

Political Science 597.02, The Ohio State University
Contemporary Political Problems
The Political Economy of Market and Development

Instructor:
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Class of Spring 2007:
Caldwell Lab 220
2024 Neil Avenue
Mon & Wed 3:30-5:18 pm

Office hour: Wednesday 2:00 – 3:15 pm & by appointment wisnu.3@osu.edu

Course website: Carmen (carmen.osu.edu)

Description

This course introduces students to the practices of market economy around the world and the impacts of world market to macroeconomic condition, social security, business, labor and women in various countries around the world. Students will learn the different challenges faced by countries in today's world and how they deal with them. This course allows students to identify the various ways politics is played in public policies including the economic ones. A significant portion of the class will be given to Asian countries since little about these countries are known by scholars in Western countries and this region constitutes the most dynamic countries of the world, with the largest portion of the world's population.

The course will begin with an introduction of market economy as a concept and how it has been practiced in the contemporary world. To provide a background of what has been going on in the past two decades or so, students will be exposed to the phenomena of globalization, economic crisis, and income inequality. We will examine the variety of interaction between the state and the society, especially what works to promote economic growth and the wellbeing of people in different societies. To do this, we will look at several policy issues: macroeconomic stabilization, industrialization and trade policy, social security provision, employment policy and gender-sensitive policy.

This course is aimed at (1) enriching students' experiences of the contemporary world, (2) students synthesizing and applying knowledge from diverse disciplines to contemporary issues, and (3) students writing about or conducting research on the contemporary world.

This is an *advanced level GEC* class; junior or senior standing is required. What required are open mind and the seriousness to learn. As a GEC class, no prior knowledge of political science, political economy or countries around the world is required. But, as an advanced level class, this class is designed for those who already have the basic skill of writing, presenting ideas, and discussing ideas. This class will take you to the next level: improving your analytical skill – from your ability to synthesize a reading, to incorporate what you have read and known in discussions, in exams, and in scholarly analytical papers.

This class consists of lecture and discussion. Students must listen and write own notes. Students are expected to come on time and leave only when the class is dismissed. For every class meeting, there will be reading assignments. Students must read them before class and think critically about these articles. Use the guiding points in the reading schedule to explore the readings. Studying the reading before class allows you to comprehend the lecture and the issues better and to develop thoughtful discussions in class and in your papers. Do not be surprised that you will get less from this class if you skip the reading. You are encouraged to develop original opinions on the issues. Use the class discussions to develop your

analytical skills. In the discussion, students are expected to be constructive and open-minded toward others' opinion.

In the exams, you are expected to understand the concepts, the arguments and why certain data was used instead of just memorizing them. For those eager to learn more about the topics, I provide the list of suggested readings.

If you ever have any concern about your performance or this class, please consult me as soon as possible. Do not hesitate. Your grade is contingent upon your work throughout the quarter.

Course Requirements

Students are responsible to make sure they meet the grade components of this course:

A. One (1) before-class response paper	20%
B. One (1) after-class response paper	20%
B. In-class mid-term	30%
C. In-class final exam	30%

What are response papers?

Each student has the freedom **to pick two different topics** (the topics are written in bold in the reading schedule). If you have written about one topic for your “before-class response paper”, then you must pick a different topic for the “after-class response paper”. The order by which you submit the “before-class” and “after-class” papers does not matter, meaning you may submit the “before-class response paper” after you submit an “after-class response paper” (vice-versa).

The “before-class response paper”:

- Will be submitted before the class talks about the readings. So, if the syllabus says some articles are scheduled for April 2 that means students interested in writing about the articles must submit the paper at 3:30 pm on April 2. Late submission will not be accepted. The paper should be submitted as hard-copy.
- Will be 2-3 pages, typed, 12 times new roman, 1.5 space (margin may be modified as necessary).

How to write the “before-class” response papers? Once you decide to write on a certain topic:

1. Read the guiding points (written in *italics* under each boldly-written topic in the syllabus) and keep those in mind.
2. Start reading the articles assigned for a certain date. The rule of thumb is: a good article ranges between 20-40 pages. So if you start with a brief article, take more articles to read before start sketching on what to write in the response paper. You'll find the thread that connects the articles!
3. While reading, write on the scratch paper on the things that you find useful, thoughtful, enlightening, puzzling or interesting. Remember: a good scholar doesn't get too caught up in the details of data or historical evidence but rather search for the main claim of the article.
4. Once you find the main claim of the article, then it's time to look carefully at the evidence the author presented. Is it convincing? Does the author overlook or forget to consider anything? Does the author exaggerate anything? Connect what you read with the guiding points, the previous class lecture, and your existing knowledge or experience. Sketch your thoughts based on the reading.
5. Then, write the paper. First, write a brief yet rich synthesis of the claim of the article (i.e. the main argument of the author(s)) – spend 1 paragraph for this. Second, spell out the degree of contribution and convincingness of the article to policy-making or scholarly research – spend 1-2 paragraphs for this. Third, spell out your own thoughts of the issue, do you agree, why or why

not, connect what you read with what you have known, including from past lectures, news, or experience. You might talk about what data could change your mind – spend 1-2 paragraphs for this.

6. Use the rubric to identify what makes an excellent, good, developing and insufficient paper.

The “before-class response paper” allows you to express your own thoughts, independent from what I or everybody else says in class. By reading thoroughly ahead of time, you would develop a better capability to understand the material as well as the lecture.

The “after-class response paper”:

- Will be submitted **one week immediately after** the class talks about the readings. So, if some articles are discussed in Monday class (for instance April 2), then students interested in writing about these articles must submit the “after class response paper” at 3:30 pm on the next Monday (i.e. April 9). Late submission will not be accepted. The paper should be submitted as hard-copy. Remember, you CANNOT submit an “after-class response paper” that is in the same topic as your “before-class response paper”.
- Will be 3-4 pages, typed, 12 times new roman, 1.5 space (margin may be modified as necessary).

How to write the “after-class” response papers? Once you decide to write on a certain topic:

1. **Read your class notes** and keep those in mind.
2. **Pick at least one article from the “suggested reading” list.**
3. Start re-reading the articles assigned for that particular topic and read the article(s) from “suggested reading” you picked.
4. While reading, write on the scratch paper the things that you find useful, thoughtful, enlightening, puzzling or interesting.
5. Sketch the possible topic to focus on. Given what you read, do you have anything to add about the lecture or the readings? Anything left unsaid or forgotten in class discussion? Pick one question, one puzzle that you have been most intrigued about and pose it at the beginning of your paper. For instance: “If women constitute a majority of countries’ population, why is it so hard to increase female policy-making participation in South Korea?” (Notice the puzzle in this question: despite being a majority, women don’t participate meaningfully in policy-making in South Korea). Make sure you develop a smart tie between the lecture, the class discussion, and the readings. This tie receives a significant portion of the grade for the paper.
6. Then, write the paper. First, pose the research question/puzzle. Spend 1-2 paragraphs explaining why you decide to focus on this question and why we should care about what you say. You may find the importance of your question/puzzle based on the reading or recent news. Second, spell out your answer to the question/puzzle you posed. This is where you need to defend your argument convincingly. You may use additional data, pinpoint certain data from the readings or class lecture, and elaborate the logic of your hunch. Write as much paragraphs as you like for this section. This is the most valuable part of the paper. Third, close your argument with 1 paragraph of closing statement on suggestion for future research agenda.
7. Use the rubric to identify what makes an excellent, good, developing and insufficient paper.

What are in-class mid-term and final exams? The exams are evaluations of your understanding of the concepts, arguments of authors, and issues happening in different countries. It will be closed-book exams. The Mid-term exam is scheduled for **April 30** during regular class hour. Meanwhile the schedule for the in-class final exam will be provided by the university. The final exam day will be between **June 4-8**. Make-up exams will be administered only under extraordinary circumstances (for example, in case of documented illness).

Note on participation in class discussion:

Active, thoughtful and constructive participation in class discussions, on the other hand, are designed to give students the chance to: 1) articulate what they have read from the assigned articles, 2) articulate their thoughts and ideas on certain issues, 3) test-out their analytical skill and receive feedback, and 4) organize their thoughts for the exams or papers.

I intentionally do not assign any grade component for the class discussions in order to encourage students to speak up. Everyone needs some test-ground before they can write great papers or exams. Everyone needs a stumble or two or more. And this is the forum! Let's enjoy and make the opportunities memorable for all....

The grade scale used in this class is the following:

A	: 93-100	C+	: 77-79.99	E:	0-59.99
A-	: 90-92.99	C	: 73-76.99		
B+	: 87-89.99	C-	: 70-72.99		
B	: 83-86.99	D+	: 67-69.99		
B -	: 80-82.99	D	: 60-66.99		

The full rubric of grading for the response papers and the final paper is provided separately from this syllabus.

Required readings:

Readings consist of articles from scholarly journals, book chapters and media. To save you some money from the high cost of copyright, some of the readings are available in the course-pack (get it from the UniPrint center (formerly known as COPEZ) at Tuttle-Park – that's by the Central Classroom building) AND the rest are available online at Carmen (<http://carmen.osu.edu>).

Course readings:

To note, the readings could be very difficult because they are not taken from text books. Do not be discouraged or afraid, however. These are the articles and books read by scholars; the ones that are appropriate for an advanced level GEC course. Try to grasp as much as you can. This is why attending classes is important and the pre-reading of the articles helpful. After all, grading is not punitive nor is it curved. Rest assured that the instructor will provide time and expertise to help students learn in this class.

Academic Honesty:

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism (using someone else's words or ideas without proper citation), collusion (unauthorized collaboration), copying the work of other students, and possession of unauthorized materials during an exam. If I suspect that a student has committed academic misconduct in this course, I will report it to the university committee on academic misconduct and they will be handled according to university policy.

Special Needs:

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore the potential accommodations. I rely on the Office for Disability Services for

assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Schedule of Readings

26 Mar (Mon). Introduction & overview of the course.

Market Economy, Its Development, Approaches in Studying it

- * *What is market economy? What is not market economy?*
- * *What does it take to benefit from the market economy?*
- * *Is there such thing as self-regulated market?*

28 Mar (Wed).

- ◆ Syllabus – plan when you'd write response papers & download the rest of the readings.
- ◆ Robert Gilpin. 2000. Chapter 1 of *The Challenge of Global Capitalism*. Page 15-51. Princeton, New Jersey: Princeton University Press. <ISBN 0-691-04935-1>
- ◆ Articles on India. *Newsweek*, March 6, 2006. **(on Carmen)**

2 Apr (Mo).

- ◆ Goad, Pierre. 1999. "At your Service". *Far Eastern Economic Review*. September 2.
- ◆ Norman Barry. 1998. "Capitalism after the fall of communism". *Politics* 18 (2): 133-139.

Suggested Reading **(on Carmen)**:

- Karl Polanyi. 1944. Chapter 4-6 of *The Great Transformation*. Page 43-76. Boston: Beacon Press.
- Joan E. Spero and Jeffrey Hart. 1997. "The North-South System and Possibility of Change." *The Politics of International Economic Relations*. NY: St. Martin's Press. 5th edition. Chapter 5.
- Ziya Onis and Fikret Senses. 2005. "Rethinking the emerging Post-Washington Consensus". *Development and Change* 36 (2): 263-290.

Globalization and Macroeconomic Condition (1)

- * *What is globalization?*
- * *What are the challenges of globalization (the sociopolitical and economic challenges)?*
- * *Can a country defy globalization and still thrive economically?*

4 Apr (Wed).

- ◆ Michael Pettis. 2001. Will Globalization go bankrupt? *Foreign Policy* 126 (Sept-Oct): 52-29.
- ◆ Video viewing (in class): Globalization by Friedrich Ebert Stiftung

9 Apr (Mon).

- ◆ Joel Hellman. 1998. "Winners take all: the politics of partial reform in postcommunist transitions". *World Politics* 50 (2): 203-234. **(on Carmen)**
- ◆ Banning Garrett. 2001. "China Faces, Debates, the Contradictions of Globalization". *Asian Survey* 41 (3): 409-427.

Suggested reading (**on Carmen**):

- Wolfgang Deckers. 2004. "China, Globalization, the World Trade Organization. *Journal of Contemporary Asia* 34 (1): 102-119.
- John Micklethwait and Adrian Wooldridge. 2001. "The Globalization Backlash". *Foreign Policy* 126 (Sept-Oct): 16-18+20+22+24+26.
- Dani Rodrik. 1997. "Sense and Nonsense in the Globalization Debate". *Foreign Policy* 107 (Summer): 19-37.
- Daniel Drezner. 2004. "The Outsourcing Bogeyman". *Foreign Affairs*. May/June.

Globalization and Macroeconomic Condition (2): Lesson from East and Southeast Asia

* *Are the states losing its authority to global capital owners?*

* *Why do some countries thrive in the global market while others don't?*

* *Is government intervention in the economy beneficial or detrimental?*

11 Apr (Wed).

- ◆ The development trajectories in the Newly Industrializing Countries (source: Haggard, 1990 & various sources)
- ◆ Low, Linda. 2001. "The Singapore Developmental State in the New Economy and Polity". *The Pacific Review* 14 (3): 411-441. (**on Carmen**)

16 Apr (Mon).

- ◆ David C. Kang. 2002. "Bad Loans to Good Friends: Money Politics and the Developmental State in South Korea". *International Organization* 56 (1): 177-207. (**on Carmen**)

Suggested Reading (**on Carmen**):

- Robert Wade. 1989. "What Can Economics Learn from East Asian Success?" *Annals of the American Academy of Political and Social Science* 505: 68-79.
- Geoffrey R.D. Underhill & Xiaoke Zhang. 2005. "The Changing state-market condominium in East Asia: Rethinking the political underpinnings of development". *New Political Economy* 10 (1): 1-24.
- Jomo KS. 2000. "Globalization, Liberalization, Poverty and Income Inequality in Southeast Asia", a paper presented in the Policy Dialogue on the Effects of Globalization "Poverty and Income Inequality in Developing Countries" on 30 November – 1 December, OECD Development Center: Paris, France. Article is available online on <http://www.oecd.org/dataoecd/54/44/2682386.pdf>

Market and Social Security: cases in advanced industrialized countries

* *What is social security?*

* *What are the existing models of social security provision?*

* *Why do rich countries opt for different models of social security provision?*

18 Apr (Wed).

- ◆ Gosta Esping-Andersen. 1990. "The Three Political Economies of the Welfare State" chapter 1 in *The Three Worlds of Welfare Capitalism*. Princeton University Press, pp. 9-34.

23 Apr (Mon).

- ◆ Goodin et.al. 1999. "Reasons for Welfare" chapter 2 in *The Real Worlds of Welfare Capitalism*. Cambridge University Press, pp.21-36.

25 Apr (Wed).

- ◆ Paul Pierson. 1996. "The New Politics of the Welfare State". *World Politics* 48 (2): 143-179.
+ Review for Midterm Exam (**on Carmen**)

Suggested reading (**on Carmen**):

- Peter Katzenstein. 1985. "Flexible Adjustment in the Small European States" chapter 2 in *Small States in World Markets: Industrial Policy in Europe*, pp. 39-79. <ISBN 0-8014-1729-5>
- Gilbert, Neil and Paul Terrell. 2002. *Dimensions of Social Welfare Policy*. Chapter 2 (The Modern Welfare State). pp. 29-54.
- Jacob Hacker. 2002. "Introduction: American Exceptionalism Revisited". In *The Divided Welfare State*. Cambridge University Press, p. 5-27.
- Kent Weaver, 2000. "Welfare Reform and the Dynamics of American Politics", chapter 14 in *Ending Welfare as We Know It*. Brookings Institution Press. pp. 355- 385.

30 Apr (Mon). **MIDTERM EXAM**

Market and social security: cases in Asia (1)

* *Are the reasons for social security provision the same across countries around the world?*

* *Is social security provided in a uniform way across Asia?*

* *How do social security provisions vary across Asian countries? What are the factor(s) that make them different?*

2 May (Wed).

- ◆ Michael D. Barr. 2001. "Medical Savings Accounts in Singapore: A Critical Inquiry". *Journal of Health Politics, Policy and Law* 26 (4): 709-726.

7 May (Mon).

- ◆ Ito Peng. 2000. "A Fresh Look at the Japanese Welfare State". *Social Policy and Administration* 34 (1): 87-114. (**on Carmen**)

Suggested Reading (**on Carmen**):

- M. Ramesh. 2003. "Health Policy in the Asian NIEs. *Social Policy and Administration* 37 (4): 361-375.
- Asher, Mukul. 2002. Southeast Asia's Social Security Systems: Need for a system-wide perspective and professionalism. *International Social Security Review* 55 (4): 71-88.
- Hans Jurgen Rosner. 2004. China's health insurance system in transformation: preliminary assessment and policy suggestions. *International Social Security Review* 57 (3): 65-90.
- D. Jacobs. 2000. "Low public expenditures on social welfare: do East Asian countries have a secret". *International Journal of Social Welfare* 9 (1): 2-16

Market and social security: cases in Asia (2)

* *What explains the variation of social security provision in Asia?*

* *Are Asian countries heading towards the same direction of social security provisions in Europe or the United States?*

9 May (Wed).

- ◆ Wisnu, Dinna. 2006. "One Step of Social Security Reform in Indonesia". In press – Friedrich Ebert Stiftung.

- ◆ Howard Palley. 1992. "Social policy and the elderly in South Korea: Confucianism, Modernization and Development". *Asian Survey* 32 (9): 787-801.

Suggested reading (**on Carmen**):

- Ito Peng. 2002. "Gender and Welfare State Restructuring in Japan" Chapter 3 in *Discovering the Welfare State in East Asia*. Edited by Christian Aspalter. Westport and London: Praeger. pp. 39-61. <ISBN 0-275-97413-8>
- Isabela Mares. 2003. "The Sources of Business Interest in Social Insurance". *World Politics* 55 (January): 229-258.

Market and employment policy

* *Are we heading to the end era of worker unions?*

* *Is the laborist approach still relevant in studying economy and development? Laborist approach focuses on the relative strength of labor groups to create a policy or policy output.*

14 May (Mon).

- ◆ Chan, Anita. 2003. A "Race to the Bottom". *China Perspectives* 46: March-April. (**on Carmen**)
- ◆ Thelen, Kathleen. 2001. Varieties of Labor Policies in the Developed Democracies. In *Varieties of Capitalism*, Hall and Soskice (eds). New York: Oxford University Press. (**on Carmen**)

16 May (Wed).

- ◆ Ramos, Elias. 1990. *Dualistic Unionism and Industrial Relations*. Quezon City: New Day Publishers. Chapter 1 and 9.

Suggested reading (**on Carmen**):

- Gerhard Bosch. 2004. "Towards a New Standard Employment Relationship in Western Europe". *British Journal of Industrial Relations*. 42(4): 617-636.
- Simon Clarke, Chang-Hee Lee and Qi Li. 2004. "Collective Consultation and Industrial Relations in China". *British Journal of Industrial Relations*. 42(2): 235-254.
- Benedicto ER Bitonio. 2000. Unions on the Brink: Issues, challenges and choices facing the Philippine Labor Movement in the 21st century. In *Philippine Industrial Relations for the 21st Century*. Proceedings of the National Conference on Philippine Industrial Relations, Nov 18-19, 1999.

Market and women

* *What are the roles of women in the market economy and economic development across countries?*

* *Is there such thing as women's interests?*

* *What are the effective ways of incorporating women and their issues in our analysis of market economy and development? Should we focus on women's motivation to run for office (endogenous factor)? Or is it about opportunities to run for office (exogenous factor)?*

21 May (Mon).

- ◆ Ann Brooks. 2006. *Gendered Work in Asian Cities: the new economy and changing labour markets*. Chapter 2-3. pp. 31-67. Burlington, VT and Hampshire, England: Ashgate. <ISBN: 0-7546-4700-5> (**on Carmen**)

23 May (Wed).

- ◆ Rita Mae Kelly, Michelle A. Saint-Germain and Jody D. Horn. 1991. "Female Public Officials: A Different Voice?" *Annals of the American Academy of Political and Social Science* 515 (May): 77-87.

- ◆ Kyung-Ae Park. 1999. "Political Representation and South Korean Women". *The Journal of Asian Studies* 58 (2): 432-448.

Suggested readings (**on Carmen**):

- Di Zetlin and Gillian Whitehouse. 2003. "Gendering Industrial Citizenship" (about Australia). *British Journal of Industrial Relations*. 41(4): 773-788.
- Explore: Online Women in Politics webpage:
<http://www.onlinewomeninpolitics.org/statistics.htm>
- European Database – Women in Decision-making. 2nd edition. 2000. "Women in Political Decision-making positions: Facts and Figures 2000". Also available online at <http://www.onlinewomeninpolitics.org/beijing12/women-decision-making.pdf>
- Kira Sanbonmatsu. 2002. "Political Parties and the Recruitment of Women to State Legislatures". *The Journal of Politics* 64 (3): 791-809.

28 May (Mon). MEMORIAL DAY – no class.

30 May (Wed). Class wrap up + Review for Final Exam + In-class consultation for Final Paper.

(between 4 and 8 June) **FINAL EXAM**

– see schedule of test on the university's website (also watch announcement on Carmen).