

ECON 368: Economics, Politics, & Culture

University of San Francisco
Meeting: Tu 2:40-4:25pm

Fall 2023 CRN: 40331
Location: Education 102

Instructor Information:

Professor: Konrad Posch
E-mail: kposch@usfca.edu
Mail: McLaren 101 (Economics Main Office)

Office Location: McLaren 107
Office Hours: In person, Tuesday 5-6pm,
(zoom by appointment)

Course Description

This course employs the market institutional perspective in order to show how formal institutions, (e.g., political structures, laws, and regulations) and informal institutions, (e.g. religion, social norms, and culture) shape individual and group behavior and ultimately economic performance. It emphasizes that actually-existing markets need rules in order to function as described in economic models, and explores how the work from other social science disciplines helps us understand where, how, and why these rules work (or don't) and are shaped. By examining how a variety of issues impact the functioning of markets, this course demonstrates how institutional rules allow societies to succeed (and fail) to benefit from the efficiency gains of markets as well as how an interdisciplinary approach to economics and policy can enrich our ability to craft welfare improving interventions.

The course begins by introducing political economy, the market liberal paradigm and the market institutional perspective. It then proceeds in successive steps to move away from orthodox economics towards disciplines which inform our understanding of economics including political science, sociology, and history. Part 3 takes us further afield to science and technology studies (and anthropology), the fields that adopt a critical theory perspective (feminism, racism, and queer politics), and finally to journalism. Part 4 concludes the course by using crises as cases where we can see how different perspectives lead to different understandings, actions, and conclusions.

While this course will *not* rely heavily on your knowledge of mathematical approaches to economics, an understanding of the capabilities and limitations of formal modelling (aka. game theory, decision theory, rational choice) and statistics (aka. econometrics, regression modelling, causal inference) will be very helpful in understanding how institutions create the preconditions for markets to function. Speak with the professor and your advisor if you are not sure whether you should take this course.

Canvas site: <https://usfca.instructure.com/courses/1614102>

Grading Breakdown & Policies

Active Participation	20%
Midterm (in Class)	20%
Comparative Paper (1500 words, due Monday <i>of Exam Week</i>)	30%
Final Exam (During Exam Period)	30%

Everyone taking the class for credit (letter grade or pass/fail) is expected to complete all assignments or they will receive an F. Conflicts and crises do arise and will be dealt with graciously, but it is your responsibility to communicate with the Professor as early as possible to sort out issues.

Grading Scale

Percentage grade will be mapped to letter grades in the following manner (percentages will be rounded up to the unit digit):

A+	A	A-	B+	B	B-	C+	C	C-	F
97-100%	93-96%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	0-69%

Grade Disputes

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

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

Office Hours (Tuesdays 5-6pm, McLaren 107, and zoom by appointment)

By default, I run my office hours as group office hours for substantive questions related to course material. I've found that this creates the maximum opportunity for students to learn from each other as well as to lower the barriers to come to office hours. Everyone is always welcome at office hours, but I do ask that if you wish to come you try to come with at least one question or topic you would like to discuss to get the conversation started. I heartily encourage you to stay as long as you are interested in the conversation as some of the greatest learning resources at USF are your fellow students, how they think, and how they ask questions. If you wish to discuss an individual matter privately, please let me know using the web form and we will excuse ourselves from the group and speak in private.

Course Learning Outcomes

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

- 1) Read and interpret introductory papers on social theory from the broader social science literature, understand the significance and meaning of equations and relations in those theories, and relate those theories to larger, abstract concepts in the world.
- 2) Relate real world problems to theoretical social models, and identify ways in which models do and do not improve understandings of empirical problems.
- 3) Place individual theory papers and models into their context in the social science literature, describing why certain models are viewed as ground breaking and developing an understanding of the history of thought in the human behavioral sciences.
- 4) Apply theory to predict and interpret economic and social behavior and its responses to different initial conditions and assumptions.
- 5) Synthesize and incorporate economic understandings into one's larger view of social behavior, processes, and the individual's roles and responsibilities in society.

Attendance Policy

Participation (20% of overall grade)

Participation in this course will be evaluated by your instructor based on your active engagement in the class. Participation requires showing up and being involved in the course. This means lecture Q&A, discussion, and office hours. Please read the assignment descriptions on the Canvas site and talk to your instructor well in advance of the end of the session if you are concerned with your participation. If you would like to earn a higher participation grade, participate more actively whether in lecture Q&A, discussion, or office hours.

You are **required to attend all class sessions**. Please contact your instructor in advance using the [Excused Absence Request Form](#) if you need be excused from a class session.

A **makeup assignment** consisting of a 500 word (approx. 2 page, double spaced) response to the assigned reading for the class period must be turned in to the professor by email **no later than one week after an absence for the absence to be excused**. This response need not be particularly formal, but it should do more than summarize the chapter; it should reflect on the meaning of the chapter to you, perhaps with respect to your final project.

No more than two absences may be excused during the term due limited number of total classes.

Assignments

Comparative Paper (30% of overall grade)

Due Monday August 14, 2023, the Monday AFTER the end of the class

Write a 1500-word (about 5 pages) paper applying the liberal paradigm and two disciplinary approaches from this course (aka. two different weeks) to understanding a particular issue, policy, or crisis in society. Rather than surveying everything, focus on a specific element such as:

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

Identify how each of the three perspectives (liberal paradigm and your two alternatives) explains the element you select (e.g. how does the liberal paradigm explain the increase in economic growth in Japan after World War 2, how does sociology? how does history?). Then, compare the three explanations looking to highlight both their similarities and their differences. You should consider what variables they emphasize, which they de-emphasize, and which they ignore entirely. Finally, take a position on which perspective you think is the most insightful for *current policymakers* and explain why.

You must select your political economy approaches from parts 2, and 3 of the course. Select two different weeks in addition to the liberal paradigm.

You should overwhelmingly use course material to craft this paper, although you may bring in limited amounts of outside material. This is NOT a research paper, however; instead, your goal is to delve deeply into the course material and consider how

These papers are built around a 1-3-verdict model: one element, three different perspectives, and your verdict on which is most helpful to current policy makers.

In order to write a successful paper, you must make an argument about which perspective is most insightful for current policymakers. You **MUST NOT** simply describe the difference between the three theories or decide that everything is one big integrated whole and all theories are equivalent. **I strongly recommend you build your paper around your argument from the beginning (as your thesis statement).**

To guide you through the process of this paper, I strongly recommend you obtain a copy of this immensely helpful guide to research and writing; I've been using it myself for nearly 15 years and I still find it useful:

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. 2016. *The Craft of Research, Fourth Edition*. University of Chicago Press.

I am always happy to talk with you in office hours as you develop your paper. While I will not read and comment on full drafts prior to submission, I'm happy to workshop paragraphs and pages with you during office hours.

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

Note as well: The Comparative Paper is due the Monday AFTER the end of classes (Monday of exam week). This is intended to give you time to consider and work on the paper after lecture ends. However, do NOT wait to start the paper until after the class ends. Begin working early on outlines, drafts, and ideas so we can talk about them in office hours as they develop.

Midterm (20% of overall Grade) and Final Exam (30% of overall grade)

The midterm and final will take place in class. You will have the full period to take the exam.

While the exam is in person, it will require a laptop. Please come prepared (and charged).

This is a closed notes, closed book exam; USF provides the [Respondus LockDown Browser](#) to enforce compliance and we WILL be using this for the exams. Please review the student instructions at the link above; I will provide a practice quiz to allow you to familiarize yourself with the interface before the midterm exam.

The exams will consist of several types of questions including:

- Multiple Choice Questions based on lecture and readings
 - Questions will be randomly selected from a larger bank
 - Questions will be based on relevant specifics and major themes from throughout the course
- Short Essays (~500 words)
 - You will have your choice of several prompts of which you only need to answer a subset (i.e. there may be 4 essay prompts and you will be asked to choose 2 to answer)

For the final, I STRONGLY suggest you study both individually and in groups. This is best done in groups of 3-5 students where folks get together for 2-4 hours a couple of days before the exam and discuss the relevant material. Your goal in these sessions, and on the exams, is NOT to decide on a single correct answer but rather to solidify YOUR answer and position on the various topics, issues, and concepts in the course and be able to discuss them using evidence to support your position.

The instructor will provide more information about the exam and answering strategies before the final.

USF Policies & Legal Declarations

Students with Disabilities

The University of San Francisco is committed to providing equal access to students with disabilities. If you are a student with a disability, or if you think you may have a disability, please contact Student Disability Services (SDS) at sds@usfca.edu or 415 422-2613, to speak with a disability specialist. (All communication with SDS is private and confidential.) If you are eligible for accommodations, please request that your

accommodation letter be sent to me as soon as possible; students are encouraged to contact SDS at the beginning of the semester, as accommodations are not retroactive. Once I have been notified by SDS of your accommodations we can discuss your accommodations and ensure your access to this class or clinical setting. For more information please visit the [SDS website](#).

Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Academic Integrity

As a Jesuit institution committed to *cura personalis* -- the care and education of the whole person -- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at <http://myusf.usfca.edu/academic-integrity/>. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the Internet (this includes papers generated by a large language model such as ChatGPT).

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) is a great source of support for issues of sadness, anxiety, loneliness, college adjustment, relationship struggles, and others not requiring medical intervention. CAPS offers online workshop series open to all students; consultations and referrals; and extensive [website resources](#). In addition, CAPS All Hours “warmline” can be contacted by calling (855) 531-0761 or students can use the peer-led Crisis Textline by texting HOME to 741741. CAPS also offers remote individual and group teletherapy to students residing within California. (State regulations prevent provision of therapy across state lines.) The student may choose to talk either by video or telephone and can engage in Single Session Therapy (SST), brief ongoing therapy, or group therapy. There are no fees for services. Please call 415.422.6352 to make an appointment. Visit [CAPS](#) for more details. Students seeking off campus mental health services can also receive information and support from [Case Management](#) (part of the Office of the Dean of Students).

Confidentiality, Mandatory Reporting, and Sexual Assault

As an employee of USF, one of my responsibilities is to help create a safe learning and working community at USF. I have mandatory reporting responsibilities related to my role as a faculty member. I am required to share any disclosure or notice of information regarding sexual misconduct (including sexual harassment, sexual assault, dating or domestic violence, and stalking). In the event I become aware of any of these behaviors I will share this information, including any names, with the Title IX Office in order to connect our students to the best resources and information about how the University can support you. Further information and resources may be found on the [Title IX page](#). In addition:

- To report any sexual misconduct, students may contact the [Title IX coordinator](#) at jvarga@usfca.edu or (415) 422-4563) or use the [Online Reporting Form](#).
- Students may speak to someone confidentially or report a sexual assault confidentially by contacting [Counseling and Psychological Services](#) at (415) 422-6352. Speaking with a licensed clinician at CAPS does not generate a report to the Title IX or any other university office.
- For an off-campus resource, contact San Francisco Women Against Rape ([SFWAR](#)) at (415) 647-7273.

Communication

All course communications, like all other USF communications, will be sent to your USF official email address. You are therefore strongly encouraged to monitor that email account.

Please put "ECON 368" in the subject line of your emails so that your instructor can respond to them in a timely manner. Emails which are received on a weekday will generally receive a response within **1 business day** while those received on a weekend will receive a response by the end of the next business day. Emergencies happen, when in doubt email to document the time when you had a problem and your instructor will endeavor to reply quickly if needed. **However, you should endeavor to never leave a matter so late as to need an answer faster than these response times.**

Generally, questions about procedures & assignments might be handled in email. Substantive questions about class material are always best handled in office hours or during lecture Q&A periods.

Announcements will be made through Canvas. Be sure to check your notification settings (including frequency and email address) to ensure that you receive them. They will always also be archived on the Canvas site for this course.

Texts & Supplies

You are required to purchase the following book (in paper or digital form) for this class:

Barma, Naazneen H., and Steven K. Vogel, eds. 2021. *The Political Economy Reader: Contending Perspectives and Contemporary Debates*. 2nd edition. New York: Routledge.

This book will be referred to as “Barma & Vogel” or “The Reader” in class and in the list below; it is available for purchase at the book store and through all major online platforms. You are required to purchase this book because we will be using substantial portions of it and it will be vital to your success in the course.

All other readings will be posted under [modules on the Canvas Site](#).

Course Schedule

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

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

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

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

Part 1: Introduction & (Political) Economic Theory

Tuesday (8/22): Introduction

- No Assigned Readings

Tuesday (8/29): Political Economy

- Padgett, John F., and Walter W. Powell. 2012. "The Problem of Emergence." In *The Emergence of Organizations and Markets*, edited by John F. Padgett and Walter W. Powell, pg.1–7 (stop before Autocatalysis section).
- Hirschman, Albert O. (1982) 2013. "Rival Views of Market Society." In *The Essential Hirschman*, edited by Jeremy Adelman, pg.198–226. Princeton, USA: Princeton University Press.
- Rodrik, Dani. 2015. "Chapter 5: When Economists Go Wrong" in *Economics Rules: Why Economics Works, When It Fails, and How to Tell the Difference*. Oxford, UK: Oxford University Press. pg.147-176

Tuesday (9/5): The Liberal Paradigm & The Institutional Alternative

- Vogel, Steven K. 2021. "Introduction." In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 1–23. New York: Routledge.
- "The Liberal Paradigm" introduction in Barma & Vogel (pg. 163-165)
- Hayek, Friedrich A. (1944) 2021. "Selections from The Road to Serfdom." In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 89–97. New York: Routledge.
- Friedman, Milton. (1968) 2021. "'Chapter II: The Role of Government in a Free Society' from Capitalism and Freedom." In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 99–108. New York: Routledge.

Tuesday (9/12): New Institutional Economy (NIE)

- "The New Institutional Economics" introduction in Barma & Vogel (pg. 163-165)
- North, Douglass C. (1981) 2021. "'Chapter 4: A Framework for Analyzing Economic Organization in History' from Structure and Change in Economic History." In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 167–75. New York: Routledge.
- Ostrom, Elinor. (1990) 2021. "'Chapter I: Reflections on the Commons' from Governing the Commons." In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 177–206. New York: Routledge.

Part 2: Adjacent Disciplines

Tuesday (9/19): Political Science

- “Political Science and Political Economy” introduction in Barma & Vogel (pg. 243-247)
- Lindblom, Charles E. (1977) 2021. “‘13. The Privileged Position of Business’ from Politics and Markets.” In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 249–64. New York: Routledge.
- Hall, Peter A., and David Soskice. (2001) 2021. “‘1: An Introduction to Varieties of Capitalism’ from Varieties of Capitalism.” In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 265–300. New York: Routledge.

Tuesday (9/26): Economic Sociology

- “Economic Sociology” introduction in Barma & Vogel (pg. 109-112)
- Polanyi, Karl. (1944) 2021. “Selections from The Great Transformation.” In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 113–43. New York: Routledge.
- Fligstein, Neil. (2001) 2021. “‘2: Markets as Institutions’ from The Architecture of Markets.” In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 145–62. New York: Routledge.

Tuesday (10/3): (Economic) History

- “Historical Perspectives” introduction in Barma & Vogel (pg. 207-210)
- Hobsbawm, E. J. (1968) 2021. “‘2. Origin of the Industrial Revolution’ from Industry & Empire.” In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 211–24. New York: Routledge.
- Gerschenkron, Alexander. (1951) 2021. “Economic Backwardness in Historical Perspective.” In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 225–41. New York: Routledge.

Tuesday (10/10): Midterm during Class Time

Tuesday (10/17): NO CLASS (Fall Break)

Part 3: Disciplines Further Afield

Tuesday (10/24): Science & Technology Studies (aka. Science, Technology, and Society, STS) [our leg into Anthropology]

- Latour, Bruno. 1987. "Chapter 3: Machines." In *Science in Action: How to Follow Scientists and Engineers through Society*, 103–44. Cambridge, Mass: Harvard University Press.
- Jasanoff, Sheila. 2015. "Future Imperfect: Science, Technology, and the Imaginations of Modernity." In *Dreamscapes of Modernity: Sociotechnical Imaginaries and the Fabrication of Power*, edited by Sheila Jasanoff and Sang-Hyun Kim, 1–33.

Tuesday (10/31): "The -isms" (Feminism, Racism, Queer Politics, "Critical Theory")

- Warner, Michael. 2000. "Chapter 2: What's Wrong with Normal?" in *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*. Harvard University Press. 41-80
- Cook, Lisa D. 2014. "Violence and Economic Activity: Evidence from African American Patents, 1870–1940." *Journal of Economic Growth* 19 (2): 221–57. [Don't get bogged down in the math, read for the narrative]
- Chang, Emily. 2019. "Chapter 1 - From Nerd to Bro: How Tech Bypassed Women" in *Brotopia: Breaking Up the Boys' Club of Silicon Valley*. Penguin. 15-40
- Kendi, Ibram X. 2019. "My Racist Introduction" and "Definitions" in *How to Be an Antiracist*. Random House Publishing Group.

Tuesday (11/7): Journalism

- Silverstein, Jake. 2019. "We Respond to the Historians Who Critiqued The 1619 Project." *The New York Times*, December 20, 2019, sec. Magazine. <https://www.nytimes.com/2019/12/20/magazine/we-respond-to-the-historians-who-critiqued-the-1619-project.html>.
- Serwer, Adam. 2019. "The Fight Over the 1619 Project Is Not About the Facts." *The Atlantic* (blog). December 23, 2019. <https://www.theatlantic.com/ideas/archive/2019/12/historians-clash-1619-project/604093/>.
- Harris, Leslie M. 2020. "I Helped Fact-Check the 1619 Project. The Times Ignored Me." *POLITICO* (blog). March 6, 2020. <https://www.politico.com/news/magazine/2020/03/06/1619-project-new-york-times-mistake-122248>.
- Silverstein, Jake. 2021. "The 1619 Project and the Long Battle Over U.S. History." *The New York Times*, November 9, 2021, sec. Magazine. <https://www.nytimes.com/2021/11/09/magazine/1619-project-us-history.html>.

Part 4: Perspectives on Crises

Tuesday (11/14): Financial Crises

- Gorton, Gary B. 2012. "Introduction" in *Misunderstanding Financial Crises: Why We Don't See Them Coming*. Oxford, New York: Oxford University Press. p.3-9.
- Frieden, Jeffry, and Stefanie Walter. 2017. "Understanding the Political Economy of the Eurozone Crisis." *Annual Review of Political Science* 20 (1): 371–90.
- Pempel, T. J., and Keiichi Tsunekawa. 2014. "Introduction: Crises, Corrections, and Challenges." In *Two Crises, Different Outcomes: East Asia and Global Finance*, edited by T. J. Pempel and Keiichi Tsunekawa. Ithaca, United States: Cornell University Press. pg.1-16

Tuesday (11/21): Climate Crisis

- "Climate Change" introduction in Barma & Vogel (pg. 461-463)
- John Asafu-Adjaye et al., *An Ecomodernist Manifesto* (2015), <http://www.ecomodernism.org/manifesto>. 25 pp.
- Jeremy Caradonna et al., "A Call to Look Past *An Ecomodernist Manifesto*: A Degrowth Critique," (2015). https://www.resilience.org/wp-content/uploads/articles/General/2015/05_May/A-Degrowth-Response-to-An-Ecomodernist-Manifesto.pdf. 15 pp.

Note: Both Asafu-Adjaye et al. and Caradonna et al. appear in Barma and Vogel. However, they were both originally published online at the above links. You can read them in either format (exactly the same text, different type setting)

Tuesday (11/28): Systemic Crises (COVID & Right Wing Populism)

- "The COVID-19 Pandemic" introduction in Barma & Vogel (pg. 589-592)
- Alves, Carolina, and Ingrid Harvold Kvangraven. (2020) 2021. "Changing the Narrative: Economics After COVID-19." In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 601–15. New York: Routledge.
- Levitsky, Steven, and Daniel Ziblatt. 2018. "Introduction" in *How Democracies Die*. Penguin Random House. 1-10
- Hacker, Jacob S., and Paul Pierson. 2020. "Introduction" in *Let Them Eat Tweets: How the Right Rules in an Age of Extreme Inequality*. Liveright Publishing.

Tuesday (12/5): Wrapup

- Readings TBD (based on Current Events, Recent Publications, Student Interests)

Monday (12/11, 11:59pm): Comparative Papers Due through Canvas

Friday (Thursday 12/14): During Final Exam Period (3-5pm)