 14A: The Micro-Revolution in Development**

- Abhjit Banerjee and Esther Duflo. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (2011). Chapter 10.

### **Session 14B: CLASS DEBATE: Are Sweatshops good for development?**

- Benjamin Powell (2013). *Out of Poverty: Sweatshops in the Global Economy*. New York: Cambridge University Press, chapters 3 and 4.
- Ashok Kumar (2020). *Monospony Capitalism: Power and Production in the Twilight of the Sweatshop Age*. New York: Cambridge University Press. Chapter 1.
- Ann Harrison and Jason Scorse (2010). “Multi-nationals and Anti-Sweatshop Activism.” *American Economic Review*. vol. 100 No 1.
- Chris Blattman et al (2018). “[Comparing the Impacts of Industrial Jobs and Self-Employment in Ethiopia](#).” *Innovations for Poverty Action* blog. See also this [NYT piece](#).
- Mari Tanaka (2020). “Exporting Sweatshops? Evidence from Myanmar.” *The Review of Economics and Statistics*. Vol 102, Issue 3, July 2020.

#### Podcasts

- Planet Money Podcast #458: “[Bangladesh’s T-Shirt Economy](#).”
- Planet Money podcast #497: “[Love, Betrayal and the Planet Money T-Shirt](#)”
- Planet Money podcast #498: “[The Last T-Shirt in Colombia](#)”
- Planet Money podcast #499: “[Richard Nixon, Kimchi, and the First Clothing Factory in Bangladesh](#)”

**FINAL EXAM: INSERT DATE**

# PS 4280 STATE AND ECONOMY

aka  
Capitalism and its Critics

Autumn 2016

Dr. Sara Watson  
T-Th, 2:20-3:40  
Smith Lab 1042  
Office Hours: Derby 2125; Time TBA  
Email: [watson.584@osu.edu](mailto:watson.584@osu.edu)

TA: Miguel Garza Casado  
Email: [garzacasado.1@osu.edu](mailto:garzacasado.1@osu.edu)  
Office Hours: TBA

This course examines the relationship between politics and markets in theory and in practice. We start with a series of classic and modern theoretical works on political economy and analyze how they link to current policy debates. More broadly, however, this class is about grappling with ideas, analyzing political and economic theory—and about figuring out how theories of political economy are linked to each other. My purpose in this class is for students to have a **conversation** with a series of pretty amazing thinkers—some of whom have been advocates of markets, others of whom have been among capitalism’s most trenchant critics. So plan to not just hear about a bunch of theories, plan on wrestling with them, and engaging in your own conversation with them!

## Learning Goals:

Students will gain a deeper understanding of how political systems and markets are organized in a wide range of national and temporal settings.

## Objectives:

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

- Explain different scholarly accounts of the way that markets operate across time and space
- Explain scholarly accounts of the causes and consequences of different patterns of market organization.

## PREREQUISITES

No pre-requisites. Some background in economics recommended but not required. **THIS IS NOT AN ECONOMICS COURSE!!!**

## COURSE REQUIREMENTS

Memos (x5)	25% of course grade
Midterm exam	15%
Final exam	30%
Comparative Paper	20%
Participation	10%

## READING ASSIGNMENTS

All readings for the course will be posted on Carmen.

## EMAIL

In general, I read email but reply in person. If articulating a question in writing helps you work through an idea, by all means, send me an email. I might not respond in writing but will be happy to answer your question in person before or after class or in office hours.

## HOW TO DO WELL IN THIS CLASS

The first step is perhaps obvious: you must attend lecture to do well in this course.

The second step is to not only keep up with the readings, but to take excellent notes and think carefully about the issues.

The third step is to take the study questions that I provide you seriously. Working on these questions, in addition to writing the assigned memos, will help you develop the insights, intuitions, and skills necessary to succeed in the course.

Finally, one of the best strategies for you as a student is to constantly ask questions. The cliché that “any question you have is probably one that others have as well” has an important grain of truth! Don't worry about disrupting class—if I feel the question is tangential to where we're going, I'll say so, and will refer you to office hours.

All this said, I want to emphasize that **you should be prepared to commit a lot of time to this course**. This is more than a class about learning different theories. This class is about grappling with ideas, analyzing political and economic theory—and about figuring out how theories of political economy are linked to each other, how they shape each

other. My central goal in this course is that you come away with a strong sense of how different theories “fit together.” As a result, however, his course is intensive and it is intense. We’ll be blazing through a lot of material. Note that the readings for this course average around 100-150 pages per week.

**Many students have found it useful to form study groups**, in which students write up summaries of the readings and discuss the study questions. I have no problem with this form of cooperation; it can be indispensable preparation for your midterm and final exam. The TA will also hold office hours and review sessions. I strongly encourage you to attend these.

## **WRITTEN ASSIGNMENTS:**

### **ANALYTIC MEMOS**

- 5 analytic memos, due at the beginning of the relevant class.
- The first memo is worth 2% of your grade; the second is worth 3%; the third is worth 5% and the fourth and fifth are worth 7.5%.

Analytic memos have three purposes. Like quizzes, they provide a way for me to give credit for careful class preparation. But in addition (and unlike quizzes) they give you the opportunity to clarify your thinking by practicing concise analytic writing. Finally, they are an excellent way to prepare you for the midterm and final examinations.

Memos are anywhere between HALF a page and ONE page (whatever it takes to answer the posed questions sufficiently, but no more than one page), using **single-spaced size 11 or 12 point Times-New Roman font**.

The main objectives of this assignment are to develop your skills at a) thinking through complex questions where there are no simple answers, and b) making a focused argument. There is rarely one ‘right’ answer to the question I ask. Rather, there are a range of defensible answers. Your job is to credibly defend whatever position you do take. And to do this in a concise manner.

Thus the **criteria** for the analytic memos are as follows:

- (1) Do you make a clear and forceful argument?
- (2) Is your argument supported by convincing evidence/examples? For example, if you are arguing that abolishing the division of labor would be unwise, do you tell us why you think that would be the case? Do you consider (and rule out) alternative arguments? For example, do you tell us why you think Marx’s argument does not hold water?
- (3) Do you make correct and/or accurate assertions about the text?
- (4) Is your writing lucid, elegant, and free from grammatical/ spelling errors?



Based on these criteria, the analytic memos will be given one of three grades: a check-plus (full credit); a check (85% of the value of a check); and 70 percent credit.

Analytic memos are due at the beginning of class. Late memos will receive a zero.

Students in PS 4280 will be divided into two groups (Group A and B). As noted on the syllabus, Group A and Group B will be asked to write memos on different days.

- Group A: A through L (inclusive)
- Group B: M through Z

### SHORT COMPARATIVE PAPER (due at the beginning of class on **December 6**)

Write a 1500-word (about 7 pages) paper comparing and contrasting some aspect of the political-economic systems of two countries. Rather than surveying everything, focus on a specific institution or set of institutions: for example, the labor relations system, the financial system, inter-firm networks, the corporate governance system, the welfare system, or the regulatory system. Feel free to focus quite narrowly on one specific element of these systems: for example, health care provision, wage bargaining, stock market regulation, how corporate boards are structured, unemployment insurance, telecommunications regulation, and so on.

In the essay, describe the similarities and differences between the two countries and then outline two or more ways you might explain the differences. For example, you might explain the differences on the basis of history, institutions, ideas, interests, or some combination of these factors. See the Zysman reading (posted under How Capitalisms Differ: The State) for ideas.

This is not meant to be a full-fledged research paper. You should base your paper primarily on course readings plus news clips and perhaps one or two journal articles. You are not expected to gather evidence, but simply to present two or more possible explanations, demonstrate how these explanations build on course readings or other course materials, offer your own hunch based on the available evidence (which may not be much), and then suggest what sort of evidence would help you reach a more decisive conclusion. Thus, your paper should begin with a question, should then outline two or more possible answers, and then propose how you could find out which answer is right.

### **ACADEMIC MISCONDUCT**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. **Instructors shall report all**

instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp))

**Disability Services:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**PART I:  
CONTENDING PERSPECTIVES ON POLITICAL ECONOMY**

*Tues, August 23: Course Introduction*  
No readings

*Aug 25 and 30: Adam Smith and Liberal Political Economy*  
Adam Smith, *The Wealth of Nations*, Book 1, ch. 1-3; Book V, ch. 1-2.

**Memo Question #1 (Group A): Due Tues, Aug 30**

*Early in our assigned reading, Smith sings the praises of the division of labor. Later, however, he seems to change tactics, issuing a scathing indictment of the division of labor for its effects on the minds of workers. Do you find his proposed solution adequate? Does the increase in wealth from the division of labor make this sacrifice worthwhile in Smith's view, or in yours?*

- *Note: we usually spend 1.5 sessions on Smith, then move on to Friedman. But sometimes we spend 2 entire sessions on Smith—much depends on student participation!*

**No Class Thurs, Sept 1**

Prof Watson attends the Annual Meeting of the American Political Science Association

*Aug 30 (may continue to Tues Sept 6) Milton Friedman and Neo-Liberalism*  
Milton Friedman, *Capitalism and Freedom* (1962), pp. 1-6, chapters 2, 6 and 11-13.

**Memo Question #1 (Group B): Also Due Thurs, Aug 30**

*Milton Friedman hints (p. 197) that much of the case for liberalism<sup>1</sup> rests upon a rejection of the idea that public officials have the public interest in mind. Instead, we should view public officials as subject to political capture by lobbyists and other special interest groups. Is the liberal assumption of self-interested official behavior a good one? Do you agree that 'government failure' is a more acute problem than 'market failure'? Why or why not?*

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<sup>1</sup> Note that we use the term liberal here to mean someone who prefers a limited role for government.

*Thurs/Tues, Sept 8 and 13: Marxist Political Economy*

Karl Marx, "The Production of Surplus Value," part III, Chapter VII, section 2 of *Capital, Vol. 1*

Marx and Engels, *Communist Manifesto*

Karl Marx, Selections from *The Marx-Engels Reader*, pp. 392-97, 160-163.

**Memo Question #2 (Group A): Due Sept 13**

*Marx says that in his ideal society, "nobody has one exclusive sphere of activity but each can become accomplished in any branch he wishes," and each would be able "to hunt in the morning, fish in the afternoon, rear cattle in the evening...just as I have a mind." Why do you think Marx thinks that such an outcome is feasible? Do you think it would be possible to achieve? Would it be desirable? Why or why not?*

*Thurs, Sept 15: List and Mercantilist Political Economy*

\* Please read Prof Watson's handout on comparative advantage—this will help in understanding where List is coming from. Please read this and be ready to work through a similar example.

Friedrich List, *The National System of Political Economy* (1916), 108-56

*Tues, Sept 20: Karl Polanyi's Embedded Economy*

Karl Polanyi, *The Great Transformation* (1944), ch. 3-6.

**Memo Question #2 (Group B): Due Sept 20**

*How does Polanyi account for the creation of markets? How does he distinguish himself from those who argue that markets emerge naturally? Why does Polanyi think it is important to make this distinction?*

*Thurs, Sept 22: Responses to Polanyi I: Economic Sociology*

Dalton Conley, "Groups and Networks," pp. 152-176 in *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*. (2013).

**Tues, Sept 27: Responses to Polanyi II: New Institutional Economics**

Douglass North, "Markets and Other Allocation Systems in History: The Challenge of Karl Polanyi" *Journal of European Economic History* (1977).

**Memo Question #3 (Group A): Due Sept 27**

*Doug North starts his JEEH article by offering praise of Polanyi's work, but soon moves to criticism. Let us consider the example of reciprocity discussed by Polanyi. Recall that, according to Polanyi, the phenomenon of reciprocity represents a non-market system of allocation. North disagrees. According to North, reciprocity actually reflects an economic logic. Why does North believe this is the case? Are you convinced by North's argument here? Why or why not?*

**Thurs, Sept 29: The Marriage of Psychology and Economics: Prospect Theory**

Daniel Kahneman. *Thinking Fast and Slow* (2013). New York: Farrar, Strauss and Giroux

- Chapter 26 (Prospect Theory), Chapter 27 (The Endowment Effect)

Dan Ariely. *Predictably Irrational* (2009). New York: Harper Perennial.

- Chapter 8 (The High Price of Ownership: Why We Overvalue What We Have)

**Memo Question #3 (Group B): Due Sept 29**

*What is the endowment effect described by Kahneman and Ariely? How does it violate the theory of expected utility discussed by Kahneman? Bonus question (you will not be penalized if you can't answer it): Which aspect of the value function of prospect theory helps explain the endowment effect, and how?*

**Tues, Oct 4: Hirschman on Theory and History**

Albert Hirschman, *Rival Views of Market Society* (1986), 77-141.

**Memo Question #4 (Group A): Due Oct 4**

*Hirschman is famous for criticizing the typical economist's bias for 'exit' over 'voice' and is also critical of Americans' preference for 'exit' as well. What drives the choice between exit and voice? Do you think we would have a more effective political system and a stronger economy if we chose voice rather than exit more frequently than we currently do? Why or why not?*

**Thurs, Oct 6: Markets and Democracy**

Charles Lindblom, *Politics and Markets* (1977), 3-13, 144-169, 201-21

Milton Friedman, *Capitalism and Freedom* (1962), 7-21.

**Memo Question #4 (Group B): Due Oct 6**

*On page 15, Friedman argues that "underlying most arguments against the free market is a lack of belief in freedom itself." How does Friedman define freedom? How does his definition of freedom differ from that of Marx in his discussion of emancipation? Do you agree with it? Why or why not?*

**Tues, Oct 11: Catch-Up Day**

**Thurs, Oct 13: MIDTERM EXAM**

**PART II:  
VARIETIES OF CAPITALISM IN THE INDUSTRIALIZED COUNTRIES**

*Tues, Oct 18: **Early Development***

Eric Hobsbawm, *Industry and Empire* (1968), 1-39.

David Landes, *The Wealth and Poverty of Nations* (1998), 186-230.

*Thurs Oct 20: **Late Development***

W.W. Rostow, *The Stages of Economic Growth* (1962), 1-16.

Alexander Gerschenkron, *Economic Backwardness in Historical Perspective* (1962), 5-30.

David Landes, *The Wealth and Poverty of Nations* (1998), 256-75.

<b>Memo Question #5 (Group A): Due Oct 20</b>
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<i>How does Gerschenkron's view of economic development differ from that of Rostow? Whose view do you find more compelling, and why?</i>
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*Tues/Thurs, October 25, 27: **Inequality and Its Consequences***

Thomas Piketty. *Capital in the 21<sup>st</sup> Century* (2014). Cambridge: Belknap Press. Selection TBD.

Kate Pickett and Richard Wilkinson. *The Spirit Level: Why Greater Equality Makes Societies Stronger* (2010). Bloomsbury Press. Chapter 1, 3, 6

**Tues, Nov 1: What Makes Capitalisms Different (Part I)? The State**

Charles Lindblom, *Politics and Markets* (1977), 107-116.

Baumol, Litan, and Schramm, *Good Capitalism, Bad Capitalism* (2007), 60-92.

**Thurs, Nov 3: What Makes Capitalisms Different (Part II)? Firm-Level Institutions**

Peter Hall and David Soskice, *Varieties of Capitalism* (2001), 1-44.

**Tues, Nov 8: Converging Capitalisms?**

Kathleen Thelen, *Varieties of Liberalization and the New Politics of Social Solidarity* (2014), chapter 1.

**PART III:  
THE DILEMMAS OF DEVELOPMENT**

**Thurs, Nov 10: Development as the Impossible Dream: Dependency Theory**

Andre Gunder Frank, "The Development of Underdevelopment," *Monthly Review*, Vol. 18, September 1966.

**Memo Question #5 (Group B): Due Nov 10**

*How does Gunder Frank's perspective on late development compare to that of Gerschenkron? Whose argument do you find more convincing, and why?*



**Tues, Nov 15 : Development as a Problem of Coordination? Comparing East Asia and Latin America**

Robert Wade, *Governing the Market* (1990), 8-33.

Johnson and Kwak, *13 Bankers* (2010), 39-56.

**Thurs, Nov 17: Development as a Problem of (Extractive) Institutions? Lessons from Post-Colonial States**

Daron Acemoglu and James Robinson, *Why Nations Fail: The Origins of Power, Prosperity and Poverty* (2012). New York: Crown Business Books. Chapters 2 and 3.

*Tues, Nov 22: Paper Workshop*

*Thurs, Nov 24: No Class—Happy Thanksgiving!!!*

**Tues Nov 29: The Micro-Revolution in Development**

Abhjit Banerjee and Esther Duflo. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (2011). Chapter 10.

**Thurs, Dec 1: Course Wrap Up**

**Tues, Dec 6: Final Exam Review  
COMPARATIVE PAPER DUE**

**FINAL EXAM:**  
Friday, December 9  
4:00pm-5:45pm

## **Curriculum Map: BA Political Science**

Political science is the study of public power: its mobilization, exercise, and transformation by governments, political parties, interest groups, and mass behavior. Political scientists examine the causes and effects of political power and institutions in decision-making and governance at various levels, from the local to the global. We employ both scientific and humanistic perspectives and a variety of methodological approaches to analyze political structures and processes in all regions of the world.

### Learning Goals:

1. Acquire basic knowledge across the four major fields of political science--American Politics, Comparative Politics, International Relations, and Political Theory.

-Students accomplish this goal by taking introductory and "pre-major" classes at the 1000 through 3000 level.

2. Gain deeper knowledge of the scholarly literature in one of the four major fields.

-Students accomplish this goal primarily in courses at the 4000 and 5000 level, although 2000- and 3000-level courses may also contribute to this knowledge base.

3. Become familiar with debates about theories, research methods, and substantive issues, and learn to engage and assess contributions to the literature.

-Students accomplish this goal primarily in courses at the 4000 and 5000 level, although 3000-level courses may also contribute to this knowledge base.

4. Develop analytic and critical thinking skills that will enable them to rigorously evaluate competing arguments and to appraise value-based claims.

-Students accomplish this goal primarily in courses at the 4000 and 5000 level, although 1000-, 2000- and 3000-level courses may also contribute to this knowledge base.

Political science majors will acquire a knowledge foundation and an array of skills enabling them to pursue a wide variety of professional and leadership roles and to become responsible and well-informed citizens. We prepare our students for post-graduate studies in numerous areas including public policy, international affairs, law, business, and political science. Our department's challenging and supportive learning environment gives the students the confidence to assume progressively greater initiative and independence through their undergraduate years and beyond.

### Level Index:

A = Basic

B = Higher-level Introductory

C = Broad-based Advanced

D = Focused Advanced

### Overview of Program Learning Goals

Course Number	Course	Field	Credit Hours	Learning Goals			
				1	2	3	4
<b>Pre-Major Courses</b>							
1100	Intro to American Politics	American Politics	3	x			x
1200	Intro to Comparative Politics	Comparative Politics	3	x			x
1300	Global Politics	International Relations	3	x			x
2150	Voters & Elections	American Politics	3	x	x		x
2300	American Foreign Policy	International Relations	3	x	x		x
2400	Intro to Political Theory	Political Theory	3	x	x		x
<b>Field Distribution</b>							
				x	x	x	x
<b>Focus Area</b>							
					x	x	x
<b>Course Levels</b>							
	1000(A)			x			x
	2000(B)			x	x		x
	3000(B)			x	x	x	x
	4000(C)				x	x	x
	5000(D)				x	x	x

Program Learning Goals for All Undergraduate Courses

Course Number	Course	Field	Credit Hours	Learning Goals			
				1	2	3	4
<b>Level A</b>							
1100 (H)	Intro to American Politics	American Politics	3	x			x
1105	American Political Controversies	American Politics	3	x			x
1165	Intro to Politics	American Politics	3	x			x
1200	Intro to Comparative Politics	Comparative Politics	3	x			x
1300	Global Politics	International Relations	3	x			x
<b>Level B</b>							
2150	Voters & Elections	American Politics	3	x	x		x
2194.0x	Group Studies	Variable	3	x	x		x
2300	American Foreign Policy	International Relations	3	x	x		x
2367	Contemp Issues in American Politics	American Politics	3	x	x		x
2400 (H)	Intro to Political Theory	Political Theory	3	x	x		x
2496	Study at a Domestic Institution	Variable		x	x		x

3001	Economy, Polity, and Community	Variable	3	x	x	x	x
3001	Tradition, Progress, and Utopia	Variable	3	x	x	x	x
3005	Political Games	Variable	3	x	x	x	x
3100	American Politics & Policy Making	American Politics	3	x	x	x	x
3115	Intro to the Policy Process	American Politics	3	x	x	x	x
3170	Political Psychology	American Politics	3	x	x	x	x
3191	Internship	American Politics	1		x	x	x
3220	Politics of the Developing World	Comparative Politics	3	x	x	x	x
3225	Post-Conflict Reconstruction	Comparative Politics	3	x	x	x	x
3240	Political Violence	Comparative Politics	3	x	x	x	x
3280	Politics of Markets	Comparative Politics	3		x	x	x
3290	Comparative Public Policy	Comparative Politics	3	x	x	x	x
3310(H)	Defense Policy & National Security	International Relations	3	x	x	x	x
3380	Pol Analysis of Intl Econ Relations	International Relations	3		x	x	x
3420	Political Theories of Democracy	Political Theory	3	x	x	x	x
3430	Political Theories of Freedom	Political Theory	3	x	x	x	x
3440	Political Theories of Justice	Political Theory	3	x	x	x	x
3450	Ethics and Public Policy	Political Theory	3	x	x	x	x
3460	Global Justice	Political Theory	3	x	x	x	x
3500	Political Games	Variable	3	x	x	x	x
3549	Survey Research in Political Science	Political Theory		x	x	x	x
3596	Nationalism & Ethnicity	Comparative Politics	3	x	x	x	x
3780 (H)	Data Literacy & Data Visualization	Variable	3	x	x	x	x
3785	Data Science for the Social and Behavioral Sc	Variable	3	x	x	x	x
3798	Field Research Methods: Education Abroad i	Comparative Politics	3	x	x	x	x
3905	Political Manipulation	American Politics	3	x	x	x	x
3910	Identity Politics	International Relations	3	x	x	x	x
3912	Political Leadership	American Politics	3	x	x	x	x
<b>Level C</b>							
4110	The American Presidency	American Politics	3		x	x	x
4115	Bureaucracy & Public Policy	American Politics	3		x	x	x
4120	US Congress	American Politics	3		x	x	x
4123	Political Crisis & Reform	American Politics	3		x	x	x
4125	American State Politics	American Politics	3		x	x	x

4126	Ohio Politics	American Politics	3	X	X	X
4127 (H)	Governing Urban America	American Politics	3	X	X	X
4130	Law & Politics	American Politics	3	X	X	X
4131	American Supreme Court	American Politics	3	X	X	X
4132H	Supreme Court Decision Making	American Politics	3	X	X	X
4135	American Constitutional Law	American Politics	3	X	X	X
4136	Civil Liberties	American Politics	3	X	X	X
4137	Politics of Legal Decision Making	American Politics	3	X	X	X
4138	Women & the Law	American Politics	3	X	X	X
4139 (E)	Gun Politics	American Politics	3	X	X	X
4140	Black Politics	American Politics	3	X	X	X
4143	Race, Ethnicity and American Politics	American Politics	3	X	X	X
4145	Asian American Politics	American Politics	3	X	X	X
4150	American Political Parties	American Politics	3	X	X	X
4152	Campaign Politics	American Politics	3	X	X	X
4160	Public Opinion	American Politics	3	X	X	X
4162	Religion & American Politics	American Politics	3	X	X	X
4164	Pol Participation & Voting Behavior	American Politics	3	X	X	X
4165	Mass Media & American Politics	American Politics	3	X	X	X
4170	Gender & Politics	American Politics	3	X	X	X
4175	Women, Government & Public Policy	American Politics	3	X	X	X
4190	Pol Decision Making & Public Policy	American Politics	3	X	X	X
4191	Internship	American Politics	3	X	X	X
4192	Policy Analysis	American Politics	3	X	X	X
4193	Individual Studies	American Politics	3	X	X	X
4200	Politics of Modern Democracies	Comparative Politics	3	X	X	X
4210	Politics of European Integration	Comparative Politics	3	X	X	X
4212	Dictatorship to Democracy	Comparative Politics	3	X	X	X
4214	Northern European Politics	Comparative Politics	3	X	X	X
4216	East European Politics	Comparative Politics	3	X	X	X
4218	Russian Politics	Comparative Politics	3	X	X	X
4219	European Political Development	Comparative Politics	3	X	X	X
4225H	Dem in Muslim Majority Countries	Comparative Politics	3	X	X	X
4230	Chinese Political System	Comparative Politics	3	X	X	X

4231	China: State & Society	Comparative Politics	3	X	X	X
4232	Contemporary Politics of South Asia	Comparative Politics	3	X	X	X
4235	Japanese Politics	Comparative Politics	3	X	X	X
4236	Southeast Asian Politics	Comparative Politics	3	X	X	X
4240	Latin American Politics	Comparative Politics	3	X	X	X
4241	Special Topics in Latin American Politics	Comparative Politics	3	X	X	X
4242	Incomplete Democracies	Comparative Politics	3	X	X	X
4245H	Democratic Erosion	Comparative Politics	3	X	X	X
4249	Domestic Politics of Intl Conflict	Comparative Politics	3	X	X	X
4250(H)	African Politics	Comparative Politics	3	X	X	X
4262	The New Religious Politics	Comparative Politics	3	X	X	X
4270	The Canadian Political System	Comparative Politics	3	X	X	X
4282	Politics of Income Inequality	Comparative Politics	3	X	X	X
4285	Comparative Pol of the Welfare State	Comparative Politics	3	X	X	X
4300	Theories of International Relations	International Relations	3	X	X	X
4305	International Theory	International Relations	3	X	X	X
4310	Security Policy	International Relations	3	X	X	X
4315	International Security & Causes of War	International Relations	3	X	X	X
4318	Politics of International Terrorism	International Relations	3	X	X	X
4320	Strategies for War & Peace	International Relations	3	X	X	X
4326	Russian Foreign Policy	International Relations	3	X	X	X
4327	Politics in the Middle East	International Relations	3	X	X	X
4330	Global Governance	International Relations	3	X	X	X
4331	The United Nations System	International Relations	3	X	X	X
4332	Politics of Globalization	International Relations	3	X	X	X
4335	International Environmental Politics	International Relations	3	X	X	X
4381	Contemp Intl Political Economy	International Relations	3	X	X	X
4385(E)	Quantitative Studies of International Conflic	International Relations	3	X	X	X
4420H	Debating Democracy	Political Theory	3	X	X	X
4450	Politics & Ethics	Political Theory	3	X	X	X
4455	Human Rights	Political Theory	3	X	X	X
4460	American Political Ideas	Political Theory	3	X	X	X
4465	Feminist Political Theory	Political Theory	3	X	X	X
4553	Game Theory for Political Scientists	Political Theory	3	X	X	X

4591	Seminar in Public Policy	American Politics	3		x	x	x
4597.01	International Cooperation & Conflict	International Relations	3		x	x	x
4597.02	Political Problems of Contemp World	Comparative Politics	3		x	x	x
4597.03	Gender & Democracy in Contemp World	Comparative Politics	3		x	x	x
4780	Thesis Research Colloquium	Variable	3		x	x	x
4781	Data Analysis in Political Science I	Variable	3		x	x	x
4782	Data Analysis in Political Science II	Variable	3		x	x	x
4784( E)	Complexity Science and the Study of Politics	Variable	3		x	x	x
4891	Topics in American Politics	American Politics	3		x	x	x
4892	Topics in Comparative Politics	Comparative Politics	3		x	x	x
4893	Topics in International Relations	International Relations	3		x	x	x
4894	Topics in Political Theory	Political Theory	3		x	x	x
4895	Topics in Public Policy	Public Policy	3		x	x	x
4910(H)	Business-Government Relations	American Politics	3		x	x	x
4920(H)	Politics in Film & Television	American Politics	3		x	x	x
4940	Politics of Immigration	Comparative Politics	3		x	x	x
<b>Level D</b>							
4998	Undergraduate Research	Variable	variable		x	x	x
4999(H)	Thesis Research	Variable	variable		x	x	x
5000	Quantum Mind and Social Science	Political Theory	3		x	x	x
5124	Urban Politics	American Politics		3	x	x	x
5140	Ethnic Politics in American Cities	American Politics		3	x	x	x
5411	Ancient & Medieval Political Thought	Political Theory	3		x	x	x
5412	Early Modern Political Thought	Political Theory	3		x	x	x
5413	19th Century Political Thought	Political Theory	3		x	x	x
5414	20th Century Political Thought	Political Theory	3		x	x	x

## Curriculum Map: BA World Politics

### Learning Goals:

1. Students have a fundamental understanding of the theories, research methods, and substantive issues that guide the study of political institutions and processes around the world at the national, cross-national and international levels.
2. Students have basic knowledge in the areas of foreign policy and security, political institutions and processes, political economy and development, and international theory.
3. Students have advanced knowledge of the scholarly literature in one of these areas.
4. Students have the analytic and critical thinking skills that are needed to rigorously evaluate competing arguments and to appraise value-based claims.

### Key to Learning Goal Levels:

F = Foundational

I = Intermediate

A = Advanced

### Prerequisite to the Major (1 Course)

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
1165	Intro to Politics	3	F	F		F
1200	Intro to Comparative Politics	3	F	F		F
1300	Global Politics	3	F	F		F

### Major Requirements:

**Specialization:** 4 Courses from Declared Area of Specialization

**Breadth:** 1 Course from Each of 3 Remaining Areas of Specialization

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
<b>Specialization: Foreign Policy &amp; Security</b>						
2300(H)	American Foreign Policy	3	I	I		I
3310(H)	Defense Policy and National Security	3	I	I	I	I
3596	Nationalism and Ethnicity	3	I	I	I	I
4135	American Constitutional Law	3		A	A	A
4249	Domestic Politics of International Conflict	3		A	A	A
4310	Security Policy	3		A	A	A



4315	International Security & Causes of War	3		A	A	A
4318	Politics of International Terrorism	3		A	A	A
4320	Strategies for War & Peace	3		A	A	A
4326	Russian Foreign Policy	3		A	A	A
4330	Global Governance	3		A	A	A
4335	International Environmental Politics	3		A	A	A
4385(E)	Quantitative Studies of International Conflict	3		A	A	A
4597.01	International Cooperation & Conflict	3		A	A	A
4940	Politics of Immigration	3		A	A	A
	<b>Specialization: Political Institutions &amp; Processes</b>					
4110	The American Presidency	3		A	A	A
4200	Politics of Modern Democracies	3		A	A	A
4210	Politics of European Integration	3		A	A	A
4214	Northern European Politics	3		A	A	A
4216	East European Politics	3		A	A	A
4218	Russian Politics	3		A	A	A
4219	European Political Development	3		A	A	A
4225H	Democracy in Muslim Majority Countries	3		A	A	A
4230	Chinese Political System	3		A	A	A
4231	China: State & Society	3		A	A	A
4232	Contemporary Politics of South Asia	3		A	A	A
4235	Japanese Politics	3		A	A	A
4236	Southeast Asian Politics	3		A	A	A
4240	Latin American Politics	3		A	A	A
4242	Incomplete Democracies	3		A	A	A
4262	The New Religious Politics	3		A	A	A
4270	The Canadian Political System	3		A	A	A
4285	The Comparative Politics of the Welfare State	3		A	A	A
4331	The United Nations System	3		A	A	A
	<b>Specialization: Political Economy &amp; Development</b>					
3220	Politics of the Developing World	3	I	I	I	I
3225	Post-conflict Reconstruction	3		A	A	A
3275	Politics of Sports	3		A	A	A
3280	Politics and Markets	3		A	A	A

3290	Comparative Public Policy	3		A	A	A
3380	Political Analysis of International Economic Relations	3		A	A	A
4210	Politics of European Integration	3		A	A	A
4216	East European Politics	3		A	A	A
4219	European Political Development	3		A	A	A
4230	Chinese Political System	3		A	A	A
4231	China: State & Society	3		A	A	A
4232	Contemporary Politics of South Asia	3		A	A	A
4236	Southeast Asian Politics	3		A	A	A
4240	Latin American Politics	3		A	A	A
4241	Special Topics in Latin American Politics	3		A	A	A
4242	Incomplete Democracies	3		A	A	A
4245H	Democratic Erosion	3		A	A	A
4250(H)	African Politics	3		A	A	A
4282	Politics of Inequality	3		A	A	A
4285	Comparative Politics of the Welfare State	3		A	A	A
4327	Politics in the Middle East	3		A	A	A
4381	Comparative International Political Economy	3		A	A	A
4940	The Politics of Immigration	3		A	A	A
<b>Specialization: International Theory</b>						
3420	Political Theories of Democracy	3	I	I	I	I
3430	Political Theories of Freedom	3	I	I	I	I
3460	Global Justice	3	I	I	I	I
3596 (H)	Nationalism and Ethnicity	3	I	I	I	I
3910	Identity Politics	3	I	I	I	I
3912	Political Leadership	3	I	I	I	I
4300	Theories of International Relations	3		A	A	A
4305	International Theory	3		A	A	A
4330	Global Governance	3		A	A	A
4450H	Politics & Ethics	3		A	A	A
4455	Human Rights	3		A	A	A

## Curriculum Map: BS Political Science

### Learning Goals:

1. Students have a fundamental understanding of the theories, research methods, and substantive issues that guide the study of politics.
2. Students have a basic knowledge across three of the four major fields of Political Science: American Politics, Comparative Politics, International Relations, and Political Theory.
3. Students have advanced knowledge of the methods of research design and data analysis as used in the discipline of Political Science.
4. Students develop analytic and critical thinking skills that will enable them to rigorously evaluate competing arguments and to appraise value-based claims.

### Key to Learning Goal Levels:

F = Foundational

I = Intermediate

A = Advanced

### Prerequisite to the Major (1 Course)

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
1100	Intro to American Politics	3	F		F	F
1200	Intro to Comparative Politics	3	F		F	F
1300	Global Politics	3	F		F	F
1165	Intro to Politics	3	F		F	F
2150	Voters & Elections	3	I		I	I
2300	American Foreign Policy	3	I		I	I
2400	Intro to Political Theory	3	I		I	I

### Core (4 Courses)

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
3780	Data Visualization	3			I	I
4781(H)	Data Analysis in Political Science I	3			A	A
4782	Data Analysis in Political Science II	3			A	A
<b>AND one of the following courses:</b>						
3549	Survey Research in Political Science	3			I	I
<b>OR</b>						
4192	Policy Analysis	3			A	A

**OR**

4553	Game Theory for Political Scientists	3			A	A
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Breadth Requirement (3 Courses): 1 Course from 3 of 4 Subfields

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
<b>American Politics</b>						
2150(H)	Voters & Elections	3				
2194.01	Group Studies	3				
3100	American Politics & Policy Making	3				
3115	Intro to the Policy Process	3				
2367(H)	Contemporary Issues American Politics	3				
3170	Political Psychology	3				
3310(H)	Foreign Policy and National Security	3				
3596(H)	Nationalism and Ethnicity	3				
3905	Political Manipulation	3				
3912	Political Leadership	3				
4110	The American Presidency	3		A	A	A
4115	Bureaucracy & Public Policy	3		A	A	A
4120	US Congress	3		A	A	A
4125	American State Politics	3		A	A	A
4126	Ohio Politics	3		A	A	A
4127	Governing Urban America	3		A	A	A
4130	Law & Politics	3		A	A	A
4132H	Supreme Court Decision Making	3		A	A	A
4135	American Constitutional Law	3		A	A	A
4136	Civil Liberties	3		A	A	A
4137	Politics of Legal Decision Making	3		A	A	A
4138	Women & the Law	3		A	A	A
4139(E)	Gun Politics	3		A	A	A
4140	Black Politics	3		A	A	A
4143	Race, Ethnicity and American Politics	3		A	A	A
4145	Asian American Politics	3		A	A	A
4150	American Political Parties	3		A	A	A

4152	Campaign Politics	3		A	A	A
4160	Public Opinion	3		A	A	A
4162	Religion & American Politics	3		A	A	A
4164	Political Participation & Voting Behavior	3		A	A	A
4165	Mass Media & American Politics	3		A	A	A
4170	Gender & Politics	3		A	A	A
4175	Women, Government & Public Policy	3		A	A	A
4190	Political Decision Making & Public Policy	3		A	A	A
4191	Internship	3		A	A	A
4192	Policy Analysis	3		A	A	A
4193	Individual Studies	3		A	A	A
4891(H)	Topics	3		A	A	A
4910(H)	Business-Government Relations	3		A	A	A
5124	Urban Politics	3		A	A	A
5140	Ethnic Politics in American Cities	3		A	A	A
<b>Comparative Politics</b>						
2194.02	Group Studies	3	I		I	I
3220	Politics of the Developing World	3	I	I	I	I
3225	Post-conflict Reconstruction	3		A	A	A
3275	Politics of Sports	3		A	A	A
3280	Politics of Markets	3		A	A	A
3290	Comparative Public Policy	3		A	A	A
3596 (H)	Nationalism and Ethnicity	3		I	I	I
4200	Politics of Modern Democracies	3		A	A	A
4210	Politics of European Integration	3		A	A	A
4212	Dictatorship to Democracy	3		A	A	A
4214	Northern European Politics	3		A	A	A
4216	East European Politics	3		A	A	A
4218	Russian Politics	3		A	A	A
4219	European Political Development	3		A	A	A
4225H	Democracy in Muslim Majority Countries	3		A	A	A
4230	Chinese Political System	3		A	A	A
4231	China: State & Society	3		A	A	A
4232	Contemporary Politics of South Asia	3		A	A	A

4235	Japanese Politics	3		A	A	A
4236	Southeast Asian Politics	3		A	A	A
4240	Latin American Politics	3		A	A	A
4241	Special Topics in Latin American Politics	3		A	A	A
4242	Incomplete Democracies	3		A	A	A
4245	Democratic Erosion	3		A	A	A
4249	Domestic Politics of International Conflict	3		A	A	A
4250 (H)	African Politics	3		A	A	A
4262	The New Religious Politics	3		A	A	A
4270	The Canadian Political System	3		A	A	A
4282	Politics of Inequality	3		A	A	A
4285	Comparative Politics of the Welfare State	3		A	A	A
4597.02/H/E	Political Problems of the Contemporary World	3		A	A	A
4597.03	Gender & Democracy in the Contemporary World	3		A	A	A
4892(H)	Topics	3		A	A	A
4940	Politics of Immigration	3		A	A	A
<b>International Relations</b>						
2194.03	Group Studies	3	I		I	I
2300(H)	American Foreign Policy	3	I		I	I
3310(H)	Defense Policy and National Security	3	I	I	I	I
3380	Political Analysis of International Economic Relations	3		A	A	A
3910	Identity Politics	3	I	I	I	I
4300	Theories of International Relations	3		A	A	A
4305	International Theory	3		A	A	A
4310	Security Policy	3		A	A	A
4315	International Security & Causes of War	3		A	A	A
4318	Politics of International Terrorism	3		A	A	A
4320	Strategies for War & Peace	3		A	A	A
4326	Russian Foreign Policy	3		A	A	A
4327	Politics in the Middle East	3		A	A	A
4330	Global Governance	3		A	A	A
4331	The United Nations System	3		A	A	A
4332	Politics of Globalization	3		A	A	A
4335	International Environmental Politics	3		A	A	A

4381	Contemporary International Political Economy	3		A	A	A
4385(E)	Quantitative Studies of International Conflict	3		A	A	A
4597.01(H)	International Cooperation & Conflict	3		A	A	A
4893(H)	Topics	3		A	A	A
4784( E)	Complexity Science and the Study of Politics	3		A	A	A
<b>Political Theory</b>						
2194.04	Group Studies	3	I		I	I
2400(H)	Intro Political Theory	3	I		I	I
3420	Political Theories of Democracy	3	I	I	I	I
3430	Political Theories of Freedom	3	I	I	I	I
3440	Political Theories of Justice	3	I	I	I	I
3450	Ethics and Public Policy	3	I	I	I	I
3460	Global Justice	3	I	I	I	I
4420H	Debating Democracy	3		A	A	A
4450	Politics & Ethics	3		A	A	A
4455	Human Rights	3		A	A	A
4460	American Political Ideas	3		A	A	A
4465	Feminist Political Theory	3		A	A	A
4894	Topics	3		A	A	A
5000	Quantum Mind and Social Science	3		A	A	A
5411	Justice, Sin & Virtue: Ancient and Medieval Pol Thought	3		A	A	A
5412	Life, Liberty & Property: Early Modern Pol Thought	3		A	A	A
5413	Democracy, Equality & Revolution: Modern Pol Thought	3		A	A	A
5414	Liberalism, Totalitarianism & Empire: Contemp Pol Thought	3		A	A	A