



GOVERNANCE & THE ECONOMY

DEPT. OF POLITICAL SCIENCE UNIVERSITY OF UTAH

SYLLABUS DATE | MAY 7, 2018

COURSE DESCRIPTION & OBJECTIVES

This course provides an introduction to how government actions affect the economy - and vice versa. The course emphasizes the intertwined relationship between government actions and economic activity, and how governance choices result in both desired and unintended consequences for economic markets and citizens. It is expected that by the end of the course students will be able to:

- ☞ Recognize and explain some of the central institutions democratic societies use to govern economic activity, including markets, regulations, taxes, and public services.
- ☞ Critically discuss how citizen interests, economic actors, and politics shape how government intervenes in the economy through policy, and how economic actors and activity respond to government actions.
- ☞ Assess to what extent, when, and how public policy picks economic “winners” and “losers,” and argue the merits and defects of American economic governance.

COURSE DETAILS

PADMN 6335-090, Online
Summer Semester, 2018
Canvas: <https://bit.ly/2leecUg>
www.govandecon.net

INSTRUCTOR INFO

Prof. David P. Carter
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COURSE TEXT BOOK

The course book is listed below. The book is available in digital form from the Marriott Library. Of course, students may choose to purchase the book if they prefer a physical copy. The course draws heavily on other materials, such as journal articles, podcasts, and videos; with the exception of the book below, all materials are provided or linked to through the course Canvas or Digital Content sites.

Eisner, Marc Allen. 2014. *The American Political Economy: Institutional Evolution of Market and State* (2nd ed.). New York, NY: Routledge. ISBN: 113461280X, 9781134612802.

COURSE FORMAT

This course is organized in weekly modules. Each module begins on the week's Saturday morning (12:00 a.m.), and the module closes the following Friday (11:59 p.m.). Most of the module materials will be accessible before the week starts, however, *materials may be added or changed at any point before the week begins*. Each weekly module is comprised of a combination of some (or all) of the following elements: an occasional videocast announcement or commentary on the week's topic and content, module readings (i.e. from the course text and journal articles), digital content (e.g. podcasts, videos), and assignments.

CANVAS

The course Canvas site is a virtual classroom and super syllabus all-in-one. There are several aids for addressing any technical difficulties experienced in Canvas, listed below and linked to in the course Canvas site's Help page. Please consult these aids before contacting instructors about technical difficulties.

- ☞ University of Utah Canvas Orientation resources: <http://campusguides.lib.utah.edu/canvas>
- ☞ Online Canvas Guides: <https://community.canvaslms.com/community/answers/guides/>
- ☞ University of Utah IT Help Desk: 801-581-4000

DIGITAL CONTENT SITE

In addition to the Canvas site, this course makes use of a separate Digital Content site: www.govandecon.net. Videocasts and assigned digital content (e.g. podcasts and videos) are available here, all organized by week. Digital Content materials are linked to from the Canvas Modules section, meaning that you will be directed to the appropriate content for a given week through that week's module.

COURSE GROUPS

For the purposes of class discussions and group assignments, you are assigned to a group with 6-9 colleagues. To facilitate interaction across a wider range of course colleagues, groups will be re-assigned halfway through course. You can find your assigned group under the Canvas "People" section.

COURSE EXPECTATIONS & REQUIREMENTS

RESPECTFUL CONDUCT

This course centers on topics and issues on which individuals often hold strong opinions, based on their personal values, beliefs, and interests. It will challenge students to not only respect perspectives that differ from their own, but may call on students to challenge their own opinions and beliefs, and "step into" another's perspective to consider the strengths and limitations of their own argument. In order to facilitate this process and ensure a socially, emotionally, and psychologically safe environment, respectful behavior is the expectation, norm, and requirement in this class. Arguments and ideas may (and are expected to) be challenged, but personal attacks and disrespectful behavior and/or attitudes towards people or groups of people will not be tolerated.

PARTICIPATION & ENGAGEMENT

As this is an online course, your course success and the value you derive from it are highly dependent on course engagement. Effective engagement includes completing all assigned readings, critically processing the covered material, actively engaging in an integration of that material through course assignments, and online discussion postings and responses. A considerable portion of your course grade will be determined by your participation in online discussion posting and responses, as outlined below.

PROFESSOR FACILITATION

This course calls on students to exercise considerable discipline digesting content and completing assignments. You are encouraged to reach out to me should you encounter roadblocks, find yourself uncertain of a course element or requirement, or simply feel you would benefit from one-on-one communication. In-person office hours or a Skype conversation can be arranged, and questions can be asked via Canvas messages or email: david.carter@mpa.utah.edu.

COMMUNICATIONS

All communications from the professor will be sent using the Canvas message feature; be sure to set your Canvas settings such that you are notified when messages are sent (see the Canvas Help page for assistance). All communications between students and the professor are to be respectful in content and professional in tone. In the case of emails and Canvas messages, this means:

- ☞ Stating the purpose of the email and including background information to enable the instructor to understand and respond to the email.
- ☞ Using complete sentences.
- ☞ Refraining from using profanity.

ASSIGNMENTS

Unless assignment instructions indicate otherwise, all assignments are to be submitted in 12 point font with one-inch margins. References and citations must follow American Psychological Association style. Written assignments are to be submitted via Canvas in PDF format. *Assignments are to be submitted via Canvas by 11:59 p.m. on the Friday of the assigned week.*

Late assignment submission policies:

- ☞ Submissions after 11:59 p.m. on Friday of the assigned week are subject to a five percent deduction.
- ☞ An additional five percent may be deducted for each additional 24 hours the assignment is late.
- ☞ Group discussions will be closed for comment at the end of the weekly module.

ASSIGNMENTS OVERVIEW

Assignment overviews are provided here. Detailed assignment instructions are available on Canvas.

COURSE CONTRACT AND CANVAS BIOGRAPHY

You will complete a course contract (which includes a syllabus/course materials quiz) and fill out your Canvas biography in the first week of class.

GROUP DISCUSSIONS

Eight group discussions are scheduled throughout the semester. Group discussion grades are determined in two manners. First, credit will be given simply for participating in the discussion as a complete/incomplete grade. Second, "Group Engagement" grades will be assigned at two points in the semester (halfway through and at the end). Group Engagement grades reflect:

- ☞ Frequency of engagement (i.e.: Does someone participate once or frequently/consistently?)
- ☞ The extent to which participation reflects quality dialogue/exchange with group members (i.e.: Does someone just post a stand-alone comment or do they engage something that was previously stated and offer questions/comments for future discussion?)
- ☞ Constructive and critical content (i.e.: Does someone critically process what was stated and draw on course materials and real-world examples to further the discussion, contributing to the group's knowledge base?).

REFLECTION & SYNTHESIS BRIEFS

You will expand upon three discussion post topics of your choosing in two-page reflection and synthesis mini-essays (aka briefs). The briefs will outline: (1) what your previous understanding of the topic in question (e.g. regulation, licensing, taxes, etc.) was, (2) the more significant or impactful lessons that you are taking away from the appropriate course content and/or discussion, and (3) how your understanding of the topic has changed, including outstanding questions that you have regarding the topic. Each brief is due one week after the close of the discussion topic that you are expanding on.

PRACTITIONER INTERVIEW LESSONS & SYNTHESIS REPORT

This assignment calls on you to identify and interview an individual who holds a managerial-level position in a private sector business/industry. The interview will focus on the individual's experience with how regulations, and public policy more generally, shape and influence her work and industry. You will write a report comprised of the central lessons that emerged from the interview, synthesizing them with the course content and materials.

POINT-COUNTERPOINT ARGUMENTATIVE ESSAY

The purpose of this assignment is twofold. First, to demonstrate your mastery of select course content and ideas. Second, to apply those ideas to gain a better understanding of a contemporary public policy debate of your choice. In a (roughly) five page essay, you will analyze your chosen public policy debate by first detailing the different arguments that are made regarding the issue (e.g. by politicians, activists, or the media), considering the merits of the arguments through the lens of course content and ideas. Then, with your own background research and drawing on credible scholarly and expert sources, you will argue your preferred government action (or inaction) on the issue.

TIMELINE: EVOLUTION OF THE AMERICAN POLITICAL ECONOMY

You will develop a timeline of the more important events regarding the governance of the American economy, covering the time period of the course text *The American Political Economy*. The timeline should include around 20 events from 1890-2013, and several more recent events that took place between 2014 and today. Each event will be accompanied with a one-paragraph explanation of the significance of the event.



COURSE GRADING

The course grading scheme follows. When a course grade falls between integers, I apply a standard rounding procedure: any point total that ends in .0 to .49 will be rounded *down* to the nearest whole number, while any point total that ends in .50 to .99 will be rounded *up*. There is no extra credit in this course.

Course Points	Letter Grade	Description
93-100	A	Outstanding work in terms of content, quality, and creativity of written and oral expression.
90-92	A-	Very good work—thorough in content and generally well written, though with minor flaws and/or omissions.
87-89	B+	Good work—covers the essentials with adequate depth in substance as well as quality of written/oral expression.
83-86	B	Acceptable work—covers most of the essentials with adequate quality of written/oral expression, though lacks depth in some explanations of subject matter.
80-82	B-	Marginal work—borders on unacceptable—weak written/oral expression, coverage of subject matter lacks attention to some essential points and/or is overly vague about them.
73-79	C+/C	Below standard—lacks adequate coverage of essential points, written/oral expression is very weak.
>72	C- and below	Inadequate work/performance overall. Fails to answer questions, writing is very confusing, vague, and/or does not cover many essential points.

Assignments	Course Points
Course Contract	1
Canvas Biography	1
Discussions & Engagement	
Discussion Participation	8
Group Engagement	
1 st half (Weeks 1-7)	10
2 nd half (Weeks 8-15)	10
Reflection & Synthesis Briefs	15
Practitioner Interview Lessons & Synthesis Report	15
Point-Counterpoint Argumentative Essay	24
Point-Counterpoint Essay Outline	1
Timeline: Evolution of the American Political Economy	15
Total	100

COURSE CALENDAR

The course calendar is a roadmap for the semester. *Additional materials may be posted as the semester progresses. Topics, materials, and dates may be altered.* Changes to the calendar will be announced on Canvas and reflected in an updated syllabus (posted on Canvas).

COURSE CALENDAR ICONS



Course text reading



PDF readings posted on the Canvas site



Assignment submission



Digital content on the Digital Content site



Group discussion

WEEK 1, MAY 14-18 | COURSE INTRODUCTION

Assignments (due Saturday, May 19 at 11:59 pm)

- Course contract/syllabus quiz
- Canvas biography
- Video Introduction

Readings & Materials

1. Course Intro Videocast
2. Course canvas site
3. Syllabus
4. Course expectations & guides (on the Canvas Course Resources page)
 - a. Course writing expectations
 - b. APA citation & referencing tips
 - c. Online discussion tips
 - d. How to read lots of stuff for grad school

WEEK 2, MAY 19-25 | INTRODUCTION TO THE GOVERNANCE OF ECONOMIES

Assignments (due Friday, May 25 at 11:59 pm)



Course Hopes & Anxieties

Readings & Materials

1. Eisner, *The American Political Economy*, Part I (pgs. 1-39)
2. Van der Heijden (2011) "Institutional layering: A review of the use of the concept"
3. *The Uncertain Hour*, "A day in the life, surrounded by federal regulations" (video; 3 mins.)
4. *Planet Money* #522, "The Invention of 'the Economy'" (podcast; 17 mins.)
5. *This American Life*, "How to create a job" (podcast; 58 mins.)

WEEK 3, MAY 26-JUNE 1 | MARKETS AS GOVERNANCE

Assignments (due Friday, June 1 at 11:59 pm)

 Markets, Prices, & Anti Price-Gouging Policies

Readings & Materials

1.  R. Roberts, "Where do prices come from?" (digital essay; ≈10 mins.)
2.  *Planet Money* #665, "The free food market" (podcast; 18 mins.)
3.  R. Roberts, "It's a wonderful loaf" (video; 7 mins.)
4.  NPR, "Some economists think price gouging is good" (radio story; 3 mins.)
5.  *Marketplace*, "Economists don't think price gouging is a problem. But what about our social values?" (radio story; 4 mins.)

WEEK 4, JUNE 2-8 | THE PROGRESSIVE ERA & REGULATORY STATE

Assignments (due Friday, June 8 at 11:59 pm)

N/A

Readings & Materials

1.  Eisner, *The American Political Economy*, Ch. 3 (pgs. 43-61)
2.  Stigler (1971) "The theory of economic regulation"
3.  *The Uncertain Hour* S02-6, "Who's regulating whom?" (podcast; 45 mins.)
4.  *Planet Money*, "The Friday podcast: Sex, drugs, and regulation" (podcast; 20 mins.)

WEEK 5, JUNE 9-15 | REGULATING ECONOMIC ACTIVITY

Assignments (due Friday, June 15 at 11:59 pm)

 Who does Regulation Serve?

 Practitioner interview confirmation email (Forwarded to Prof. Carter)

Readings & Materials

1.  Shleifer (2005) "Understanding regulation"
2.  Lipsky (2014) "Rulemaking as a tool for democracy"
3.  *The Uncertain Hour* S02-1, "The peanut butter grandma goes to Washington" (podcast; 33 mins.)
4.  *The Uncertain Hour* S02-2, "The peanut butter wars" (podcast; 37 mins.)
5.  *The Uncertain Hour* S02-3, "The peanut butter verdict" (podcast; 40 mins.)

WEEK 6, JUNE 16-22 | THE NEW DEAL & REGULATING OCCUPATIONS

Assignments (due Friday, June 22 at 11:59 pm)

 The Good & Bad of Occupational Licensing

Readings & Materials

1.  Eisner, *The American Political Economy*, Ch. 4 (pgs. 62-83)
2.  Kleiner (2000) "Occupational licensing"
3.  *Planet Money* #381, "When businesses love regulation" (podcast; 15 mins.)
4.  *EconTalk*, "Dick Carpenter on bottlenecks" (podcast; 75 mins.)
5.  *EconTalk*, "Beth Redbird on licensing" (podcast; 60 mins.)

WEEK 7, JUNE 23-29 | THE WELFARE STATE AND MACROECONOMY

Assignments (due Friday, June 29 at 11:59 pm)

 Steering the Macroeconomy

 Practitioner Interview Lessons & Synthesis Report

Readings & Materials

1.  Eisner, *The American Political Economy*, Chs. 5 & 6 (pgs. 62-122)
2.  Steinmo (2003) "The evolution of policy ideas: tax policy in the 20th century"
3.  *Planet Money*, "Keynes vs. Hayek" (podcast; 28 mins.)
4.  Optional extra: "Fear the boom and bust: Keynes vs. Hayek rap battle" (video; 7 mins)
5.  *EconTalk*, "Greg Mankiw on gasoline taxes, Keynes and macroeconomics" (podcast; 60 mins.)

WEEK 8, JUNE 30-JULY 6 | GOVERNANCE & INEQUALITY

Assignments (due Friday, July 6 at 11:59 pm)

N/A

Readings & Materials

1.  Eisner, *The American Political Economy*, Ch. 7 (pgs. 123-143)
2.  Hacker & Pierson (2010) "Winner take all politics: Public policy, political organization, and the precipitous rise of top incomes in the United States"
3.  Rose & Baumgartner (2013) "Framing the poor: Media coverage and U.S. poverty policy, 1960-2008"
4.  *The Uncertain Hour* S01-3, "What' love (styles) got to do with it?" (podcast; 34 mins.)
5.  *The Uncertain Hour* S01-4, "Everything but the kitchen sink" (podcast; 23 mins.)

WEEK 9, JULY 7-13 | GOVERNING POVERTY

Assignments (due Friday, July 13 at 11:59 pm)

 What is American Welfare and Who Does it Serve?

 Point-Counterpoint Argumentative Essay OUTLINE

Readings & Materials

1.  Eisner, *The American Political Economy*, Ch. 8 (pgs. 147-169)
2.  Tach & Edin (2017) "The social safety net after welfare reform: Recent developments and consequences for household dynamics"
3.  Abramovitz (2006) "Welfare reform in the United States: Gender, race and class matter"
4.  *The Uncertain Hour* S01-6, "The road not taken" (podcast; 43m mins.)
5.  *On the Media*, "The safety net just got a little less safe" (podcast, 27 mins.)

WEEK 10, JULY 14-20 | THE GLOBAL ECONOMY

Assignments (due Friday, July 20 at 11:59 pm)

 Does Protectionism Breed Prosperity (& for Whom)?

Readings & Materials

1.  Eisner, *The American Political Economy*, Ch. 9 (pgs. 170-187)
2.  Stone (2008) "Global public policy, transnational policy communities, and their networks"
3.  *Planet Money* #883, "Worst. Tariffs. Ever." (podcast; 21 mins.)
4.  *The Indicator*, "Obama, Trump, and trade" (podcast; 5 mins.)
5.  *Planet Money*, "Bret Setser explains the China thing" (podcast; 22 mins.)
6.  *This American Life*, "Continental breakup" (podcast; 57 mins.)

WEEK 11, JULY 21-27 | THE GREAT RECESSION (& BEYOND)

Assignments (due Friday, July 27 at 11:59 pm)

 Course-End Reflections

 Point-Counterpoint Argumentative Essay

Readings & Materials

1.  Eisner, *The American Political Economy*, Chs. 10 & 11 (pgs. 188-220)
2.  *Planet Money*, "The week America's economy almost died" (podcast; 19 mins.)
3.  *Planet Money*, "Anatomy of a bank takeover" (podcast; 13 mins.)
4.  *Planet Money* #757, "Strong feelings about Dodd-Frank" (podcast; 25 mins.)

WEEK 12, JULY 28-AUGUST 1 | COURSE WRAP-UP

Assignments (due Wednesday, August 1 at 11:59 pm)

 *cont'd...* Course-End Reflections

 Timeline: Evolution of the American Political Economy

Readings & Materials

1.  Course End Videocast

CONDUCT POLICIES, ACCOMMODATIONS, & RESOURCES

ACADEMIC HONESTY

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to the Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Academic dishonesty will not be tolerated, as public service is a calling that requires students - future and current administrators - to understand the importance of ethical behavior in all facets of their work, including their academic coursework. The University of Utah and the Program in Public Administration expect students to adhere to generally accepted standards of academic conduct. Academic misconduct is defined in the University's student code as follows: *Academic dishonesty includes, but is not limited to cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information.* Cases of academic misconduct will be dealt with immediately and may result in failure of the class. It is expected that you will cite for every assignment—give credit where credit is due!

Please read the entire MPA Academic Honesty Statement at: www.mpa.utah.edu

ADDRESSING SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

GENERAL WELLNESS RESOURCES

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful re-

sources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

ADA RESOURCES

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the instructor, as well as to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

LGBTQ RESOURCES

I am committed to inclusivity and respect for all students in the classroom, including and not limited to LGBT individuals. Additionally, the University of Utah has a LGBT Resource Center located in the Olpin Union Building, Room 409. Their website contains more information about the support they offer, a list of events, and links to additional resources: <http://lgbt.utah.edu/>.

VETERANS RESOURCES

The University of Utah has a Veterans Support Center located in the Olpin Union Building, Room 161. Their website contains information about what support they offer, a list of ongoing events, and links to outside resources: <http://veteranscenter.utah.edu/>.

ENGLISH LANGUAGE & WRITING RESOURCES

There several resources on campus that will support English language learners with language and writing development. These resources include the Writing Center (<http://writingcenter.utah.edu/>), the Writing Program (<http://writing-program.utah.edu/>), and the English Language Institute (<http://continue.utah.edu/eli/>).