

Political-Economic Theories (PPPE 6301) Course Syllabus

The University of Texas at Dallas – Fall 2022

Tuesday 4-6:45pm in GR4.208

22 August 2023 (always check eLearning for current version of syllabus)

Professor Contact Information

Lauren Pinson, Ph.D.

lauren.pinson@utdallas.edu

972-883-4934 (ext. 4934) (more accessible by email)

Online Student Hours online via Microsoft Teams 1:30pm-3:30pm on Thursdays by appointment only: <https://calendly.com/lepinson/student-hours>

Course Pre-requisites, Co-requisites, and/or Other Restrictions

All students in PPPE graduate programs may take this course. Other students should request instructor permission. Since this is a graduate course, any undergraduate students enrolled in the course will complete the same assignments and be evaluated alongside master's students.

Students are expected to be familiar with searching for academic sources and library databases for retrieval of journal articles for class and assignments. Students should know how to efficiently read academic articles, how to read a basic regression table, and have a clear understanding of what constitutes plagiarism. Students should understand the necessary components of an empirical academic journal article and have a basic understanding of research design.

Course Description

This course provides a foundational understanding of political-economic theories. First, the course focuses on several schools of economics. Students learn about historic scholars with some context of the world from which they contributed their major works. Then, we will explore several themes and factors that influence contemporary political economy. In addition to introducing these theories, each class explore their relevance to current times using case studies of real-world scenarios.

Student Learning Objectives/Outcomes

The primary purpose of this class is to familiarize students with political-economic theories to help ground their understanding of political economy as a discipline. This involves learning about core schools of economics as a foundation to learn about other important factors and themes in political-economic theories. In doing so, students should find opportunities for new contributions of original research. Importantly, students are expected to communicate their ideas to the instructor and their peers in the classroom, in addition to developing and improving collaboration, writing, and speaking skills through course assignments.

Students should develop a general understanding of various theories, themes, and empirical analysis within political economy and public policy, and over the course of the semester, students should develop their own initial roadmap of political economy. Participating in class discussion should help develop students' ability to individually and collectively identify the central arguments advanced by different scholars and critically analyze their positives and negatives. Through weekly reading and notetaking and memo assignments, students should think critically about literature and real-world puzzles in order to expand their own research interests and find opportunities for new contributions of original research. The book project allows students to closely investigate a major contributing piece of literature.

Required Textbooks and Materials / Suggested Course Materials

There are no required textbooks for the course. All required readings are accessible through UTD's library access and/or will be available on eLearning at least 2 weeks ahead of the assigned class. Please let the instructor know about any broken links as soon as possible.

Evaluation:

This course uses several types of assignments to assess your learning during the semester. Active engagement with the required readings will help you understand the core ideas and themes at the center of this course; this engagement is assessed through active classroom participation, weekly questions, and optional reading notes. In parallel, building on the course themes by developing your own research ideas and understanding of policy issues provides the opportunity to more deeply engage with the field of political economy.

Detailed instructions and rubrics are available on eLearning for each assignment. In the past, students who read the instructions and asked questions about anything they did not understand tended to earn the highest grades. Read the instructions! Ask questions during class and online student hours!

Evaluation of Class Preparation and Engagement:

1. **Active Participation (20%):** This is a discussion-based graduate seminar, and students are expected to actively participate in class each week. Students should come into class able to summarize the relevant arguments in the readings for the week, while also providing substantive critiques towards the theoretical and empirical strategies of the authors. You should plan to participate in the discussions and activities during class.

By coming to class prepared and actively participating, students can earn all participation points in class. Simply attending class but not actively participating will not result in all participation points. Ideally, students should aim to participate both in the full group discussions and in the smaller group discussions. If the discussion stalls, students may be cold called on from a randomly ordered list each week. Not actively participating will result in a lower participation grade even if the student is in class. Participation points are distributed evenly across each of the

reading-focused classes in the semester. Being an exceptional participant in one week will not earn 'extra' points for another week.

I expect that you will attend every session of the class and that you will participate actively in the discussions we have during class. Missing class may result in a reduction in your grade. Please let me know at the beginning of the semester if you know you will have to miss any planned classes for religious or medical reasons.

Since this is a core class within both the MA and PhD program, missing class may be detrimental to gaining the full foundation for your degree program. It will likely be helpful to still complete the reading for the weeks you miss, in addition to thinking through the in-class discussion questions and exercises.

2. **Weekly Questions (10%):** Starting in week 5, you are required to submit 3-5 weekly reading questions on eLearning by the day before class. These questions are meant to show your engagement with the readings and may serve as discussion starters during class. Your lowest weekly question grade will be dropped. As this is preparation for class, late submissions will not receive credit.
3. **Reading Notes (optional – up to 3% bonus points):** You can earn up to 3 bonus points on your end-of-term grade if you submit notes that earn for credit for every substantive reading week. As you complete the required reading each week, you should take notes to help you engage with the readings and to prepare for class. The aim of readings notes is to learn to synthesize the key aspects of academic readings in addition to thinking through connections within and across each week.

For credit, submit reading notes for all required readings in the specified format by the day before class when the relevant materials are discussed, at the latest. (You may receive partial credit by submitting reading notes on some but not all of the readings.) You may find it helpful to bring reading notes to class with you, on a laptop or printed out.

Grades Related to Developing Original Projects and Extending Knowledge on Course Themes:

1. **Academic Memos (40%):** Directions are posted on eLearning. MA students will write two 1200-1400 word memos based on 3 empirical journal articles; PhD students will write two 1400-1700 word memos based on 4 empirical journal articles. The assignment should be written in your own words. Students have the option for submitting their citations ahead of time for approval. If students do not submit their citations for approval, they should make sure to select articles from journals included on the list on eLearning.
2. **Political Economy Book Discussion and Presentation (30%):**

Students will select an major empirical political economy book for this project. In the first book class session, students are responsible for preparing for the discussion, explaining their book to fellow students, answer any questions, and

providing peer feedback (15%). In the second book class session, students present a summary, critique, and connection of their book in a 9-12 minute presentation to the class (15%).

Students are required to get instructor permission for their book choice. A suggested book list is provided on eLearning, and students may request the instructor approval for other empirical economy books by submitting the book citation for consideration ahead of the approval deadline. More than one student cannot select the same book, so once a student has selected a book it will be crossed off the eLearning list.

Deadlines:

Assignment	Portion	Due Date
Weekly Questions	Weekly, starting week 4	Every week, Monday before class
Reading Notes	Weekly, optional	Every week, Monday before class
Academic Memo 1	Citations, optional	9/15 Friday
Academic Memo 1	Final	9/29 Friday
Academic Memo 2	Citations, optional	10/20 Friday
Academic Memo 2	Draft for Peer Review	10/27 Friday
Academic Memo 2	Final	11/10 Friday
Book Project	Book Choice Approval	9/29 Friday
Book Project	Discussion Prep	10/23 Monday
Book Project	Final Slides	11/27 Monday

*The formal deadline for assignments is 11:59pm on the day listed unless otherwise noted.

Grading Scale:

94+	A	Grades are <u>not</u> rounded up. To receive graduate-level credit for a class, students must earn a B or higher.
90-93	A-	
87-89	B+	When an assignment receives a letter grade A- to C, the numeric equivalent is the average of that letter grade range if no numeric equivalent is specified. The exceptions are an A (since an A+ is also included in the assignment scale) and an F (where a specific score will always be assigned).
84-86	B	
80-83	B-	
77-79	C+	
71-76	C	
70 or below	F	

Course & Instructor Policies

Student Hours: Students are strongly encouraged to meet with the instructor during student hours via MS Teams. Scheduled weekly virtual office hours are available, and you can sign up for an appointment through the link at the top of the syllabus or on the eLearning class homepage. <https://calendly.com/lepinson/student-hours> Additional office hours are posted in weeks leading up to major deadlines. Email the instructor if you have class during student hours if you would like to set an appointment at another time.

Virtual student hours are a set time to discuss material you do not understand or are particularly interested in, ask questions about and get feedback on assignments, and to ask for academic and career advice. Please take advantage of this opportunity for however it is helpful for you.

Email: The best way to get in touch with the instructor outside of the class sessions and student hours is through email. You should always consult the syllabus and course materials on eLearning before emailing to see if the answer to your question can be found there. I will try to respond to emails within two business days. Business days are Monday

through Friday, 9am-5pm CT, not including federal or university holidays. That means if you an email after 5pm on a generic Thursday, you should most likely receive an email response by the end of the following generic Monday. If you send an email at 11pm on a Tuesday, you will likely receive a response by the 5pm on Thursday. If you have not receive a reply to an email that requires a response within 2 business days, please send a follow-up email since your original email may have been lost either in a spam folder or among many emails in my inbox.

The instructor will not read or reply to emails on evenings or weekends. If you email close to an assignment deadline, following this policy you may not receive an answer before the deadline, so plan ahead and consider asking questions during class or a student hours appointment for immediate responses.

Course website: The syllabus, all announcements, information on assignments, and other materials related to the course will be available on the eLearning course homepage.

Late assignments: Written assignments are due on the date assigned, in the form specified. If you have a technical issue submitting an assignment through eLearning, submit through email as a backup. All presentations must be completed in person.

- Memo: Submissions after the set deadline may lose points from their potential grade (5% within one hour, 10% within 12 hours, 25% within 24 hours, 50% within 48 hours, 75% within 72 hours, and 100% more than 72 hours).
- Weekly questions, reading notes: Submissions received after the day before class will not receive any credit, as this is preparation for class.
- Book assignments: As this assignment is preparation for class, no late submissions are possible.

The instructor reserves the right to make exceptions to this policy as circumstances warrant, usually only with prior approval or under instances of extreme emergency or serious illness. Appropriate documentation might be required in some cases.

Extra credit: Extra credit is available by submitting reading notes each week. Other small extra credit opportunities may be made available to the entire class during the semester and will be announced in class and on eLearning. Extra credit cannot increase a student's grade more than one +/- grade level (e.g. from B+ to A-).

Grade Dispute: If you believe that your assignment has been incorrectly graded, you must submit a formal explanation by email to the instructor of why you believe a different grade was earned based on the assignment instructions and rubric. I will regrade the entire assignment within ten business days, and it is possible for you to earn a lower grade, a higher grade, or the same grade. You must wait 48 hours from receiving your grade to initiate a dispute. However, you should make sure to initiate a grade dispute ideally within two weeks of receiving the grade. After receiving the re-graded assignment, you may choose to pursue a formal appeal of the grade following UTD policy: <https://policy.utdallas.edu/utdsp5005>.

Academic Integrity: The faculty expects from its students a high-level of responsibility and academic honesty. Because the value of an academic degree depends on the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. See <https://conduct.utdallas.edu/integrity>.

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment. Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <https://conduct.utdallas.edu/dishonesty>.

Plagiarism: UTD defines plagiarism as the act of stealing the ideas and/or expression of another and representing them as your own. It is a form of cheating and academic dishonesty that can incur severe consequences in order to protect the quality of education offered. Review UTD's plagiarism overview here: <https://conduct.utdalls.edu/dishonesty/#plagiarism>

Plagiarism fits into three main categories: 1- using a source's language without using direct quotations; 2- using information from a source without attribution; and 3- paraphrasing from a source without attribution. Within your written work, you must make explicitly clear where you have borrowed or built from others – including data, opinions, questions, ideas, or specific language.

The second class will include a short lecture on plagiarism. Every assignment in this class requires students to write completely in their own words, and use of AI is *not* a student's own words. Any information or quotations from sources must be properly cited and in quotations as necessary. Since this is a graduate class, students are also advised to meet with the writing center if they have further questions on what constitutes plagiarism. Students suspected of plagiarism must be submitted to the academic review process where the typical sanction is a zero for the assignment.

Classroom Conduct: Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated. Students whose behavior is disruptive and/or threatening either to the instructor or other students will be asked to refrain from such behavior or, in severe cases, to leave the classroom.

Technology in the Classroom: Students are allowed to use laptop computers to take class notes or when instructed to do so by the instructor. All other technology must be turned off and stowed away. Students violating this rule will be asked to leave the class for that day.

Diversity in the Classroom: It is the instructor's intention to create a learning environment that is intentionally inclusive and appreciative of diversity in all its forms including ethnicity, race, gender, sexual orientation, disability, age, socioeconomic status, religion and culture. Students may share their preferred names and pronouns to the class or privately to the instructor. These gender identities and expressions should be honored by the instructor and students.

Children in the Class: (adopted from Dr. Melissa Cheyney's and Dr. Guy Grossman's syllabi)
UTD's formal policy on children in the classroom states students should not bring children to class without advance approval of the faculty member. *All students should work with*

the instructor to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. As such, for this class:

1. All infants are welcome in class as often as needed to support a healthy feeding relationship.
2. For older children and babies, unforeseen disruptions in childcare often put caregivers in the position of missing class to stay home with a child. While this is not meant as a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. But as we are still lingering in a pandemic, please be conscious of not bringing children with contagious symptoms to class for the sake of classmates.
3. If you do need to bring an infant or child to class, please sit close to the door so that if your child needs extra attention and is disrupting learning for other students, you are able to step outside the classroom as needed to meet their needs.
4. Understandably, the highest barrier to completing coursework for caregiver parents is exhaustion once children go to bed. Of course; the same high expectations equitably apply to all students in this class regardless of caregiver status; however, if you are comfortable disclosing this status and reaching out as needed, we can work together to problem-solve while working towards your feeling supported in the school-parenting balance.

If you need help: There are many issues that you might be dealing with in your college career or personal life that can prevent you from succeeding on this course. At UTD, you are not alone. There are many free resources available on campus to help support you during times of struggle, including the Student Success Center, the Student Wellness Center, and Student Counselling Center. For more information, see here: <https://studentwellness.utdallas.edu/>

Accommodations for persons with disabilities: It is the policy and practice of UTD to make reasonable accommodations for students with properly documented disabilities. If you are a student with a disability and believe you will need academic accommodations for this class, you are encouraged to register with the Office of Student AccessAbility (OSA). Some aspects of the course, the assignments, the in-class activities, and the way the course is typically taught may be accommodated to facilitate your participation and progress. OSA will assist you in determining academic accommodations that are appropriate for your situation. Any information you provide is private and confidential and will be treated as such. To avoid any delay, please contact OSA as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until an OSA Letter of Accommodation has been given to the instructor. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, AD 2.224 They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Course Readings Schedule:

Week 1 – 8/22 – Organizational Meeting and Course Introduction

Helpful to prepare you for future class reading:

Hoover Green, Amelia (2013). *How to Read Political Science: A Guide in Four Steps*.
<https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>

Burke, Timothy (2011). *How to Read in College*.
<https://blogs.swarthmore.edu/burke/permanent-features-advice-on-academia/how-to-read-in-college/>

Week 2 – 8/29 – Classical Economics and Its Descendants; includes lectures on research design and plagiarism

1. C.W. London. "Smith's word?" *The Economist*. Nov 1, 2013
2. J.A. Caporaso and D.P. Levine. "The Classical Approach." In *Theories of Political Economy*. Cambridge University Press, 1992.
3. "Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations (1776)." In Naazneen H. Barma and Steven K. Vogel, editors, *Markets as Institutions: The Political Economy Reader*. Pages 27-40. Routledge, 2008.
4. David Ricardo. 2000 [1817]. *On the Principles of Political Economy and Taxation*. London, U.K.: Electric Book Co. Chapter VII.
5. "Friedrich A. Hayek, The Road to Serfdom (1944)." In Naazneen H. Barma and Steven K. Vogel, editors, *Markets as Institutions: The Political Economy Reader*. Pages 91-108. Routledge, 2008.
6. C.W. London. "What was mercantilism?" *The Economist*. Aug 23, 2013

Strongly suggested to help understand terms and concepts:

Economics A-Z Terms: [Classical Economics](#), [Adam Smith](#), [David Ricardo](#), [Free Trade](#), [Mercantilism](#), [Fredrich Hayek](#) (consider also clicking into any subtopics you don't already know)

"The Invisible Hand." 60 Second Adventures in Economics. [[1 minute video](#)]

"Comparative Advantage." 60 Second Adventures in Economics. [[1 minute video](#)]

"Rational Choice Theory." 60 Second Adventures in Economics. [[1 minute video](#)]

"The Wealth of Nations by Adam Smith." World Library Foundation. [[10 min video](#)]

Week 3 – 9/5 – Marxist Economics

1. The Economist. Rulers of the world: read Karl Marx - Second time, farce, May 2018.
2. J.A. Caporaso and David K Levine. Marxian Political Economy. In *Theories of political economy*. Cambridge University Press, 1992.
3. Karl Marx and Friedrich Engels. *The Communist Manifesto*. In Jeffrey C. Issac, editor, Yale University Press 2012 [1848]. Pages 71-117.
4. Robert L. Heilbroner. 1999. *The Worldly Philosophers. The Lives, Times, and Ideas of the Great Economic Thinkers*. Revised Seventh Edition. New York: Simon and Schuster. Page 136-169.
5. Louis Menad. 2016. "Karl Marx, Yesterday And Today." *The New Yorker*. October 3, 2016.

Strongly suggested to help understand terms and concepts:

Angela Davis, “Marxist Political Economy” [[5 minute video](#)]
“Political Theory – Karl Marx.” The School of Life. [[10 minute video](#)]
“Was Karl Mark right?” The Economist. [[5 minute video](#)]

Economics A-Z Terms: [Karl Marx](#)

Week 4 – 9/12 – Neoclassical Economics

1. The Economist. The art and science of economics at Cambridge. The Economist, pages 1–12, January 2017.
2. Todd G Buchholz. New Ideas From Dead Economists. 2007. [Marshall chapter]
3. The Economist. Pigouvian taxes. The Economist, August 19, 2017.
4. Richard D Wolff and Stephen A Resnick. Contending Economic Theories. Neoclassical, Keynesian, and Marxian. August 2012. [p.51-71]
5. J.A. Caporaso and D.P. Levine. Neoclassical political economy. In Theories of political economy. Cambridge University Press, 1992.

Strongly suggested to help understand terms and concepts:

“Alfred Marshall and the Neoclassical Synthesis” Lynne Kiesling. [[8 minute video](#)]

Economics A-Z Terms: [Neo-classical economics](#), [Alfred Marshall](#), [Marginal](#)

Week 5 – 9/19 – Keynesian Economics & Monetary Economics

1. The Economist. Keynes’ Fiscal multipliers: Where does the buck stop? The Economist, pages 1–5, August 2016.
2. J.A. Caporaso and D.P. Levine. “Keynesian Political Economy.” In *Theories of Political Economy*. Cambridge University Press, 1992.
3. “Milton Friedman, Capitalism and Freedom (1962).” In Naazneen H. Barma and Steven K. Vogel, editors, *Markets as Institutions: The Political Economy Reader*. Pages 107-116. Routledge, 2008.
4. Paul Krugman. Who Was Milton Friedman? New York Review of Books, pages 1–13, February 2007.
5. Anna J Schwartz and Edward Nelson. ‘Who Was Milton Friedman?’ - Response. New York Review of Books, pages 1–4, March 2007.
6. Paul Krugman. ‘Who Was Milton Friedman?’ - Response to the Response. New York Review of Books, pages 1–1, March 2007.
7. Ismail Sabri Abdalla and Oscar Pino-Santos. Joint statement on the Nobel Prize Award to Dr. Milton Friedman. The Review of Black Political Economy, 1977.
8. The Economist. The covid-19 pandemic is forcing a rethink in macroeconomics. The Economist, July 25, 2020.

Strongly suggested to help understand terms and concepts:

Economics A-Z Terms: [Keynesian](#), [John Maynard Keynes](#), [Monetarism](#)

David Welna, “Keynes’ Consuming Ideas on Economic Intervention.” NPR [[7 minute recording or read article](#)]

“Game of Theories: The Keynesians.” Marginal Revolution University [[8 min video](#)]

“Game of Theories: The Monetarists.” Marginal Revolution University [[6 min video](#)]
“Anna Schwartz” Marginal Revolution University [[8 min video](#)]

Week 6 – 9/26 – Culture

1. The Economist. “Economists are turning to culture to explain wealth and poverty.” The Economist, September 5, 2020.
2. C.W. London. “What was the Great Divergence?” The Economist, September 2, 2013.
3. “Karl Polanyi, The Great Transformation (1944).” In Naazneen H. Barma and Steven K. Vogel, editors, *Markets as Institutions: The Political Economy Reader*. Pages 121-152. Routledge, 2008.
4. Robert Putnam. 1993. *Making Democracy Work*. Princeton University Press. Chapter 6.
5. Paul Collier. 2017. “Culture, Politics, and Economic Development,” *Annual Review of Political Science*. 20:111-25.

Potentially helpful to understand terms and concepts:

“Karl Polanyi” Marginal Revolution University [[5 min video](#)]

Week 7 – 10/3 – Institutions

1. Thomas Dietz, Elinor Ostrom and Paul C. Stern. 2003. “The Struggle to Govern the Commons.” *Science*. 302(5652):1907-1912.
2. Douglass North and Barry Weingast. 1989. “Constitutions and Commitment,” *Journal of Economic History*. 49(4): 803-32.
3. Daron Acemoglu, Simon Johnson, and James A. Robinson. 2001. “The Colonial Origins of Comparative Development: An Empirical Investigation.” *American Economic Review*, 91 (5): 1369-1401.
4. Lisa Blaydes and Eric Chaney. 2013. “The Feudal Revolution and Europe’s Rise: Political Divergence of the Christian West and the Muslim World before 1500,” *American Political Science Review* 107/1: 16-34.
5. Jeffrey D. Sachs. “Seven Ages of Globalization.” In *The Ages of Globalization: Geography, Technology, and Institutions*, 1–32. Columbia University Press, 2020.

Strongly suggested to help understand terms and concepts:

“What are Institutions?” Marginal Revolution University [[2 min video](#)]

“Importance of Institutions” Marginal Revolution University [[5 min video](#)]

“Elinor Ostrom” Marginal Revolution University [[5 min video](#)]

“Daron Acemoglu” Marginal Revolution University [[6 min video](#)]

Week 8 – 10/10 – Democracy and Development

1. Daniel Treisman. 2020. “Economic Development and Democracy: Predispositions and Triggers,” *Annual Review of Political Science*, 23:241-257.
2. Mancur Olson. 1993. “Dictatorship, Democracy, and Development,” *American Political Science Review*, 87: 567-77.

3. Carlos Boix. 2011. "Democracy, Development and the International System." *American Political Science Review*. 105, 4: 809-828.
4. Stephan Haggard and Robert Kaufman. 2012. "Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule," *American Political Science Review*. 106, 3: 495-516.
5. Gulnaz Sharafutdinova and Karen Dawisha. 2017. "The Escape from Institution-Building in a Globalized World: Lessons from Russia," *Perspectives on Politics*, 15/2: 361-378.
6. The Economist. "Have your cake and eat it" The Economist, June 27, 2015.

Week 9 – 10/17 – Inequality

1. Torsten Persson and Guido Tabellini. 1994. "Is Inequality Harmful for Growth?" *American Economic Review*. 600-20.
2. Karl Ove Moene and Michael Wallterstein. 2003. "Earnings Inequality and Welfare Spending: A Disaggregated Analysis," *World Politics*. 55/4: 485-516.
3. Kenneth Scheve and David Stasavage. 2017. "Wealth Inequality and Democracy." *Annual Review of Political Science*, 20:451-68.
4. Carlos Boix & Frances Rosenbluth. 2014. "Bones of Contention: The Political Economy of Height Inequality," *American Political Science Review* 108(1):1-22.
5. The Economist. Inequality v growth. The Economist, March 1, 2014.

Strongly suggested to help understand terms and concepts:

John Harwood. "5 reasons why income inequality has become a major political issue"

[\[video\]](#)

Matthew Yglesias. "Everything you need to know about income inequality" Vox

[\[explainer\]](#)

Margarita Noriega. "You've already met the people who matter most to every world leader" Vox [\[3 min video and paper excerpts\]](#)

Week 10 – 10/24 – In-Class Book Discussions

Week 11 – 10/31 – Peer Writing Feedback Workshop on Academic Memo 2

Week 12 – 11/7 – Political Economy of Race and Ethnicity

1. James Habyarimana, Macartan Humphreys, Daniel Posner, and Jeremy Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review*. 10/4: 709-725.
2. Alberto Alesina, Stelios Michalopoulos, and Elias Papaioannou. 2016. "Ethnic Inequality" *Journal of Political Economy*. 124/2: 428-488-725.
3. Marianne Bertrand and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination," *The American Economic Review* 94/4:991-1013.
4. Jessica Trounstein. 2020. "The Geography of Inequality: How Land Use Regulation Produces Segregation," *American Review of Political Science* 114(2): 443-455.

Week 13 – 11/14 – Political Economy of Gender

1. Claudia Goldin. 2014. "A Grand Gender Convergence: Its Last Chapter," *American Economic Review* 104/4: 1091-1119.
2. Alberto Alesina, Paola Giuliano, and Nathan Nunn. 2013. "On the Origins of Gender Roles: Women and the Plough," *Quarterly Journal of Economics*. 128(2): 469-530.
3. Torben Iversen, Frances McCall Rosenbluth, and Øyvind Skorge. (2020) "The Dilemma of Gender Equality: How Labor Market Regulation Divides Women by Class," *Daedalus*. 149/1: 86-99.
4. Iain Osgood and Margaret Peters. 2017. "Escape through Exports? Women-Owned Enterprises, Discrimination, and Global Markets," *Quarterly Journal of Political Science* 12/2:143-183.

11/21 – Fall Break – NO CLASS

Week 14 – 11/28 – Foreign Aid

1. Sarah Blodgett Bermeo, 2021. "Foreign Aid" in Jon C. W. Pevehouse and Leonard Seabrooke, editors, *The Oxford Handbook of International Political Economy*. Oxford University Press.
2. Axel Dreher, Jan-Egbert Sturm, and James Vreeland. 2009. "Development Aid and International Politics: Does Membership on the UN Security Council Influence World Bank Decisions?" *Journal of Development Economics* 88/1:1-18.
3. Randall Stone. 2008. "The Scope of IMF Conditionality" *International Organization*, 62(4): 589-620.
4. Michael Findley, Adam Harris, Helen Milner, and Daniel Nielson. 2017. "Who Controls Foreign Aid? Elite versus Public Perceptions of Donor Influence in Aid-Dependent Uganda," 71/4: 633-663.
5. The Economist. Misplaced Charity. *The Economist*, June 11, 2016.

Strongly suggested to help understand terms and concepts:

"What's the Purpose of Foreign Aid?" Council on Foreign Relations. [[3 min video](#)]

Week 15 – 12/5 – Student Book Presentations & Closing Discussion

All additional UT Dallas Syllabus Policies apply and may be found at:
<http://go.utdallas.edu/syllabus-policies>

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor. The most up-to-date version of the syllabus will always be available on the eLearning course homepage.