

## MSc Political Science

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### Specialization Module Political Economy (SMPE)

#### SMPE Course Manual

**Title Course**

Specialization Module Political Economy (SMPE)

**Course Catalogue Number**

7324E003FY

**Credits**

9 EC

**Entry requirements**

The entry requirements for the course are specified in the Course Catalog, available online at <https://studiegids.uva.nl/>

**Instruction language**

English

**Time Period(s)**

Academic year 2025/6, Semester 1

14 course meetings in person on **Tuesdays and Fridays** (from September 1<sup>st</sup> 2025)

**Location**

REC B2.04

Please refer to <https://rooster.uva.nl> to check for any scheduling changes.

**Lecturers****Group 1 (15:00-18:00): Brian Burgoon**

Professor in Political Economy

Programme group: Political Economy and Transnational Governance

Email: [b.m.burgoon@uva.nl](mailto:b.m.burgoon@uva.nl)

Office: REC B 8.10

Office hours: By appointment (*please email to schedule a meeting*)

**Group 2 (12:00-15:00): Milan Babic**

Associate Professor in Political Economy of Finance

Programme group: Political Economy and Transnational Governance

Email: [m.babic@uva.nl](mailto:m.babic@uva.nl)

Office: REC B 8.09

Office hours: By appointment (*please email to schedule a meeting*)

**Group 3 (9:00-12:00): Neeraj Prasad**

Assistant Professor in Political Economy

Programme group: Political Economy and Transnational Governance

Email: [n.v.prasad@uva.nl](mailto:n.v.prasad@uva.nl)

Office: REC B 8.21

Office hours: By appointment (*please email to schedule a meeting*)

## Course Objectives & Learning Outcomes

The Specialization Module Political Economy (SMPE) is the core module of a specialized track within the MSc degree programme in Political Science. The objective is to provide Political Economy degree candidates with the knowledge and understanding of the field of political economy, relative to other Social Science disciplines. The course is required and appropriate to the attainment of an MSc diploma in Political Science. The course introduces students to political economy as about the interaction of politics and economics, and as a way of thinking about such interaction and the social world generally. Hence, the course covers major debates concerning the mutual interaction of economic and political dynamics, including the relationship between political phenomena on the one hand (e.g. voting, lobbying, protesting, legislated governing) and economic phenomena on the other (e.g. development, income inequality, innovation, investment, labour-market integration). The course also covers major debates about major political-economic analytical frameworks and methodology to understand not only such political-economic interaction, but the social world generally.

Achieving these course objectives requires that students attend and participate in all seminar sessions and submit, and successfully complete, all assignments. Students who do so should emerge from the course with a sound understanding of how the field of political economy. This includes:

- a grasp of key concepts in political economy and their relationship to the domestic and international domains; of the origins and most important (theoretical) debates in PE; and of the breadth of the field and its findings as it has developed over time;
- knowledge of and insight into the concepts relevant to the governance of the (global) economy;
- a critical capacity to assess the concepts in the literature relative to the available evidence, to defend arguments in relation to peers and the literature, and the ability to present conceptual and empirical insights into Political Economy in written and spoken academic English.

## Course Content

Given the eight-week constraints of Specialization Modules, the SMPE is an intensive course covering a lot of ground – on central analytical tools of political economy ‘thinking’ about economic life, governance, and the broader society in which these processes take place. SMPE covers this ground in three parts.

First, weeks 1-3 discuss key concepts in political economy such as the relationships between actors and institutions, and the roles of individual rationality or path dependency in political economy. This constitutes the theoretical core we want to wield hereafter in the course.

Second, week 4 we will cover some historical ground with questions such as how the liberal international order emerged (and declined) and what role colonialism has played in the development of the global political economy. Students must hand in a mid-term paper in this same week, which hence has a lighter reading and discussion-workload for students, and consists of the teacher giving fuller lectures instead of a regular seminar.

Third, weeks 5-7 analyze key thematic pillars of the global political economy such as finance, development, inequality, and the welfare state. These are of course very selective themes, but they give some sense of the topical breadth of our political economy programme.

The table below provides a snapshot overview of the seminar schedule:

Week	Tuesday (3 hours)	Friday (3 hours)
1 (Sept. 2 and 5)	Political economy at the boundary between politics and economics	Agents and institutions in the global economy
2 (Sept. 9 and 12)	The 'homo economicus' and questions of individual rationality	Collective action, cooperation, and the regulatory function of institutions
3 (Sept. 16 and 19)	Class struggle, nationalism, and the constitutive function of institutions	The path-dependency of institutional developments
4 (Sept. 23 and 26)	Colonialism, decolonialization, and postcolonialism	The development of the liberal order
6 (Sept. 30 and Oct. 3)	International trade and (de-) globalisation	Finance, monetary policy, and central banking
7 (Oct. 7 and 10)	Economic development and global inequalities	Democratic rule vs authoritarian regimes
8 (Oct. 14 and 17)	Race, ethnicity, and political economy	The welfare state and social reproduction in the family

## Teaching methods/learning formats

The course is given in three separate seminar groups, Groups 1-3, each with its own teacher/lecturer. The SMPE teachers coordinate their teaching and examination extensively across the Groups, but you are taking the course under the supervision of and are to be evaluated principally by your one Group teacher (Burgoon Group 1; Babic Group 2; Prasad Group 3). Most importantly, the SMPE course learning involves a lot of interaction among students and your teacher that requires building familiarity and trust within a given Group. Hence, invest and stay in your assigned Group.

The course is student-centered and uses mixed teaching methods. In the **first** and **third** part of the block – for most sessions, hence – each session will entail a mix of a student news report (by 2-3 students); a teacher introduction/short lecture on the topic of the day; and a classroom activity/discussion in both small groups and full-class plenary supervised by the lecturer. In the **second** part (week 4), the teacher will deliver a lecture on the respective topics and be a bit shorter than the usual three-hour sessions. This gives students room to work on their mid-term paper that week.

Students have to attend and constructively participate in all these seminar activities. With respect to the news reports, **students have to sign up for one news report session and have to collaborate with others to deliver a theoretically informed and engaging presentation on a piece of news of their choice.** For this and all course activities, it is important to realize that this student-centred seminar is a common endeavour that requires everyone to be active and show academic generosity and reciprocity towards other participants.

## Prerequisite and Background knowledge

This course does not have formal prerequisites with respect to particulars in economics and political science knowledge, but our exploration of political economy presumes plenty of knowledge about both. Student participants, we shall see, have varying backgrounds – including more or less economics familiarity, more or less political science familiarity. We strongly recommend that you be ready to do extra reading and thinking with respect to the disciplinary realm you now know or understand *less*.

The possibilities for particular background reading are too wide to mention, but economics literacy is important enough to the basics of our course that we do want to mention a few easy sources – beyond the course literature – that may be useful for those wanting to refresh their basic economics knowledge. First, you can review any good introductory micro- or macro-economics text — even the quite-decent open-access [\*Principles of Economics\*](#). Second, you can review more advanced and applied micro- and macro-economics texts, particularly useful ones being the following: the international economics classic, Krugman, P., Obstfeld, M., & Melitz, M. (2017). [\*International Economics: Theory and Policy\*](#); and the European-Union focused Richard Baldwin and Charles Wyplosz, *The Economics of European Integration* (7th edition, 2023) (as e-book in the library). Third, it's always handy to have an economics dictionary for quick reference, such as the latest (8<sup>th</sup>) edition of *The Penguin Dictionary of Economics* (Athenaeum app. €14.95) or more substantive equivalents like the *MIT Dictionary of Modern Economics* (MIT Press, €24.95).

## Office hours

You are welcome to our office hours if you want to discuss concrete issues, such as related to the mid-term or final exam (in-person or online). We do not have fixed office/supervision hours, so you need to write your teacher an email and suggest possible dates. We are available throughout the whole semester, but not on every day of every week. Sometimes we can schedule something on short notice, other times it will take a bit longer.

**Important:** Office hours are reserved for issues that: (a) do not affect the whole class (if you have a question about grading, it affects the whole class – raise it in class or ask your teacher to do it on your behalf); and (b) cannot be solved by an email. Sometimes students think that going to office hours increases your chances for a better grade or similar – **this is not the case**. There is enough time in the various sessions to talk about things of general interest that might not be covered in the course manual. This does not apply for personal problems or when you need help otherwise, in which case absolutely positively please contact us (your group's lecturer) and the study advisor immediately.

## Assessment Requirements & Criteria

Students will be assessed based on two examinations and active participation in class meetings. With respect to the former (the examinations), reading and full class participation are key preparation. With respect to the latter (participation component), students must also engage in one news report with fellow students in one of the course sessions. Here in particular, is the assessment break-down.

1. **Participation grade (30% of grade):** By 'participation', we mean (a) consistent physical *attendance* (not missing classes); (b) *active engagement* with the material, the lecturer and fellow participants in seminar discussions/presentations; and (c) *news presentation* for the seminar.

*Attendance.* You can miss a maximum of 2 classes, but we recommend coming if you are able (i.e. not sick) because you need to pass an exam at the end of this course. Every further missed

session needs to be either substituted by an additional task (which is quite substantial) or can lead to an exclusion from the course if major parts of the course have been missed. This is at the discretion of the teacher. Please try to avoid this scenario by coming to class.

*Active engagement.* This means contributing to discussions of the readings and material topics and debates in class with your lecturer and fellow students. Please do the ‘Mandatory readings’ prior to the session, in light of themes and questions shared by the lecturer. You needn’t (probably shouldn’t) read every word of a given reading, but certainly get-through and process the content of the readings. The ‘Further readings’ are recommended for students looking to deepen their understanding of the session’s themes. Lecturers will sometimes make explicit use of such recommend readings but will not assume familiarity by students. Class discussions will involve lots of student presentation of arguments and evidence from the readings, building hence fundamentally upon student reading preparation. However, class discussion will go well beyond the (required) readings, and students should engage creatively based on their wits and broader understanding and media consumption. All active participation in class discussions should strive to be competent, constructive, and creative for our group’s collective attempt to understand the material.

*News presentation.* In each session, except the first one, we will have a **news-report input from two to three students**. We will decide who does what in the first session. Each news report presentation plus discussion should be around **30-45 minutes**, and ideally should establish the connection between the session topic and the news piece(s) discussed. The ‘presenting’ students should in their own perspective and be creative in how they activate the class (e.g. organizing a small panel discussion, or dividing the class into subgroups to discuss respond to specific aspects of the news report).

**Important I:** try to always get everyone on board in the beginning of the news session (what are we talking about? Who is doing what? Summarize and explain so the others can follow).

**Important II:** please post the news article(s) you want to cover at least the day before the session on Canvas. That way fellow students have access to the material, even if they do not read it beforehand.

In case you need access to newspaper articles behind paywalls, you can consult the UvA library here: <https://uba.uva.nl/en/search-the-collection/how-to-find/newspaper-articles.html>.

All the aforementioned participation components are compulsory and should be carried out respectfully towards others. Discussion/participation grades will be negatively affected if students are not present and/or not a respectful, active participants in discussions. You are required to notify your lecturer *and* the Study Advisor (Silvia Hamersma: [s.hamersma@uva.nl](mailto:s.hamersma@uva.nl)) via email if you are unable to meet the discussant/class attendance requirement for personal reasons (including illness<sup>1</sup>).

2. **Mid-term exam (20% of grade).** In week 4 you will receive a take-home exam question and an AIR-generated output (from large language model, LLM) that answers this question in about 1.000 words. The assignment consists of developing an ‘expert’ assessment on the LLM output in your own words in no more than 1.500 words. This assessment should be more than a superficial critique, but instead substantively engage with the quality of the LLM output based on the course material and your own perspective. Your analysis/assessment should refer explicitly to at least four course readings.

**Important:** The same rules for AI (mis-)use apply here, for your assessment of a piece of AI output as well for all written work our MSc programme. To name the most obvious rule: Even though we are working with LLM outputs, your assignment text needs to be written by yourself. Feeding the assignment question/material into a LLM to receive a self-critique is *not* what we want – and not a good idea since LLMs work poorly with self-recursive tasks and in discussing arguments beyond a superficial layer of analysis.

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<sup>1</sup> Please **do not come to class if you are sick**, or if you have tested positive for COVID-19 (even if you are not experiencing symptoms). In the case of prolonged illness, please reach out to your Group’s lecturer and to the MA Study Advisor.

3. **Final exam (50% of grade).** The final exam will be conducted **in-person** at the UvA. You will have to choose one out of three exam questions and answer it within 3 hours in a short essay (in roughly 1.500 words, +/- 150 words). The questions will be based on the course literature and discussions. The best exam preparation is thus to deeply prepare for and participate in the seminar meetings. If you hand in an exam answer with a very low wordcount the chance is high that your essay misses important aspects of a competent answer. But keeping your wordcount within about 1,500 words is also important for a disciplined answer.

**Exam date:** 21 October 2025

**Time:** 18.00-21.00

**Location:** REC A3.06/7/8

**Final-exam Formalities:**

- You will have access to the core course readings on a UvA laptop.
- You are allowed to bring 5 DIN A4 pages of notes (hand-written or printed).
- **No other technical devices are allowed;** phones need to be turned off; and laptops in your bag/at home.
- Violation of these rules result in a failed exam (you get a 1), and the exam committee will inspect your case. You automatically also fail the whole course.
- If you overshoot or undershoot the wordcount by more than 150 words, you will get penalized: a 10% penalty on your grade for every 150 words extra or too-short.
- We will use a standardized grading scheme for evaluating the exam, containing scores for structure, handling of course literature, argumentation and language and precision. After the exam date, you will receive this scheme and feedback on your submission.

**Examination scheme**

Assessment form	Deadline	Weight (%)	Minimal grade (Yes/No)	Compensable (Yes/No)	Resit (Yes/No)
Discussant Role and Participation*	None	30%	No	Yes*	No
Mid-term take-home exam deadline	26-10-2025	20%	No	No	No
Final exam	21-10-2025, 18.00-21.00 Room: REC A3.06/7/8	50 %	Yes	No	Yes

\* In extraordinary cases where you must miss **more than two** class meetings due to illness or a personal matter, you may compensate for your participation by preparing a written summary and discussion of the mandatory readings of 600-750 words. If you use AI to do this, you fail the course.

Your final grade for this course will be calculated on the basis of the above summary. If grades for either or both of the first two evaluation-component parts mentioned above (participation/news presentation and midterm exam) are insufficient (5.5 or lower), then the remaining component grades can compensate, so that it is still possible to pass the module. **The only evaluation-component that requires a minimum/pass grade is your end-of-term exam. You have to participate in both exams, however.** In other words, **you cannot pass this course if your end-of-term exam is graded 5,5 or below or if the average of all three components is 5,5 or below.** In either case, the student must come to the resit (date to be determined).

## Rules regarding Fraud, Plagiarism and AI

The provisions of the Regulations Governing Fraud and Plagiarism for UvA Students apply in full. You may access this regulation at <https://student.uva.nl/social-sciences/shared/studentensites/uva-studentensite/en/az/plagiarism-and-fraud/plagiarism-and-fraud.html>

This includes self-plagiarism, so you cannot hand in the same paper for multiple classes. You need to adhere to academic standards when you quote, paraphrase, translate, refer to etc. texts that others have written. If you have questions about what constitutes plagiarism and how to avoid it, **please ask me or the study advisor.**

The above-mentioned provisions also apply to the usage of AI for your submissions. **All written work that you hand in needs to be authored in its entirety by you. Not a third person or a machine.**

We explicitly advise you to be careful if you consider relying extensively on AI tools for your work (e.g. literature search or brainstorming or whatever) for two reasons: first, using AI tools for your assignments is still a legal greyzone at the UvA, so the chances of (unintended) plagiarism or fraud are higher when you rely on ChatGPT or other AI large-language models (LLMs). Second, and more substantively: **writing is thinking**. Writing an academic essay is not just the annoying task of putting your brilliant thoughts in a laptop. **It is the process of formulating your thoughts coherently and communicating them to others with the goal to change how those others see the world.**

ChatGPT cannot do this for you on a fundamental level (because it is not you and it cannot think).

Also, LLMs may quite literally make you stupid: <https://arxiv.org/abs/2506.08872>.

Further UvA information on the topic can be found here: <https://student.uva.nl/en/topics/ai-tools-and-your-studies>.

If you want to learn more about what academic writing is, we recommend this treasure from Larry McEnerney, former director of the U of Chicago's writing program:

<https://www.youtube.com/watch?v=vtIzMaLkCaM>.

## Literature/materials/data

You do not need to buy books for this seminar, but you must have a computer (laptop or other) to access the readings online. The readings will be posted on Canvas if they cannot be accessed via the [UvA library](#) (to which you all have access). Through looking for those papers/chapters that are available you can practice how to retrieve academic literature and give credit to the authors of the papers.

You will not need this for the assignments, but in case you are interested you can find different types of software that the UvA provides here: <https://student.uva.nl/en/topics/software-on-pcs-in-uva-libraries>. There is also the option for students to buy their own software at a reduced price through the student license via: <https://www.surfspot.nl/software.html>

## Date Final Grade

Final grades will be published through Canvas and communicated to the administration by Wednesday, 12th November 2025.

## Social Safety

The UvA wants students to be assured they have a positive environment and a safe basis for their studies. Staff and students in this course interact with each other in a respectful manner. This means that we are considerate of each other, listen to each other and seek to create an inclusive environment and respect interpersonal differences. While everyone is allowed to express their personal views and perspectives on the topics being discussed, these should be expressed in a respectful and constructive way. For more information about social safety at the UvA, please visit: <https://www.uva.nl/en/about-the-uva/about-the-university/social-safety/social-safety.html>



## SMPE Course Schedule

All readings and other content listed for a given class session should be completed **before** the class meeting. Every Session has *lead questions*. These are meant to guide your reading and preparation for the respective session. There will also be *discussion questions* that structure the second half of the session. We will post/communicate the discussion questions through Canvas at least a day before the respective session.

Please note: It can happen that, during our course, a paper/reading pops-up that fits a session better. In this case, we will notify you via Canvas well in advance so you get a chance at preparing the session.

### Session 1:

#### Political economy at the boundary between politics and economics

Date: 02/09/2025

#### Lead Questions

- *What is political economy, as distinct from (other parts of) economics and political science?*
- *What are the key disagreements about how political and economic realms influence one another: e.g. Realist vs. Marxist vs. Liberal vs. other?*
- *What is 'political economy' as a way or ways of thinking about the world?*

#### Mandatory readings:

- Read this SMPE Course Manual and the Thesis Manual (no, really do it please)
- Paul, D. and Amawi, A. (2013). "Introduction: Theoretical evolution of international political economy", in *The theoretical evolution of international political economy: A reader*. Oxford University Press. pp. 1-36.
- Levi, M. (2000). The economic turn in comparative politics. *Comparative Political Studies*, 33(6-7), 822-844.

#### Further readings

- Weingast and Wittman, *'The Reach of Political Economy'* in pp.3-6.
- Tirole, J. (2025). "Assumptions in Economics," in Rangan, S., ed., *Core Assumptions in Business Theory: A Wedge between Performance & Progress*, pp.59-71.
- Ordeshook, P. C. (1990). The emerging discipline of political economy. *Perspectives on positive political economy*, 9, 30.
- Gilpin, R. G. (2016). *The political economy of international relations*. Princeton University Press.
- Caporaso, J. A. (1993). *Global political economy*. *Political Science: The State of the Discipline II*, 2, 451.
- Hirschman, A. 1946. National Power and the Structure of International Trade. Pp. 13-17.
- Smith, A. *Wealth of Nations*. Book I, Ch.1 ([Division of Labor](#)); Book IV, Ch.2 ([Of Restraints Upon Importation from Foreign Countries](#)).
- Karl Marx, "Preface" to *A Contribution to the Critique of Political Economy*; the abridged version on Canvas has the essence while the complete (2-page) version can be located easily online, for example via this [link](#).



## Session 2:

### Agents and institutions in the global economy

Date: 05/09/2025

#### Lead Questions

- *What are 'agents' in theories of the social sciences?*
- *What are the different understandings of institutions in social science theories?*
- *Can (complex) institutions themselves get agency and become actors/agents?*

#### Mandatory readings:

- Scharpf, Fritz. (1997). Chapters 3 and 4, *Games Real Actors Play: Actor-centered Institutionalism in Policy Research*.

#### Further readings

- Peter Hall and David Soskice. (2001). [\*Varieties of Capitalism: The Institutional Foundations of Comparative Advantage\*](#). Oxford University Press, Introduction (sections 1.1-1.7) (pp. 1-54).
- Levi, Margaret, and Victor Menaldo. (2015). "The new economic institutionalism in historical perspective 1." In *Routledge Handbook of Comparative Political Institutions*, pp. 15-30. Routledge.
- Alt, James E., and Alberto Alesina. (1996). "Political economy: an overview." *A new handbook of political science* (1996): 645-674.
- Gourevitch, Peter. (1978). "The second image reversed: the international sources of domestic politics." *International organization* 32, no. 4: 881-912.
- Hall, Peter A., and Daniel W. Gingerich. (2009). "Varieties of capitalism and institutional complementarities in the political economy: An empirical analysis." *British journal of political science* 39, no. 3: 449-482.

## Session 3:

### The 'homo economicus' and questions of individual rationality

Date: 09/09/2025

#### Lead Questions

- *What are the main assumptions behind the 'homo economicus' model?*
- *What role (if any) do incomplete information and human psychology play?*
- *What are the limits of the 'homo economicus' model?*

#### Mandatory readings:

- Elster, Jan. (1989). Social norms and economic theory. *Journal of economic perspectives*, 3(4), 99-117.
- Friedman, Milton. (1953). The methodology of positive economics. In Friedman, M.: *Essays In Positive Economics*. Univ. of Chicago Press, 3-16.
- Thaler, Richard. H. (2018). From cashews to nudges: The evolution of behavioral economics. *American Economic Review*, 108(6), 1265-1287.

#### Further readings

- Bowles, S., & Gintis, H. (2000). Walrasian economics in retrospect. *The quarterly journal of economics*, 115(4), 1411-1439.
- Gintis, H. (2000). Beyond Homo economicus: evidence from experimental economics. *Ecological economics*, 35(3), 311-322.

- Kahneman, D. & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica*, 47(2), 363-391.
- March, J. G., & Olsen, J. P. (1998). The institutional dynamics of international political orders. *International organization*, 52(4), 943-969.
- Simon, H. A. (1955). A behavioral model of rational choice. *The quarterly journal of economics*, 99-118.
- Urbina, D. A., & Ruiz-Villaverde, A. (2019). A critical review of homo economicus from five approaches. *American Journal of Economics and Sociology*, 78(1), 63-93.

#### Session 4:

#### Collective action problems, cooperation, and the regulative function of institutions

Date: 12/09/2025

#### Lead Questions

- *What collective action problems exist and how difficult are they to overcome?*
- *How can cooperation emerge and evolve?*
- *How can institutions generate, stabilise, and reinforce cooperation?*

#### Mandatory readings:

- Olson, Mancur. (1982). Ch. 2 “The Logic”. *Rise and Decline of Nations*. Yale University Press. pp. 17-35.
- Ostrom, E. (2009). “Beyond Markets and states: Polycentric Governance of complex economic systems.” *American Economic Review*.\* Note: Revised version of Nobel Prize Lecture.
- Keohane, Robert O. (1982). “The demand for international regimes.” *International organization* 36, no. 2: 325-355.

#### Further readings

- Albert O. Hirschmann (1985) ‘Against Parsimony: Three Easy Ways of Complicating some Categories of Economic Discourse’ in *Economics and Philosophy* vol. 1/1, 7-21.
- Coase, R. H. (1937) The nature of the firm. *Economica*. (16): 386–405.
- Coase, R. H. (1960). The problem of social cost. *The journal of Law and Economics*, 56(4), 837-877.
- Olson, M. Ch. 3 “The Implications”. Olson, M. (1982). *Rise and Decline of Nations*. Yale University Press. pp. 36-74.
- Watch Elinor Ostrom’s Nobel Prize in Economics Lecture on Youtube.
- Ostrom, E. (2000). Collective action and the evolution of social norms. *The Journal of Economic Perspectives*, 14(3), 137-158.
- Dal Bó, E. (2006). Regulatory capture: A review. *Oxford Review of Economic Policy*, 22(2): 203-225.
- Stigler, G. (1971). “The Theory of Economic Regulation.” *Bell Journal of Economics and Management* vol.2/1 (Spring), pp. 3-21.
- Peltzman, Sam (1976). “Toward a More General Theory of Regulation.” *Journal of Law and Economics*. 19(2): 211–40.
- Malhotra, N., Monin, B., & Tomz, M. (2019). Does private regulation preempt public regulation? *American Political Science Review*, 113(1), 19-37.
- Moran, M. (2002). Understanding the regulatory state. *British Journal of Political Science* 32(2):391-413.
- Becker, Gary S (1983). “A Theory of Competition Among Pressure Groups for Political Influence.” *The Quarterly Journal of Economics*. 98(3): 371–400.

- Coate, Stephen, and Stephen Morris. 1995. "On the Form of Transfers to Special Interests." *Journal of Political Economy*, 103(6): 1210–35.
- Grossman, Gene, and Elhanan Helpman (2002). *Special Interest Politics*. Cambridge, MA: MIT Press.
- De Figueiredo Jr., Rui J. P. 2002. "Electoral Competition, Political Uncertainty, and Policy Insulation." *American Political Science Review* 96 (2): 321–33.

## Session 5:

### Class struggle, nationalism, and the constitutive function of institutions

Date: 16/09/2025

#### Lead Questions

- *How do social structures like class or nationality shape our identities and interests?*
- *Do actors have interests that are independent from their social identities?*
- *Do actors create institutions or do institutions create actors?*

#### Mandatory readings:

- Tilly, C. (1985) "War making and state making as organized crime", in P. Evans, D. Rueschemeyer, and T. Skocpol (eds.), *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 169-191.
- Moore, B. (1966) *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Penguin Books: New York. pp. 3-39 (Chapter 1).
- Chhibber, P.K., & R. Verma (2018). "State Formation and Ideological Conflict in Multi-ethnic Countries" in: *Ideology and Identity: The Changing Party Systems of India*. New York, Oxford University Press, pp. 8-34.

#### Further readings

- Marshall, T.H. (1965) *Class, Citizenship, and Social Development*. Essays by T.H. Marshall. Garden City: Anchor Books, pp. 71-105.
- Nistotskaya, M. and D'Arcy, M. (2018) "Getting to Sweden: The Origins of High Tax Compliance in the Swedish Tax State" In Steinmo S. (ed.). *The Leap of Faith: The Fiscal Foundations of Successful Government in Europe and America*. Oxford: Oxford University Press, pp. 33-55.
- Bueno de Mesquita, B., Smith, A., Siverson, R.M., and J.D. Morrow (2005) *The Logic of Political Survival*. Cambridge: MIT Press, pp. 1-75 (Chapters 1 and 2).
- Svolik, M. (2013) "Incentives, institutions, and the challenges to research on authoritarian politics", APSA Comparative Democratization Newsletter, available [Here](#).

## Session 6:

### The path-dependency of institutional developments

Date: 19/09/2025

#### Lead Questions

- *How do history and social institutions interact with each other?*
- *What is 'path-dependent development', and why does it matter?*
- *How does institutional change happen, and how can we grasp it theoretically?*

#### Mandatory readings:

- Pierson, Paul. (2000). "Increasing Returns, Path Dependence, and the Study of Politics." *The American political science review* 94.2: 251–267.
- Robinson, James. (2024). "Critical Junctures and Developmental Paths: Colonialism and Long-Term Economic Prosperity." In David Collier and Gerardo L. Munk eds. *Critical Junctures and Historical Legacies: Insights and Methods for Comparative Social Science*. Rowman & Littlefield.
- Hacker, Jacob, Paul Pierson, Kathleen Thelen, (2015). "Drift and conversion: hidden faces of institutional change. In Mahoney, James, and Kathleen Ann Thelen, eds. *Advances in Comparative-Historical Analysis*. Cambridge: Cambridge University Press, 2015.

#### Further readings

- Chwieroth, Jeffrey. "Neoliberal economists and capital account liberalization in emerging markets." *International organization* 61, no. 2 (2007): 443-463.
- Shefter, M. (1984). Political parties, political mobilization, and political demobilization', in Ferguson, T. and Rodgers, J., eds., *The Political Economy: Readings in the Politics and Economics of American Public Policy* (pp.140-148). Routledge.
- Douglass North. (1990). *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press. Pages 1-69.
- Collier, David and Gerardo Munk. (2024). "Introduction: Tradition and Innovation in Critical Juncture Research" In David Collier and Gerardo L. Munk eds. *Critical Junctures and Historical Legacies: Insights and Methods for Comparative Social Science*. Rowman & Littlefield.
- Capoccia, Giovanni and Daniel Kelemen. (2007). "The Study of Critical Junctures: Theory, Narrative, and Counterfactuals in Historical Institutionalism." *World Politics*. 59(3): 341-369.
- Capoccia, Giovanni and Daniel Ziblatt. (2010). "The Historical Turn in Democratization Studies: A New Research Agenda for Europe and Beyond." *Comparative Political Studies*. 43(8-9): 931-968.
- Roberts, Kenneth. (2024). "Temporal Distance, Reactive Sequences, and Institutional Legacies: Reflections on Latin America's Neoliberal Critical Junctures" In David Collier and Gerardo L. Munk eds. *Critical Junctures and Historical Legacies: Insights and Methods for Comparative Social Science*. Rowman & Littlefield.

#### Session 7:

##### **Colonialism, decolonialization, and postcolonialism**

Date: 23/09/2025

#### Lead Questions

- *Why were European (and not Asian or African) countries conquering the whole world?*
- *What were the different consequences of colonialism in other world regions?*
- *How does the legacy of colonialism shape the global economy of today?*

#### Mandatory readings:

- Janet Abu-Lughod. (1987). The Shape of the world system in the thirteenth century, *Studies in comparative international development*, 3-25.
- Alexander Anievas and Kerem Nişancioğlu. (2017). How Did the West Usurp the Rest? Origins of the Great Divergence over the Longue Durée, *Comparative Studies in Society and History* 59(1):34–67.

- Matthew Lange, James Mahoney, and Matthias vom Hau. (2006). Colonialism and Development: A Comparative Analysis of Spanish and British Colonies, *American Journal of Sociology* 111:5, 1412-1462

#### Further readings

- Heldring, Leander, and James A. Robinson. (2012). "Colonialism and Economic Development in Africa." *NBER Working Paper* 18566.
- Habib, Irfan. (1995). "Capitalism in History." *Social Scientist*, vol. 23, no. 7/9, pp. 15–31.
- Inikori, Joseph E. (1987). "Slavery and the Development of Industrial Capitalism in England." *The Journal of Interdisciplinary History*, vol. 17, no. 4, pp. 771–793.
- Malm, Andreas. (2016). "Who Lit This Fire? Approaching the History of the Fossil Economy." *Critical Historical Studies* 3, no. 2 (September 1): 215–48.
- Desmond, M. (2019) "American capitalism is brutal. You can trace that to the plantation", *New York Times Magazine* (14th August).
- Acemoglu, D., Simon Johnson, and James Robinson. (2001). "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91 (5): 1369–1401.
- Engerman, Stanley L., and Kenneth L. Sokoloff. (2002). "Factor endowments, inequality, and paths of development among new world economics." *NBER Working Paper* 9259.
- Mahoney, James. (2003). Long-Run Development and the Legacy of Colonialism in Spanish America, *American Journal of Sociology* 109:1, 50-106
- Mahoney, James. (2001). "Path-Dependent Explanations of Regime Change: Central America in Comparative Perspective." *Studies in Comparative International Development* 36 (1): 111–41.
- W. Easterly and R. Levine (2003). "Tropics, germs, and crops: the role of endowments in economic development" *Journal of Monetary Economics*, 50:1.
- McCord, Gordon C., and Jeffrey D. Sachs. (2013). "Development, Structure and Transformation: Some Evidence on Comparative Economic Growth." *NBER Working Paper* 19512.
- Chang, H.J. (2007). "Kicking away the ladder: the 'real' history of free trade" in Shaikh, A. *Globalization and the Myths of Free Trade: History, Theory and Empirical Evidence*. Routledge *Frontiers of Political Economy*. Taylor & Francis.
- Mishra, P. (2018). "The Rise of China and the Fall of the 'Free Trade' Myth". *The New York Times*, 7 February.
- Giuliano Garavini. (2011). Completing Decolonization: The 1973 'Oil Shock' and the Struggle for Economic Rights, *The International History Review*, 33:3, 473-487.

#### Session 8:

#### The development of the liberal order

Date: 26/09/2025

#### Lead Questions

- *Why were the Bretton-Woods institutions and the WTO established after WWII, and how did they develop in the aftermath?*
- *How do the Bretton-Woods and the WTO institutions shape the global economy of today?*
- *Do the Bretton-Woods institutions and the WTO represent a 'fair' compromise between different interests, and are they still adequate for governing the global economy of today?*

#### Mandatory readings:

- Ruggie, J. G. (1982). "International regimes, transactions, and change: embedded liberalism in the postwar economic order." *International Organization* 36(2), 379-415.
- Trubowitz, Peter, and Brian Burgoon. 2020. "The Retreat of the West." *Perspectives on Politics* 20(1): 102-22.

#### Further readings

- Weiss, J. C./ Wallace, J. L. (2021): "Domestic politics, China's rise, and the future of the liberal international order", in: *International Organization* 75, 635-664.
- Acharya, Amitav. 2014. *The End of American World Order*. Cambridge Malden, MA: Polity.
- Allan, Bentley B, Srdjan Vucetic, und Ted Hopf. 2018. "The Distribution of Identity and the Future of International Order: China's Hegemonic Prospects." *International Organization* 72(4): 839-69.
- Babić, Milan. 2020. "Let's Talk about the Interregnum: Gramsci and the Crisis of the Liberal World Order." *International Affairs* 96(3): 767-86.
- Colgan, Jeff D., und Robert O. Keohane. 2017. "[The Liberal Order Is Rigged](#)." *Foreign Affairs*.
- Copelovitch, Mark, Sara B. Hobolt, und Stefanie Walter. 2019. "challenges to the Contemporary Global Order. Cause for Pessimism or Optimism?" *Journal of European Public Policy*: 1-12.
- Fichtner, Jan. 2017. "Perpetual Decline or Persistent Dominance? Uncovering Anglo-America's True Structural Power in Global Finance". *Review of International Studies* 43(1): 3-28.
- Gindin, Sam, und Leo Panitch. 2012. *The making of global capitalism: the political economy of American empire*. London ; Brooklyn, NY: Verso.
- Ikenberry, G. John. 2011. *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order*. Princeton, NJ Oxford: Princeton University Press.
- Ikenberry, G. J. 2018. "The End of Liberal International Order?" *International Affairs* 94(1): 7-23.
- Keohane, Robert O., und Joseph S. Nye. 1977. *Power and interdependence: world politics in transition*. Boston: Little, Brown.
- Kindleberger, Charles P. 1973 [2013]. *The World in Depression 1929-1939*. Berkeley, Calif.: University of California Press.
- Luttwak, Edward. 1994. "[Why Fascism is the Wave of the Future](#)." *London Review of Books* 16(7).
- Stahl, Rune Møller. 2019. "Ruling the Interregnum: Politics and Ideology in Nonhegemonic Times." *Politics & Society* 47(3): 333-60.
- Varoufakis, Yanis 2015: *The Global Minotaur: America, Europe and the Future of the World Economy*. London: Zed Books.

#### 26<sup>th</sup> September, 2025: Deadline mid-term paper submission (end of the day)

#### Session 9:

#### International trade and (de-) globalisation

Date: 30/09/2025

#### Lead Questions

- *Why does/ might international trade improve global welfare, and what are its distributive consequences?*
- *What are the most important economic and political consequences of globalisation?*
- *What are key (political or non-political) drivers of trade and other economic globalization?*
- *Are we currently witnessing the end of globalisation?*

#### Mandatory readings:

- Rodrik, D. (2018): 'Populism and the Economics of Globalization', in: *Journal of International Business Policy* 1, 12–33.
- Hopewell, K. (2021): 'Trump & Trade: The Crisis in the Multilateral Trading System', in: *New Political Economy* 26, 271-282.
- Linsi, L., Gristwood, E. (2024): 'The Myth of Deglobalization: Multinational Corporations in an Era of Growing Geopolitical Rivalries', *Politics and Governance* 12.

#### Further readings

- Garrett, Geoffrey. "The causes of globalization." *Comparative political studies* 33, no. 6-7 (2000): 941-991.
- Burgoon, Brian. "Globalization and backlash: Polanyi's revenge?." *Review of International Political Economy* 16, no. 2 (2009): 145-177.
- Fajgelbaum, P. D./ Khandelwal, A. K. (2022): 'The Economic Impacts of the US-China Trade War', in: *Annual Review of Economics* 14, 205–228.
- Fetzer, T./ Schwarz, C. (2021): 'Tariffs and Politics: Evidence from Trump's Trade Wars', in: *Economic Journal* 131, 1717–1741.
- Krapohl, S./ Ocelik, V./ Walentek, D. M. (2021): 'The Instability of Globalization: Applying Evolutionary Game Theory to Global Trade Cooperation', in: *Public Choice* 188, 31-51.
- Krasner, S. D. (1976): 'State Power and the Structure of International Trade', in: *World Politics* 28, 317-347.
- Krugman, P. R. (1992): 'Does the New Trade Theory Require a New Trade Policy?', in: *The World Economy* 15, 423-441.
- Milner, H. V./ Kubota, K. (2005): 'Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries', in: *International Organization* 59, 107-143.
- Simmons, B. A./ Elkins, Z. (2004): 'The Globalization of Liberalization: Policy Diffusion in the International Political Economy', in: *The American Political Science Review* 98, 171-189.
- Stephen, M.D./ Parizek, M. (2019): 'New Powers and the Distribution of Preferences in Global Trade Governance: From Deadlock and Drift to Fragmentation', in: *New Political Economy* 24, 735-758.
- Trubowitz, P., & Burgoon, B. (2023). *Geopolitics and democracy: the Western liberal order from foundation to fracture*. Oxford University Press.
- Walter, S. (2021). The backlash against globalization. *Annual Review of Political Science*, 24, 421-442.
- Stiglitz, J. E./ Charlton, A. (2005): 'Fair Trade for All: How Trade can Promote Development' (Oxford), Chapter 2, 11-40.
- Polanyi, Karl (1944), *The Great Transformation* (Boston: Beacon press); see particularly chap. 6, "The Self-Regulating Market and the Fictitious Commodities"; chaps.11-13, "Man, Nature, and Productive Organization"; "Birth of the Liberal Creed"; and "Birth of the Liberal Creed (Continued): Class Interest and Social Change."
- Winecoff, W.K. (2020): 'The persistent myth of lost hegemony revisited: structural power as a complex network phenomenon', in: *European Journal of International Relations* 26, 209-252.
- Scheiring G, Serrano-Alarcón M, Moise A, McNamara C, Stuckler D (2024). "The Populist Backlash Against Globalization: A Meta-Analysis of the Causal Evidence." *British Journal of Political Science* 1–25.



## Session 10:

### Finance, monetary policy, and central banking

Date: 03/10/2025

#### Lead Questions

- *What is the role of finance vis-a-vis the 'real' economy?*
- *Who rules global finance – states or markets?*
- *What are money, credit, finance and how does global finance change over time?*

#### Mandatory readings:

- Murau, S., & van 't Klooster, J. (2023). "Rethinking Monetary Sovereignty: The Global Credit Money System and the State." *Perspectives on Politics* 21 (4), 1319 – 1336.
- Vestergaard, J. (2024). "Green Central Banking: Reorienting Finance through a Recalibration of Monetary Policy." *Climate Policy*, online first.
- Kedward, K., Gabor, D., & Ryan-Collins, J. (2024): "Carrots with(out) sticks: Credit policy and the limits of green central banking." *Review of International Political Economy*, 31(5), 1593–1617.

#### Further readings

- Adkins, L., Cooper, M., & Konings, M. (2021). "The asset economy: conceptualizing new logics of inequality. Distinktion." *Journal of Social Theory* 23 (1), 15-32.
- Alami, I. et al. (2023). "International financial subordination: a critical research agenda." *Review of International Political Economy* 30 (4), 1360-1386.
- Babic, M. (2024) "Green finance in the energy transition: Actors, instruments, and politics." *Energy Research and Social Science* 111, 103482.
- Bateman, W., & van 't Klooster, J. (2024). "The dysfunctional taboo: monetary financing at the Bank of England, the Federal Reserve, and the European Central Bank." *Review of International Political Economy* 31 (2), 413 – 437.
- Braun, B., & Gabor, D. (2025). "Green macrofinancial regimes." *Review of International Political Economy*, online first.
- Braun, B., & Koddenbrock, K. (2023). "The three phases of financial power: leverage, infrastructure, and enforcement." In Braun, B., Koddenbrock, K. (eds.): *Capital Claims: Power and Global Finance*. Routledge, pp. 1 – 30. <https://doi.org/10.4324/9781003218487>
- Cormier, B., & Naqvi, N. (2023). "Delegating Discipline: How Indexes Restructured the Political Economy of Sovereign Bond Markets." *The Journal of Politics* 85 (4), 1167 – 1580.
- Drezner, D. W., & McNamara, K.R. (2013). "International political economy, global financial orders & the 2008 financial crisis." *Perspectives on Politics* 11 (1), 155-66.
- Ferrara, F.M., & Sattler, T. (2018). *The Political Economy of Financial Markets*. Oxford Research Encyclopedia of Politics. <https://doi.org/10.1093/acrefore/9780190228637.013.628>
- Fichtner, J., & Heemskerk, E.M. (2020). "The New Permanent Universal Owners: Index funds, patient capital, and the distinction between feeble and forceful stewardship." *Economy and Society* 49 (4), 493-515.
- Frieden, J.A. (1991). "Invested Interests: The Politics of National Economic Policies in a World of Global Finance." *International Organization* 45 (4), 425-451.
- Hager, S. & Baines, J. (2023). "From Passive Owners to Planet Savers? Asset Managers, Carbon Majors and the Limits of Sustainable Finance." *Competition & Change* 27 (3-4), 449-471.

- Helleiner, E. (1995). "Explaining the globalization of financial markets: Bringing states back in." *Review of International Political Economy* 2 (2), 315-341.
- Kirshner, J. (2003). "Money is Politics." *Review of International Political Economy* 10 (4), 645-660.
- McCarthy, M. (2019). "The Politics of Democratizing Finance: A Radical View." *Politics & Society* 47 (4), 611-633.
- Mügge, D. (2011). "Limits of legitimacy and the primacy of politics in financial governance." *Review of International Political Economy* 18 (1), 52-74.
- Schwartz, M. (2019). "American hegemony: intellectual property rights, dollar centrality, and infrastructural power." *Review of International Political Economy* 26 (3), 490-519.

## Session 11:

### Economic development and global inequalities

Date: 07/10/2025

#### Lead Questions

- *Why did some countries develop successfully after WWII whereas others are left behind?*
- *Is economic underdevelopment due to domestic factors or to global structures of exploitation?*
- *How do domestic political institutions influence the chances of economic development?*

#### Mandatory readings:

- Acemoglu, D., Johnson S., and Robinson, J. (2005). "Institutions as a fundamental cause of long-run growth." In the *Handbook of Economic Growth* 1: 385-472.
- Alvaredo, F., Atkinson, A. B., Piketty, T., & Saez, E. (2013). The top 1 percent in international and historical perspective. *Journal of Economic Perspectives*, 27(3), 3-20.
- Scheve, K., & Stasavage, D. (2010). The conscription of wealth: mass warfare and the demand for progressive taxation. *International Organization*, 64(4), 529-561.

#### Further readings

- Milanovic, Branko. "The great convergence: Global equality and its discontents." *Foreign Affairs*. 102 (2023): 78.
- Roundtable on "Critiquing Robert J. Gordon's The Rise and Fall of American Growth, debate in *American Economic Review* vol. 106/5 (May), pp. 52-76. (UvA digital library, also on Canvas under Files/Course Readings);
- Stiglitz, Joseph E. "Some lessons from the East Asian miracle." *The World Bank Research Observer* 11.2 (1996): 151-177.
- Acemoglu, D., & Robinson, J. A. (2002). The political economy of the Kuznets curve. *Review of Development Economics*, 6(2), 183-203.
- Piketty, T. (2014). *Capital in the Twenty-first Century*. Harvard University Press.
- Ansell, B., & Samuels, D. (2010). Inequality and democratization: A contractarian approach. *Comparative Political Studies*, 43 (12), 1543-1574.
- Hall, P. A., & Thelen, K. (2009). Institutional change in varieties of capitalism. *Socio-economic Review*, 7(1), 7-34.
- Acemoglu, Daron, and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge, U.K.: Cambridge University Press.
- Glaeser, E.L., "Inequality", in *The Oxford Handbook of Political Economy* (2008)

- Acemoglu, Daron, and James A. Robinson. 2008. "Persistence of Power, Elites, and Institutions." *The American Economic Review*. 98(1): 267–93.
- Hall, P. A., & Gingerich, D. W. (2009). Varieties of capitalism and institutional complementarities in the political economy: An empirical analysis. *British Journal of Political Science*, 39(3), 449-482.
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. "The colonial origins of comparative development: An empirical investigation." *American Economic Review* 91.5 (2001): 1369-1401.
- Kiser, E., & Karceski, S. M. (2017). Political economy of taxation. *Annual Review of Political Science*, 20, 75-92.
- Bisbee, James, and B. Peter Rosendorff (2024). "Anti-Globalization Sentiment: Exposure and Immobility." *American Journal of Political Science*, online first.
- Luttmer, Erzo F. P. 2001. "Group Loyalty and the Taste for Redistribution." *Journal of Political Economy* 109 (3): 500–528.
- Mares, Isabella (2001). "Firms and the Welfare State: When, Why, and How Does Social Policy Matter to Employers? In Peter A. Hall and David Soskice, eds. *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Oxford: Oxford University Press, pp. 183-212.
- Wallerstein, Michael. 1999. "Institutions and Pay Inequality in Advanced Industrial Societies." *American Journal of Political Science* 43(3): 649– 80.
- Lipset, Seymour Martin. 1959. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review*. 53(1): 69-105.
- Persson, Torsten, and Guido Tabellini. 1994. "Is Inequality Harmful for Growth?" *American Economic Review*. 84(3): 600–621.

## Session 12:

### Democratic rule vs. authoritarian regimes

Date: 10/10/2025

#### Lead Questions

- *What economic conditions (e.g. inequality, economic globalization) shape democratic development?*
- *What if any aspects of political and economic democracy are important in promoting economic development?*
- *Have recent global political economic developments changed the links between democracy and economic development?*

#### Mandatory readings:

- Douglass North, John Wallis, & Barry Weingast. (2009). *Violence and Social Orders* (Cambridge University Press 2009), Chapter 1;
- Barry Eichengreen and David Leblang (2008). "Democracy and Globalization." *Economics and Politics* vol. 20/3 (November), pp. 289-334. (UvA digital library).
- Acemoglu, D., Naidu, S., Restrepo, P., & Robinson, J. (2015). Democracy, redistribution and inequality. *Handbook in income distribution* (Vol. 2B, pp. 1885–1966).

#### Further readings

- Schakel, Wouter, Brian Burgoon, and Armen Hakhverdian. "Real but unequal representation in welfare state reform." *Politics & Society* 48, no. 1 (2020): 131-163.
- Ansell, Ben, and David Samuels. "Inequality and democratization: A contractarian approach." *Comparative Political Studies* 43, no. 12 (2010): 1543-1574.

- Boix, Carles. "Democracy, development, and the international system." *American political science review* 105, no. 4 (2011): 809-828.
- Boix, C. and Susan C. Stokes. 2003. "Endogenous Democratization." *World Politics* 55(4): 517-49.
- Iversen, Torben, and Alice Xu. "The Politics of Pessimism: Unfunded Public Goods as a Source of Right-Wing Populism". *Comparative Political Studies* (2025).
- Milner, Helen V. "Voting for populism in Europe: Globalization, technological change, and the extreme right." *Comparative Political Studies* 54, no. 13 (2021): 2286-2320.

### Session 13:

#### Race, ethnicity, and political economy

Date: 14/10/2025

#### Lead Questions

- *When do social identities become politically important?*
- *When does social structure fix political outcomes, and when can new rules or borders change them?*
- *How do social structures and political institutions shape each other in the short term and the long term?*

#### Mandatory readings:

- Suryanarayan, P. and White, S. (2021) "Slavery, Reconstruction, and Bureaucratic Capacity in the American South", *American Political Science Review*. 115(2), 568-584.
- Posner, Daniel N. 2004. The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi. *American Political Science Review* 98(4): 529-545.
- Hopkins, D. J. (2010). Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition. *American Political Science Review*, 104(1), 40–60.

#### Further readings

- White, Ismail K., Chryl N. Laird, and Troy D. Allen. (2014) Selling Out?: The Politics of Navigating Conflicts Between Racial Group Interest and Self-Interest. *American Political Science Review* 108(4): 783-800.
- Carnes, N., & Lupu, N. (2015). Rethinking the comparative perspective on class and representation: Evidence from Latin America. *American Journal of Political Science*, 59(1), 1-18.
- Gilens, M., & Page, B. I. (2014). Testing theories of American politics: Elites, interest groups, and average citizens. *Perspectives on politics*, 12(3), 564-581.
- Egan, Patrick J. 2020. Identity as Dependent Variable: How Americans Shift Their Identities to Align with Their Politics. *American Journal of Political Science* 64(3):669-716.
- Cederman, L. E., Weidmann, N. B., and Gleditsch, K. S. (2011). Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison. *The American Political Science Review*, 105(3), 478–495.

### Session 14:

#### The welfare state and social reproduction in the family

Date: 17/10/2025

#### Lead Questions

- *What is the function of the modern welfare state in global capitalism?*
- *What political economy dynamics might underlie the development (or lack thereof) of welfare states?*
- *How do welfare states, household labor and gender interact in political economy?*

#### Mandatory readings:

- Lindert, P. (2004). "Explaining the Rise of Social Transfers Since 1880." *Growing Public: Social Spending and Economic Growth Since the Eighteenth Century*. Cambridge, UK: Cambridge University Press.
- Esping-Anderson, Gosta. (1990). [\*The Three Worlds of Welfare Capitalism\*](#). (Princeton University Press) Chap. 1 (pp. 13-27).
- Folbre, N. (1994). "[Children as Public Goods](#)." *The American economic review* 84.2: 86–90.
- Goldin C. (2024). "Nobel Lecture: An Evolving Economic Force". *American Economic Review* 114(6): 1515-39.

#### Further readings

- Kimberly Morgan. (2006). Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policy in *Western Europe and the United States*. Stanford University Press, Chapter 1: The Politics of Mother's Employment.
- Tronto, Joan C. (2013). *Caring Democracy: Markets, Equality, and Justice*. New York: New York University Press, pp. 114–132 ("[Can Markets Be Caring?](#)").
- Evelyne Huber and John Stephens. (2001). *Development and Crisis of the Welfare State*. Chicago: University of Chicago Press, chapters. 1-3 and 6 and 7.
- Jonas Pontusson. (2005). *Inequality and Prosperity: Social Europe versus Liberal America*. Cornell University Press, chapters 1, 2, 7.
- Lim, Sijeong, and Brian Burgoon. (2020). "Globalization and support for unemployment spending in Asia: do Asian citizens want to embed liberalism?." *Socio-Economic Review* 18, no. 2: 519-553.
- Meltzer, Allan H. and Scott F. Richard (1981). "A Rational Theory of the Size of Government." *Journal of Political Economy*. 89(5): 914-927.
- Folbre, Nancy and Barnet Wagman, (1993). [Counting Housework: New Estimates of Real Product in the U.S., 1800-1860](#), *The Journal of Economic History* 53:2, 275-88.
- Goldin, Claudia. (1994). *Understanding the Gender Gap: An Economic History of American Women*. Oxford University Press.
- Fraser, Nancy. (2016). "[Contradictions of Capital and Care](#)" *New Left Review* 100.
- Bhattacharya, Tithi (ed.). (2017). [Social Reproduction Theory: Remapping Class, Recentring Oppression](#). London: Pluto Press.
- Chattopadhyay, Raghabendra, and Esther Duflo (2004). "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* 72(5): 1409–43.

**Final Exam Time: 18.00 - 21.00 Location: REC A3.06/7/8**