Political Science 263, European Political Economy

SYLLABUS

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Course Description

An introduction to the politics of the European region during the post-World War II period. The course will examine the historic class compromises and institutions that undergirded the emergence of advanced capitalism in the West European countries. Students will examine the political conditions that gave impetus to the creation, maintenance, crisis, and decline of Keynesian economic policies, social welfare states, social democratic partisan alliances, and cooperative patterns of industrial relations. The course will also examine the rise and reform of the project of European integration, including analyses of the common market, the pitfalls of regional governance (the "democratic deficit" of the European Union), and the project for monetary integration. The course will also address the particular problems faced by the East European countries as they attempt to make a transition from authoritarian, command economies to democratic, market-based economies. Students will assess whether these societies are ready for accession to the European Union.

What is Expected of Students

Students will be expected to read, think, criticize, and form arguments. That will require keeping up on reading assignments and attending class regularly. Students must be fully prepared at all times to discuss the readings and concepts from previous lectures. The best students will be critical but balanced in their assessments, and will develop coherent arguments that they can defend in their writing and their in-class discussion.

Reading Materials

The five required books for this course have been ordered and are presently on sale at the college bookstore. The texts are:


In addition to these texts, this course requires your study of a number of other readings from diverse sources. In order to facilitate your access to these materials, I have placed multiple copies on closed reserve at the library. Also, in order to reduce your costs, I have placed the required materials, including books, on closed reserve. Students are advised to make readable copies of these materials early during the course.

In addition to the readings, this course recommends your use of select multimedia materials. These items include assorted National Public Radio reports accessible through the class web page, CD-ROMs and videos produced and distributed by the European Union. Brief portions of these multimedia items will be presented during class as a part of the lectures, but you may view and listen to these materials in their entirety during off-class hours.
I will occasionally distribute handouts and clippings from *The New York Times*, *The Wall Street Journal*, the *Economist*, the *Financial Times*, the Minneapolis/St. Paul newspapers, and the internet at the beginning of class. Students are also invited to check out links to course relevant web pages on the professor's web page and the class page. Materials on the course's web page will be updated during the semester and will supplement rather than duplicate the substance of the lectures and the readings.

**Grading**

Assessment of the students in this course will be based on their performance on two short writing assignments, a single, long writing assignment, and in-class participation. The grade breakdown follows:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Short Paper #1</td>
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<tr>
<td>Short Paper #2</td>
<td>15%</td>
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<tr>
<td>The Long Writing Assignment</td>
<td>25%</td>
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<tr>
<td>The Comprehensive Exam</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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**The Writing Assignments**

The purpose of the writing assignments is to provide the students with an opportunity to reflect more thoughtfully on both the theories and empirical cases of the course. These assignments must be turned in before or on the due date specified below. Late work will receive no credit.

**Paper #1**: Students will select one of the following countries: Austria, Denmark, Belgium, and the Netherlands. In a five-six page (typed, double-spaced, 12cpi, one-inch margins, paginated) essay, students will be asked to specify:

1. the political economic regime
2. the dominant kind of economic policies
3. the behavior of organized labor, and
4. macroeconomic performance

Students will then be asked to assess the validity of the globalization argument in light of what they have discovered in their empirical analysis. In addition to the required readings, and in particular the Katzenstein book (*Small States in World Markets*), I will place files with materials covering each of these countries on closed reserve at the library. A brief handout will provide further details regarding this assignment at least one week before the paper is due. I encourage students to work on this assignment in small groups.

**Paper #2**: Students will select one of the countries from the first cohort listed above and one of the following countries: the United Kingdom, France, Germany, and Sweden. In a five-six page (typed, double-spaced, 12cpi, one-inch margins, paginated) essay, students will compare their two selected cases to determine which responded more effectively to the challenges posed by "globalization" in the 1970s-90s period. As with the first paper assignment, a brief handout will provide details at least one week before the paper is due.

**The Long Writing Assignment** - Students will be required to prepare one 8-10 page (typed, double-spaced, 12cpi, one-inch margins, paginated) paper on a book-length study of a European political economic issue and/or country. The scope and purpose of the paper are limited by the following:

- Must contain a review of the relevant literature regarding the central analytical question(s) of the work.
  These will be based on assigned readings and other articles, essays, etc. discovered in consultation with the professor.
• Must assess the contribution made by the work under review to the major debates in the literature.
• Complete endnote citation and bibliography must be included.

Beyond these constraints the student is free to select a topic/work, but **consultation with the professor during the first two weeks of the course is required**. The purpose of the long writing assignment is to give the students an opportunity to develop their knowledge of a particular country, issue, or scholarly work while exploring an analytical problem or question. An explanatory handout of the assignment and of the required bibliographic format will be distributed at least two weeks before the assignment is due.

**The Comprehensive Exam**

This exam will be a cumulative, take-home essay exam. Students must choose two of four questions. The answer to each question must be five-six typewritten pages (double-spaced, 12cpi, one-inch margins, paginated). As a capstone exam for the course, it will be graded with higher expectations, hence the slightly larger grade percentage. The questions will be distributed one week before the last class. Students will be required to work in study groups during this time. I will offer a couple of discussion sections prior to the due date to facilitate group study.

Students should study comprehensively for this exam as its main purpose is to assess the students’ progress in learning the theories, concepts, and empirical cases presented in the course. However, the exam will emphasize knowledge and application of broad approaches more than the details of empirical cases. The exam will also test the ability of students to critique and present their own arguments.

**Class Participation**

Communicating your insight into the subjects analyzed in this course is an integral part of the learning experience. In no way do I consider class participation a residual category for subjectively determining the final grade. In this course, I will evaluate your performance in both formal, scheduled presentations and informal class discussion. All oral arguments and presentations will be assessed on structure, relevance, insight, and style.

Although I will lecture at the beginning of our study of each new topic area, I will do less lecturing as you read more on the subject and are better able to discuss materials, issues, and approaches in class.

**The Grading Scale**

I will be using the following grading scale in this course:

- 98-100 A+
- 94-97 A
- 91-93 A-
- 88-90 B+
- 83-87 B
- 79-82 B-
- 76-78 C+
- 72-75 C
- 68-71 C-
- 67/below D/F

**Academic Misconduct**

Given the fact that academe relies upon the ethical conduct of scholars, students are held to the same standards in their own work. Any act of academic dishonesty or misconduct will be referred to the Office of the Associate Dean. For further information, see Carleton College’s *Academic Honesty in the Writing of Essays and Other Papers* and the section on "academic honesty" in *Academic Regulations and Procedures, 1999-00*. Both are available in Laird 140.
Special Needs

Students requiring access to learning tools/special schedules approved by Student Support Services should contact me at the beginning of the course.

**NOTE: Readings must be completed for the dates assigned below.**

PART ONE:

THE POST-WAR II EUROPEAN POLITICAL ECONOMY

Session 1: The Class Compromise of "Embedded Liberalism"

The Antecedents of Class Compromise: Historical Causes of Social Democracy (Jan. 6, Thurs.)

Patterns of Adjustment to the Great Depression: The Large and Small West European Economies Compared (Jan. 11, Tues.)


Keynesian Demand Management and Industrial Policy (Jan. 13, Thurs.)


The Political Institutions of "Democratic Corporatism" and the Keynesian Welfare State (Jan. 18, Tues.)


Session 2: Stagflation and Globalization: The Crisis of the Keynesian Welfare State Model

The Crisis of Keynesian Demand Management and the Globalization Argument (Jan. 20, Thurs.)


Rebuttals to the Globalization Argument (Jan. 25, Tues.)


Group Assessment of Garrett and Lange's and Pierson's Rebuttals (Jan. 27, Thurs.)


PART TWO:

NATIONAL PATTERNS OF REFORM AND RETRENCHMENT

Session 3: Between Liberalism and Étatsisme: The United Kingdom and France
Two Distinct Patterns of Reform?: The U.K. and France (Feb. 1, Tues.)

Peter Hall, *Governing the Economy*, Chapters 4 & 7 (chapters 3 & 6 recommended).

**SHORT PAPER #1 IS DUE (Feb. 1, Tues.)**

Comparative Observations of Institutional Adjustment in the U.K. and France (Feb. 3, Thurs.)

Peter Hall, *Governing the Economy*, Chapters 5 & 8 (chapter 10 recommended).

**Session 4: Reforming Capital-Labor Relations in Germany**

Reforming Germany's "Social Market Economy" (Feb. 8, Tues.)


Peter Hall, *Governing the Economy*, pp. 234-42.


Bargaining for Rights: Capital, Labor, and the State in Germany (Feb. 10, Thurs.)


**Simulation #1:** Tripartite Collective Bargaining in Germany

**Session 5: Rebuilding Social Democracy in Sweden**

The Rise, "Fall," and Return of Swedish Social Democracy (Feb. 15, Tues.)


Bargaining for Rights: Party System and Welfare State Reform in Sweden (Feb. 17, Thurs.)


**Simulation #2:** Partisan Bargaining Over Welfare Reform in Sweden

**PART THREE:**

THE EUROPEAN UNION

**Session 6: The Institutions of the European Union**

The Slow Evolution of the Project of European Integration (Feb. 22, Tues.)

SHORT PAPER #2 DUE (Feb. 22, Tues.)

The Maastricht Convergence Agenda and Domestic Interests (Feb. 24, Thurs.)


*Choose two of the following from Katzenstein’s Tamed Power: Germany in Europe:*


Paulette Kurzer, "Placed in Europe: The Low Countries and Germany in the European Union."

Michael P. Marks, "Moving at Different Speeds: Spain and Greece in the European Union."

Christine Ingebritsen, "Pulling in Different Directions: The Europeanization of Scandinavian Political Economies."

Negotiating Change in a Multiple-Level Game: The Council of Ministers, the Commission, and the European Parliament (Feb. 29, Tues.)

Loukas Tsoukalis, *The New European Economy Revisited*, Chapters 5-6 & 9 (choose one chapter depending upon role in simulation).

**Simulation #3:** Bargaining in the EU

**PART FOUR:**

THE TRANSITIONAL POLITICAL ECONOMIES OF EAST AND CENTRAL EUROPE

Session 7: Surviving the Past: The Path-Dependency of Socialist Institutions (March 2, Thurs.)


Session 8: Integrating East-Central Europe into the European Union (March 7, Tues.)

Włodek Aniol et al., "Returning to Europe," in Katzenstein, *Tamed Power*.

**Debate:** EU Enlargement

**LONG PAPER DUE** and Comprehensive Exam Questions Distributed (March 9, Thurs.)

Final Assessment (March 9, Thurs.)

COMPREHENSIVE EXAM DUE (March 14, Tues.)