

ECON 390+640: Institutions, Markets, & Platforms

University of San Francisco
Meeting: Th 4:25-6:20pm

Fall 2023 CRNs: 40334 (390) & 40350 (640)
Location: Education 102

Instructor Information:

Professor: Konrad Posch
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Mail: McLaren 101 (Economics Main Office)

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

Course Description

This course employs the market institutional perspective in order to show how technological change, innovation, social choice, and institutional design shape the platform mediated market societies we currently live in. It emphasizes that actually-existing markets need rules in order to function as described in economic models where buyer and seller willingly participate and are both better off. 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 particularly as markets are evolving in the platform economy world.

The course begins by introducing political economy and the market institutional perspective. It then uses these theoretical tools to explain the history and dynamics of technological innovation, focusing on how and why innovation became so important. In Part 3, students will present on a platform of interest to them in preparation for the comparative paper. Part 4 concludes the course by examining how the social and economic are intertwined in actually existing markets, meaning that no market can continue to function efficiently without taking into account issues such as race, gender, and identity.

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/1614118>

Grading Breakdown & Policies

Assignment	ECON 390	ECON 640
Active Participation	20%	20%
Reaction Papers (2 total, signup for topics in second class)	30%	20%
Platform Presentation (in class, 10/12 & 10/19)	20%	15%
Comparative Paper (2500 words, due Monday 12/11)	n/a	25%
Final Exam (In Person, Thurs. 12/14 5:30-7:30pm)	30%	20%

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.

Note: As indicated above, the grading breakdown is different for graduate students (in ECON 640) and undergrads (in ECON 390). Please be sure to note which applies to you.

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:

- 1) **Understand What Markets Need:** Understand the reasons why markets may fail to operate in the efficient manner assumed in classical microeconomics. These reasons including thinness, congestion, market power, information asymmetry, non-rational decision-making, holdup problems, mistrust, behavioral factors, and others.
- 2) **Understand How Governance Makes Markets Work:** Understand how these problems are sometimes solved, whether through gradual evolutionary processes or conscious design.
- 3) **Apply Understanding to New Contexts:** Learn how to apply these concepts to analyze new market contexts, such as platform businesses.
- 4) **Communicate Understanding Effectively:** Learn how to communicate your understanding and analysis through written and oral presentation

Program Learning Outcomes

For ECON 640 students, this course is a component of the MS Applied Economics. It contributes to the following program learning outcomes:

PLO-3: Applied Economic Theory: Students will be able to understand and apply economic theory to understand how businesses and other organizations interact with each other and with users/customers/clients and use this understanding to guide data analysis.

PLO-4: Economic Problem Solving: Students will be able to solve real-world data-driven business and policy problems working with economists, policy makers, data scientists and business practitioners.

PLO-5: Economic Communication: Students will be able to communicate their research approach and findings at an excellent level, both in writing and verbally.

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 an additional reaction paper (see below) must be turned in to the professor **no later than one week after an absence** for the absence to be excused (note, unlike a normal reaction paper, you will NOT post this to the discussion board for your classmates to read; the purpose is to get you to reflect upon and synthesize

the readings you for that class period so you keep up with the course, rather than to stimulate discussion as a normal reaction paper would). This makeup reaction paper will be graded more leniently than a regular reaction paper, but you should still strive to make a point rather than simply summarizing the readings or filling two pages with stream-of-consciousness.

No more than one absence may be excused during the term due to the very short term of summer courses.

Note: No one may be absent on Thursday, August 1st without serious harm to their grade as that is when we will be doing in-class Platform Problems Presentations (15% of your grade for the course).

Assignments

Reaction Papers (two total, see first page for grading weight by enrollment)

For two classes (to be signed up for in the first class), you will write a 500 word (approx. 2 page) reaction paper. These reaction papers must be submitted to the Canvas Assignment page for the reaction paper as a PDF **as well as** copied into the relevant Discussion Thread under Discussions (it will have the same name as the syllabus heading for that day). The PDF must be uploaded AND the discussion post posted **no later than 12pm (noon) on the day of the class** so that your colleagues and I have a chance to read them.

You are expected to read each other's reactions papers before each class

In each reaction paper, your goal is to make a point you consider relevant for us to discuss that day in class. In other words, after reading all of the required readings for that class period, **what do you think is the most interesting or important concept, policy, institution, controversy, theory, etc. for us to discuss as a class?** You will be evaluated on how well you argue for why you think the element you choose is worth our discussing.

While these are far less than a formal analytic essay, they are nevertheless an act of scholarly writing. That means that **you need to make an argument** and have enough structure that the reader knows what your argument is (aka a thesis statement), understands why you believe your argument (body paragraphs which reference the readings), and understands why you think the reader should care about your argument (analysis in the body paragraphs, intro, and conclusion which link your point and specifics from the readings).

These are NOT summaries of the readings, they are your reaction to the readings.

These papers form a significant portion of your grade and will thus be evaluated holistically for content, but the majority of the evaluation will be based on how well you present your ideas (Course Learning Outcome 4) rather than on encyclopedic knowledge or brilliant analysis. You should worry less about making these perfect or scraping every last point and more on writing something you think is interesting. Everyone who turns in the required two papers at the required times (that you signed up for in the second class) will do "fine." Note that "fine" is NOT a free 100% but rather a B+/A- level of work. Better than fine papers will certainly earn better than fine grades. Papers that do not meet the minimum

standards explained above (make an argument about the relevant readings with necessary formatting and composition) will earn worse than fine grades. Take these seriously but do not worry about being “wrong,” instead focus on drawing out something you think is interesting and worth of discussion about the readings.

For writing advice, you are encouraged for these papers, and for the Comparative Paper, to consult (Booth et. al 2015) *The Craft of Research*, 4th edition. This book is not required for the course, and there will be key sections posted on Canvas, but if you are looking for a practical guide on how to design, execute, and communicate research I do strongly recommend it.

Platform Presentation (see first page for grading weight by enrollment)

Early in the term, I recommend you select a platform (a business firm or governance institution that makes a market rather than simply engaging in one) that interests you.

For graduate students, the platform you choose will be the basis for this presentation and for the comparative paper (which, together, make up 40% of your course grade).

For undergraduate students, this platform will be a good touchstone for understanding how the course material plays out in the contemporary political economy.

For both groups, this presentation which will happen on the day listed on the syllabus (roughly halfway through the semester). You should focus on presenting “what really matters” about your platform. This presentation is intended to help everyone practice presenting complex information in digestible form as well as to prepare graduate students for writing the Comparative Paper (see below).

To that end, the Platform Presentation should describe:

1. The Vital Details of your Platform: Name, location/primary markets, sector, core competence/value add (“what it does”)
2. Why the firm/institution you chose is a platform: Platform firms make markets which either didn’t exist before or were radically different (smaller, slower, less complex). You need to explain why your firm/institution is a platform.
3. The Status Quo for your Platform’s sector in it’s primary market/location BEFORE the introduction of your Platform
4. The State of the Market AFTER the introduction of your Platform: platforms create market behavior where it wasn’t previously dominant. Explain the nature and character of that behavior and how it differs from the Status Quo (3).
5. (Optional) Anything else you think we should know about your platform as it speaks to this course. This should be no more than 1 slide in your presentation; focus on the essentials above.

You will each have 10 minutes of class time to present the above material followed by 5 minutes of Q&A. You are required to have a powerpoint slide deck (see [the templates USF provides here](#)) which you will submit in advance of your presentation (uploaded to Canvas).

A rubric will be provided on Canvas before the presentations so you know how much each element contributes to your grade. You will be evaluated on how well you provide the four pieces of key information above as well as how well you present the material both on your slides as well as in person.

As with the Comparative Paper below, I will not watch/read entire presentations in advance of the due date, but if you want to bring a work in progress to office hours I'm happy to workshop any questions or issues you have to help you succeed.

Comparative Paper (ECON 640 Graduate Students Only: 25% of overall grade)

Due Monday December 11, 2023, the Monday AFTER the end of the class (start of exam week).

Write a 2500-word (about 10 pages) paper applying two political economic approaches from this course (see Thursday 9/7 and *The Political Economy Reader*, 2nd ed) to understanding the platform you presented on in your platform presentation (see above). Rather than surveying everything, focus on a specific element the platform interacts with in market society, which might be:

- An institution which the platform disrupts/replaces/subverts (such as the labor relations system or interfirm networks, etc.)
- A policy which the platform complies/fails to comply with (such as a specific welfare policy or a specific regulation, etc.)
- An outcome or effect which the platform creates for its customers and society (such as a new organization of production, a new type of firm, an increase in employment precarity or flexibility, etc.).

Identify how your platform differs in the element you select from the status quo before the platform. Present two explanations (based on two different political economy approaches) about the causes or the consequences of the differences between the platform “now” and the prior status quo “then.”

You must select your political economy approaches from the following list:

- The Liberal Paradigm (see Barma & Vogel section I.2)
- Economic Sociology (see Barma & Vogel section I.3)
- The New Institutional Economics (see Barma & Vogel section I.4)
- Historical Perspectives (see Barma & Vogel section I.5)
- Political Science & Political Economy (see Barma & Vogel section I.6)

While this paper does not require you to seek out novel data, **you will need to use both course material and outside sources** in order to complete your analysis. You should base the construction of your paper primarily on course readings, but you will need to seek out credible scholarly and journalistic sources¹ to understand the prior status quo, the element of interest, and the details about your platform. The platform presentation (see above) is

¹ If you are unsure about what constitutes a credible source, please speak with the instructor in office hours.

intended to help you seek out these details before you need to use them in your approach-based analysis.

These papers are built around a 1-2-2 model: one element, that differs between the status quo before and after the platform, with two political economy approach-based explanations for either the causes of the difference in the element or two explanations for the consequences of the difference in the element.

In order to write a successful paper, you must make an argument which may take the form of which of your two explanations you find more convincing or simply that here are two plausible explanations. You **MUST NOT** simply describe the difference between the two theories or apply one theory to the status quo before and one to that after the introduction of the platform.

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.

Please see the Comparative Paper Guidelines posted to the assignment on Canvas for further guidance, details, and expectations. 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 summer classes**. This is intended to give you some flexibility as the at-home final is on Friday of the last week of classes. If you plan to travel immediately after the term, you will want to submit your paper before you depart as the grade submission deadline means I cannot offer any extensions on this due date.

Final Exam (see first page for grading weight by enrollment)

The final will take place **in person** during the scheduled final exam period (see first page). 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 exam.

The exam 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 640” 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.

Note: When you are writing a Reaction Paper (see above), you are expected to have done the entirety of all the readings so we can all rely on you to help motivate class discussion on your two assigned days.

Part 1: Introduction & Political Economy Theory

Thursday (8/24): Introduction

- No Assigned Readings

Thursday (8/31): 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

Thursday (9/7): The Market Institutional & Market Liberal Perspectives

- Everyone Reads:
 - Barma & Vogel Introduction
 - Barma & Vogel “Contending Perspectives” Sections Introductions
- Divided Up: 1-2 Students Read Each of the Following, (assigned on Thursday 8/31)
 - 1 - The Classics
 - Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776)
 - Karl Marx and Friedrich Engels, “The Communist Manifesto” (1848)
 - Friedrich List, *The National System of Political Economy* (1841)
 - 2 - The Liberal Paradigm
 - Friedrich A. Hayek, *The Road to Serfdom* (1944)
 - Milton Friedman, *Capitalism and Freedom* (1962)
 - 3 - Economic Sociology
 - Neil Fligstein, *The Architecture of Markets* (2001)
 - 4 - The New Institutional Economics
 - Douglass C. North, *Structure and Change in Economic History* (1981)
 - Elinor Ostrom, *Governing the Commons* (1990)
 - 5 - Historical Perspectives
 - No one will be assigned these --- we’ll all read them next week
 - 6 - Political Science and Political Economy
 - Charles E. Lindblom, *Politics and Markets* (1977)

Part 2: Technological Change

Thursday (9/14): Industrial Revolution(s)

- 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.
- Forschungsunion, acatech, and Johannes Winter. 2013. “Executive Summary”, “1. Introduction”, and “2. The Vision” in “Recommendations for Implementing the Strategic Initiative INDUSTRIE 4.0. Final Report of the Industrie 4.0 Working Group.” acatech - German National Academy of Science and Engineering. <https://en.acatech.de/publication/recommendations-for-implementing-the-strategic-initiative-industrie-4-0-final-report-of-the-industrie-4-0-working-group/>. pg. 5-7, 13-27

Thursday (9/21): Growth Models

- 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.
- Breznitz, Dan. 2007. "Plurality, Choice, and the Politics of Industrial Innovation" in *Innovation and the State: Political Choice and Strategies for Growth in Israel, Taiwan, and Ireland*. Yale University Press., pg.1-40

Thursday (9/28): Innovation and the State

- Ford, Cristie. 2017. "Introduction: Why Innovation is Not (Just) Romantic, and Regulation is Not Dull" in *Innovation and the State: Finance, Regulation, and Justice*. 1st ed. Cambridge University Press. pg.1-23
- Weiss, Linda. 2014. "The National Security State and Technology Leadership" in *America Inc.?: Innovation and Enterprise in the National Security State*. 1st edition. Ithaca ; London: Cornell University Press. 1-20
- Mazzucato, Mariana *The Entrepreneurial State: Debunking Public vs. Private Sector Myths* (PublicAffairs, 2015),pg.1-20.

Thursday (10/5): Innovation and Society

- Polanyi, Karl. (1944) 2001. "12. Birth of the Liberal Creed" in *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press. pg. 141-157
- O'Neil, Cathy. 2016. "Introduction" *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Crown. pg.1-14
- Kenney, Martin, and John Zysman. 2016. "The Rise of the Platform Economy." *Issues in Science and Technology*, no. Spring: 61–69.

Part 3: Platform Presentations

Thursday (10/12): **Graduate Student Presentations on the Platform they will use for their Comparative Paper**

Thursday (10/19): **Undergraduate Student (ECON 390) Presentations on a platform of interest to them**

Part 4: Social AND Economic (not Social OR Economic)

Thursday (10/26): Worlds of Welfare & Varieties of Capitalism

- Esping-Andersen, Gøsta. 1990. "The Three Political Economies of the Welfare State" in *The Three Worlds of Welfare Capitalism*. Polity Press. pg.21-59
- 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.
- Esping-Andersen, Gøsta. 1999. "Comparative Welfare Regimes Re-Examined." In *Social Foundations of Postindustrial Economies*. Oxford University Press. pg.73–94.

Thursday (11/2): Rich and Happy (not Rich or Happy)

- Fox Piven, Frances, and Richard A. Cloward. (1971) 1993. "Introduction" in *Regulating the Poor: The Functions of Public Welfare*. Updated Edition. Vintage Books. pg.xiii-xvii
- View: CNBC Make It. 2020. *Why Finland And Denmark Are Happier Than The U.S.* <https://www.youtube.com/watch?v=6Pm0Mn0-jYU>.

Thursday (11/9): Inequality: Why we can't separate Economic Regulation & Social Regulation

- Vogel, Steven K. (2018) 2021. "'1. The Marketcraft Thesis' from Marketcraft." In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 323–37. New York: Routledge.
- Thomas Piketty, Selections from "Introduction" in *Capital in the 21st Century* (Harvard University Press, 2014), 1–16, 22-27
- Manjoo, Farhad. 2019. "Abolish Billionaires." *The New York Times*, February 7, 2019, sec. Opinion.
- Mankiw, N. Gregory. (2013) 2021. "Defending the One Percent." In *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel, 2nd edition, 529–42. New York: Routledge.

Thursday (11/16): Feminism, Racism, Queer Politics, and Intersectionality

- 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. "Introduction: Not Just a Pretty Face: Tech's Original Sin" in *Brotopia: Breaking Up the Boys' Club of Silicon Valley*. Penguin. 1-14
- Kendi, Ibram X. 2019. "My Racist Introduction" and "Definitions" in *How to Be an Antiracist*. Random House Publishing Group.

Thursday (11/23): No Class (Thanksgiving Break)

Thursday (11/30): Class Wrapup & Final Exam Overview

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

Thursday (12/14, 5:30 – 7:30pm): Final Exam (In person, during exam period)