**Course Description:** This course examines the effects of democratic politics on economic policymaking, policies, and outcomes and, conversely, the effects of the economy on the conduct of democratic politics. We study how and why certain political configurations systematically produce certain kinds of economic policies and outcomes and why certain economic structures and/or conditions systematically produce certain kinds of political outcomes and electorally and partisan motivated policies. For example: How do elections—electoral rules, competition, and timing—or government partisanship affect monetary and fiscal policy? What are the effects of economic-sectoral structure on the nature of democratic competition? We aim, I emphasize, to develop an understanding of the relationships that systematically obtain between certain economic and political variables rather than to recount historically the economic policies in any particular era or country.

**Course Assignments:** This course can be taken for ULWR (*Upper Level Writing Requirement*) credit. All students, regardless of their ULWR status, will write two short papers (about 8-10 pages), each revised, for writing credit. Students will write two types of papers, a theoretical extension and an empirical application, one on each of the material covered in the relevant half of the course.

**Theoretical extensions** (1) draw one or more argument(s) from a (the) book(s), (2) make one or more original argument(s) extending, modifying, or challenging the author’s arguments, (3) elaborate and demonstrate the logical soundness of your extension, modification, or critique and (4) explain how one could evaluate your new arguments empirically. (2) and (3) are the keys. These are not full research papers, so you need not present thorough evidence for the arguments, an exemplary anecdote or two will do. You must, minimally, describe what evidence would weigh for your theory and what against. That is, you must at least describe the empirical research that *would be* necessary to evaluate your argument(s). If your argument(s) is (are) correct, what would we expect to see under what conditions—what patterns should the comparative-historical record exhibit? Observing what sorts of things under what conditions would weigh against your argument(s)?

**Empirical applications** similarly (1) draw one or a few core arguments from a book and (2) demonstrate its (their) operation in some empirical case(s) (country-time(s)) beyond those explored by the author. (2) is the key. That is, analyze some other cases with the analytical tools and theories of the author. As with the theoretical-extension paper, you must explain how one may evaluate empirically this explanation for events; how would events have evolved differently if the theories you are applying did not hold?

Each student should write one of each type of paper—although writing both papers of the same type is negotiable if the match of your interests and the relevant material lead you in that direction. In any case, all students will revise and resubmit the paper after feedback upon it from myself and/or the GSI.

All students must be prepared to discuss all the readings in class. Such participation is essential to the course and will count considerably toward your grade; do not underestimate the importance of being an active, informed participant in class. You will find detailed class notes, which you may find valuable in understanding the material and writing your papers, on my homepage (address above) & CTools as I finish them.

The class has a midterm and a final exam, the former in-class and the latter as scheduled by LS&A.

**Grading:** Participation: 10%; Papers: 20% each (8% 1st & 12% 2nd draft); Midterm: 20%; Final: 30%

**Required Texts:** All readings are from the required texts, available at the usual bookstores, or from articles that are available on-line from my web page. (9-pt numbers = ISBN-13, & Amazon new/used(incl.ship) new/used prices as of 20 Dec 2011.)

PS343: Weekly Course Schedule:

Week 1: Wednesday, 1/4/12—Welcome, Course Description.

Week 2a: Monday, 1/9/12—Introduction to the Course, Political Economy, and Positive Social Science.
Week 2b: Wednesday, 1/11/12—Intro to Pol Econ & Positive Social Science, & to Tufte, *Political Control of the Economy.*

Week 3a: Monday, 1/16/12—**MARTIN LUTHER KING, JR. DAY**
Week 3b: Wednesday, 1/18/12—Tufte, *Political Control of the Economy*, chs. 1-2, pp. 3-64.*

Week 4a: Monday, 1/23/12—Tufte, *Political Control of the Economy*, chs. 3-4, pp. 65-104.
Week 4b: Wednesday, 1/25/12—Tufte, *Political Control of the Economy*, chs. 5-6, pp. 105-54.


Week 7a: Monday, 2/13/12—Hibbs, *The American Political Economy*, chs. 6-8, pp. 185-279.

Week 8b: Wednesday, 2/22/12—Clark, *Capitalism, Not Globalism*, chs.1-2, pp. 1-39;

*1st Draft of 1st Paper Due FRI

Winter Break! Have a nice vacation!

Week 9a: Monday, 3/5/12—Mid-term Review; Writing Instruction .................. 1st Draft of 1st Paper Returned
Week 9b: Wednesday, 3/7/12—Mid-term Exam: In-Class.

Week 10a: Monday, 3/12/12—Clark, *Capitalism, Not Globalism*, ch. 3, pp. 41-84.
Week 10b: Wednesday, 3/14/12—Clark, *Capitalism, Not Globalism*, ch. 4, pp. 85-104. ............ Revised 1st Pap. Due


*1st Draft of 2nd Paper Due THURSDAY, 4/5/12, 10:00 AM


*1st Draft of 2nd Paper Returned Tuesday Morning, 4/10/12

Week 15a: Monday, 4/16/12—Final Review .................. Revised 2nd Pap. Due MONDAY, 4/16/12, 10:00 AM

MONDAY, APRIL 23, 4:00pm-6:00pm ............................ Final Exam

*You may find my Annual Reviews article helpful in forming ideas for your paper and so may wish to read it much earlier than it appears on the syllabus, perhaps shortly after we start into Tufte.*