University of Toronto  
Department of Political Science  
POL 472H / 2372H  

The Comparative Political Economy of Industrial Societies  
Fall 2009  

Professor: Rodney Haddow  
Class time: Monday, 12-2  
Class location: TC 24  
My office location: 3119 Sydney Smith Hall; 100 St. George Street  
Office hours: Monday, 2:30-3:30 PM; Tuesday, 4:30-5:30  
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Course description: This seminar course examines the relationship of state and economy in advanced capitalist democracies, assessing the importance of differences across time and space for a proper understanding of this connection. It investigates the ‘variable geometry’ of the relationship between the exercise of sovereign authority and the production and distribution of wealth and income under advanced capitalism. There is now a voluminous and dynamic literature within political science on these questions. We will start with an examination of the current debate about the ‘Varieties of Capitalism’ (VoC) approach to comparative political economy and its alternatives, antecedents and relevance to Canada. The course then addresses the state’s possibly shifting scale, its role in stimulating growth and in macro-economic policy, the impact of trade unions, and the social basis of voting and electoral systems.

Format: This is a seminar course; classroom sessions will be devoted to the discussion of the readings assigned for that session. Students are expected to complete the required readings, even when they are not submitting a paper or making an oral presentation.

Readings: There are four articles listed under ‘required readings’ for each week of the course. All four readings are mandatory for graduate students, and must be incorporated into submitted essays. Undergraduate students are required only to do three of these readings each week, and to write about those three when preparing a paper. The list of ‘additional readings’ underneath each topic is for your information only, in case you wish to study a theme in greater depth.

Required readings will be assembled in a course pack, except for those that are available on line to you free of charge through UTL in scholarly journals. Course pack readings are identified with a [P]. It is best to access articles from UTL by typing the journal name in the ‘e journals’ window; then click on the first search engine provided in response for that journal. (I have done this for all of the articles listed and I identify
below those for which another engine is better). You should get the PDF version of articles.

Information about how to obtain the course pack will be available at the first class.

### Grading Scheme and Course Requirements:

#### POL 472H:

- 4 short essays (4-6 pages each)  
  [double spaced, minimum 12 pt.]  
  (each essay is worth 20%)  
  80%

- 1 oral presentation  
  (in conjunction with one of the above)  
  5%

- Oral participation  
  15%

#### POL 2372H:

- 5 short essays (4-6 pages each)  
  [double spaced, minimum 12 pt.]  
  (each essay is worth 15%; your best is worth 20%)  
  80%

- 1 oral presentation  
  (in conjunction with one of the above)  
  5%

- Oral participation  
  15%

**Written and oral assignments:** The most important responsibility for students in the course is to prepare four 4-5 page (1000-1250 words) (undergraduate) or five 5-6 page (graduate) (1250-1500 word) papers, based on the assigned readings. There is considerable flexibility regarding which topics you write on, but at least one paper must be submitted by October 19 to comply with the university’s course-drop decline. These essays are expected to accomplish two tasks: [a] they should provide a clear review of the main arguments made by each of the readings assigned for that week; and [b] they should make an argument, by pointing to a major issue or theme addressed in the readings, comparing what the different authors have to say about this question, and evaluating these different perspectives. Needless to say, papers should be written in good standard English, and with appropriate references to the sources used.

Essays are due in class, at the beginning of the class, on the date when their topic will be discussed in the seminar. Because the seminar discussion should serve to clarify the readings for all participants, it would not be fair for me to accept papers submitted late without significant penalty. Consequently, late papers will be subject to a penalty of 10% during the first 24 hours after they are due, and of 20% thereafter. The 10% penalty will rise to 20% for a second or subsequent one-day-late assignment.
In conjunction with one of these essays, each student will also make one 10 minute presentation of their argument, in class. Presentations should not simply summarize the readings. They should be argumentative, and provide a cogent analysis of a theme relevant to the readings. The presenter should assume that other seminar participants are familiar with the readings. **Students will sign up for a presentation during the second week of classes;** there will be a maximum of two presentations per class, unless enrolment is so large as to require more.

Finally, students will be graded for participation. Five marks will be assigned based on attendance at class. Only documented medical grounds will be accepted as an explanation of non-attendance. Students will lose one per cent of their term grade for each class missed without evidence of such grounds. (If more than five classes are missed, further grades will be deducted). The other ten marks will be based on the quality and quantity of each student’s involvement in oral discussions. It is not essential that you be talking all the time. But I do expect each student to make an effort to contribute to each week’s seminar discussion. In evaluating this participation, I am particularly interested in the extent to which the oral contribution shows a correct understanding of the readings, and gives evidence that the student has reflected upon them. Particular emphasis will be attached to each student’s contribution during weeks when they are not submitting an essay.

**Seminar themes and readings:**

1. **September 14: Introduction to the Course.**

2. **September 21: Hall & Soskice’s ‘Varieties of Capitalism’: What are this typology’s insights and failings?**
   
   **Required Readings:**
   

   **Additional Readings:**
   


Howell, Chris, “Varieties of Capitalism” [review article], *Comparative Politics*, vol. 36 (2003).


3. **September 28: Alternative Categorizations: Is there a better typology?**

   **Required Readings:**


   **Additional Readings:**


4. October 5: The History of Capitalist Development: Could the typologists have benefitted from a more historical perspective?

Required Readings:
Karl Polanyi, The Great Transformation (Boston: Beacon Press, 1944), 56-85 [P]

Additional Readings:

5. October 19: Canada’s Political Economy: Is it Liberal? What are its Prospects?

Required Readings:

**Required Readings:**


**Additional Readings:**


7. November 2: Macroeconomic Policy (2): Globalization and Taxation Policy: Is there a race to the bottom?

**Required Readings:**


**Additional Readings:**


8. **November 9: Re-Scaling the State: the Case of Europe: Does re-scaling mean liberalization? What are the implications for the nation-state?**

**Required Readings:**


Bob Hanché, and Martin Rhodes, “EMU and Labour Market Institutions in Europe – the rise and fall of national pacts,” *Work and Occupations*, vol. 32, no. 2 (2005), 196-228


**Additional Readings:**


9. **November 11: Growth and Innovation: Are these ‘endogenous’ and ‘path dependent’? If so, at what spatial level?**

**Required Readings:**


**Additional Readings:**


**Required Readings:**


**Additional Readings:**


11. **November 23: Class Voting: How Much ‘dealignment’ has occurred? Why?**

**Required Readings:**


**Additional Readings:**


12. **November 30: Electoral Systems: What are their social origins and consequences?**

**Required Readings:**


**Additional Readings:**


**Additional themes (that we won’t get to in this course):**

[A] **Coordinative Political Economies: A Failed Option? Are these nations now pursuing similar or distinctive paths?**

**Core Readings:**


**Additional Readings:**


[B] Liberal Political Economies: A Template for the 21st Century? Does the Model Fit the US?

Core Readings:


Additional Readings:


[C] Labour Markets and Varieties of Labour Market Policy: When does capitalism produce high skills? When does regulation hurt?

Core Readings:


Additional Readings:

Armingeon, Klaus, “Active labour market policy, international organizations and domestic politics,” *Journal of European Public Policy*, vol. 14, no. 6 (2007), 905-932.


