

УЧЕБНЫЕ ПРОГРАММЫ

Б. Э. Линд

Economy and State (Хозяйство и государство)

Четвёртый курс, специализация «экономическая социология», факультет социологии НИУ ВШЭ.



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General Course Description

Rather than mutually exclusive institutions, the economy and the polity are interdependent realms of social life. The degree of their interdependence is not a matter of coincidence, but instead it is a result of conscious decisions and actions. This course aims to instruct students on the topic of their intersection. It seeks to inform students when, how, and why these two institutional realms interact with each other. Likewise, it offers explanations as to when, how, and why these institutions avoid interaction. In particular, it will highlight conflicting, normative viewpoints when appropriate.

English will be the only language used in the course.

Goals of the Course

Students enrolled in the course will develop a general knowledge on economic and political sociology through attention to specific topics. These topics include approaches taken by classical theorists, how states approach property and money, welfare states and public goods, the states' role as a mediator between business and labor interests, regulations to business practices and private firms, development, the global economy, and approaches to environmental issues.

Program Author and Course Instructor

Benjamin Lind received his PhD in sociology from the University of California, Irvine, USA. His dissertation focused on the growth and spread of strikes and lockouts in the United States during the late nineteenth century. The research emphasized how microlevel economic conflicts transform into macrolevel upheaval. His current research continues to develop theories and findings from his dissertation for general audiences. His general interests are on labor, social conflict, and networks.

Thematic Plan of the Course

№	Theme	Total Hours in Theme	Lecture (hours)	Seminar (hours)	Independent Work (hours)
1.	General Theory & Concepts	20,4	2	1,2 × 2	16
2.	The State & Property	20,4	2	1,2 × 2	16
3.	The State & Money	20,4	2	1,2 × 2	16
4.	Welfare States & Public Goods	20,4	2	1,2 × 2	16
5.	Labor	40,8	4	2,4 × 2	32
6.	Firms	20,4	2	1,2 × 2	16
7.	Development & Prosperity	20,4	2	1,2 × 2	16
8.	Global Economy: Transactions & Territory	20,4	2	1,2 × 2	16
9.	Environmental Policy	20,4	2	1,2 × 2	16
Total		204	20	24	160

Course Schedule

Below details the reading for each thematic unit. The required readings are to be completed before each class. Students are responsible for understanding all reading material assigned from [Bandelj, Sowers 2010]. To aid reading comprehension, the instructor recommends the students identify both the questions posed by the authors as well as the answers the authors provide. *These questions and answers will be raised during both seminar and the final exam.* The required, complimentary articles and chapters may be abridged at the instructor's discretion following an in-class announcement. Excluding those students who present on them, the additional readings are optional for the class at-large.

1. General Theory and Concepts

The class begins with a general introduction to both the course as well as basic concepts and general theory on the intersection of the economy and the state. From both the reading and lecture, students should understand the definitions of economy (in general, and also both informal and illegal), the state (as defined by Weber), economy-state dualism, state-economy embeddedness, interventionist state, the types of state interventionism (public goods, statbilization, social rights, protectionist, and socialist), monetary policy, and fictitious commodities. Students should also be familiar with concepts such as developing and transitional states, welfare states, and supranational institutions. The discussion should consider the strengths and weaknesses of the general theorists, as well as examples to demonstrate the concepts introduced in the reading.

Required Reading: [Bandelj, Sowers 2010, Ch. 1 (25 pgs)]¹; [Block, Evans 2005 (21 pgs)].

Additional Reading: [Granovetter 1985]; [Marx, Engels]; [Weber].

2. The State and Property

A state's control over property characterizes its macroeconomic agenda. States have the prerogative to define the boundaries of private property and collective ownership. Discussion points should address the process

¹ Здесь и далее для каждого источника обязательной литературы приводится общее количество страниц, которые студенты должны прочитать в ходе освоения материала по соответствующей теме; полные же описания обязательной и дополнительной литературы с указанием конкретных страниц см. в списке литературы в конце документа. — *Примеч. ред.*

by which states define these boundaries and whose interests they represent. Students should be prepared to discuss the five dimensions of how property varies, the greater consequences of property, and how property rights change by providing illustrative examples. Further, students need to understand the concepts of market exchange, redistribution, capitalism, the invisible hand, competition, redistribution, private property, the varieties of capitalism and socialist economies, along with general trends in income inequality.

Required Reading: [Bandelj, Sowers 2010, Ch. 2 (29 pgs)]; [Carruthers, Ariovich 2004 (23 pgs)].

Additional Reading: [Argrawal, Ostrom 2001 (29 pgs)]; [Campbell, Lindberg 1990 (13 pgs)]; [Lind, Stepan-Norris 2011 (45 pgs)]; [Lipset, Marks 2001]; [Stark 1996 (34 pgs)]; [Suhomlinova 2007 (23 pgs)]; [Walder 1992 (15 pgs)].

3. The State and Money

This thematic unit addresses how states regulate money. Special attention should be dedicated to concepts like authority and legitimacy, especially with respect to the sources of and challenges to moral authority, as well as (the institutionalization of) creditworthiness. Students should be able to define monetary and fiscal policy, and also financialization. Further, an understanding of theories on state-centered neo-chartalism (SC-NC) and circuit-centered micro-sociology (CC-MS), as well as their synthesis, are required.

Required Reading: [Bandelj, Sowers 2010, Ch. 3 (27 pgs)]; [Polillo 2011 (27 pgs)].

Additional Reading: [Beckert 2010 (17 pgs)]; [Bell 2000 (17 pgs)]; [Bell 2001 (15 pgs)]; [Campbell 1993 (22 pgs)]; [Ferguson 2008 (book)]; [Helleiner 2003 (book)]; [Kiser, Sacks 2011 (20 pgs)]; [Morgan, Prasad 2009 (44 pgs)].

4. Welfare States and Public Goods

The topic of this thematic unit focuses upon the public goods states provide. It highlights the contingent nature regarding how these policies come into existence. Discussion should adopt a comparative framework on these processes. Students should understand the following concepts: decommodification, welfare state, the three kinds of welfare regimes, explanations for welfare state development, as well as the consequences and challenges to the welfare state. Further, students must understand the theories Quadagno presents on antistatist values, weak labor and power resources, political institutions and policy legacies, and stakeholder mobilization theory. Students will be expected to apply these concepts and theories to both hypothetical and historical examples comparatively.

Required Reading: [Bandelj, Sowers 2010, Ch. 4; 84–101 (17 pgs)]; [Quadagno 2004 (19 pgs)].

Additional Reading: [Amenta 1993 (13 pgs)]; [Amenta 2000 (book)]; [Esping-Andersen 1990 (book)]; [Esping-Andersen 2006 (14 pgs)]; [Hicks, Misra 1993 (42 pgs)]; [Hicks, Misra, Nah Ng 1995 (20 pgs)]; [Pampel, Williamson 1987 (32 pgs)]; [Skocpol 1995 (book)].

5. The Intersection of Labor and Polity

This thematic unit assesses the relationship between the state and employment. This addresses general principles on labor market regulation and participation. It also dedicates time to challenges to both the state and economy through unions and the labor movement. It considers repression to the labor movement on behalf of corporate and governmental alliances.

In addition to policy regulating the labor market, discussion should highlight the contentious issue of employee rights. It is important for students to understand the role of unions vis-a-vis the labor market and government. Further, they should be able to describe the types of unions along with their respective skill, structure, work organization, respective labor market, employment, union security, and political action. Students also should be able to explain Lee's argument on the consequences of union-centered and union-linked mobilization along with how unions affect government. Additionally, attention should be devoted to how the two world wars affected labor unrest as well as the «fixes» that transformed global capital production and the post-war reactions to strong labor movements. Lastly, students should be able to define labor unions, corporatist bargaining, and also be familiar with state labor policies and labor performed by prisoners, immigrants, and informally.

Required Reading: [Bandelj, Sowers 2010, Ch. 4; 101–109 (8 pgs)]; [Lee 2007 (24 pgs)]; [Powell 2011]; [Silver 2003, Ch. 4 (43 pgs)]; [Streeck 2005 (29 pgs)].

Additional Reading: [Burawoy 1976 (37 pgs)]; [Clawson, Clawson 1999 (24 pgs)]; [Dixon 2010 (17 pgs)]; [Griffin, Wallace, Rubin 1986 (20 pgs)]; [McCammon 1990 (23 pgs)]; [Rodriguez 2010 (book)]; [Stepan-Norris, Zeitlin 1989 or 2003 (corresponding chapter) (29 pgs)].

6. Firms

This thematic unit centers upon general principles on how the state regulates business and industry, as well as the relationships between firms. Students should be able to contrast the sociological approach to studying firms with that of economists and other disciplines. From the text, students should be familiar with definitions of transaction costs, corporations, neo-institutionalism, market fundamentalism, corporate governance, antitrust legislation, and interlocking directorates.

Additionally, students should know Fligstein's definitions for institutions, markets, governance structures, as well as his conceptions of control and rules of exchange. Further, students should be able to: elaborate on the two forms of potential market instability; identify the two forms of pressure on states and the consequences as these pressures become interdependent; and describe the three phases of market formation.

Required Reading: [Bandelj, Sowers 2010, Ch. 5 (26 pgs)]; [Fligstein 1996 (17 pgs)].

Additional Reading: [Clawson, Neustadt 1989 (24 pgs)]; [Gereffi, Christian 2009 (18 pgs)]; [Ingram, Yue, Rao 2010 (39 pgs)]; [Levi-Faur 2005 (20 pgs)]; [Mizuchi 1989 (23 pgs)]; [Mizuchi 1996 (27 pgs)].

7. Development and Prosperity

This thematic unit provides an introduction to national well-being and macro-level development. This introduction will include both contemporary and historic cases of state development for greater generalization. As with the thematic unit on Welfare States, the discussion for this thematic unit should highlight the historical contingency of macro-level processes.

Students should be able to compare, contrast, and evaluate the various approaches and debates regarding national development. This includes modernization theory, dependency theory, the world-systems perspective, the neoclassical economic approach, the comparative institutionalist approach, and also the “late industrialization” perspective. Students should also be able to define terms such as developmental, regulatory, and predatory states, as well as provide an accurate conceptualization of embedded-autonomy.

Further, students should understand the Weberian state hypothesis and its affect on national development. Students should be able to identify the two Weberian points on bureaucratic structures that Evans and Rauch emphasize, as well as describe the advantages these points should they have on development.

Required Reading: [Bandelj, Sowers 2010, Ch. 6 (26 pgs)]; [Evans, Rauch 1999 (17 pgs)].

Additional Reading: [Fligstein, Sweet 2002 (37 pgs)]; [Hillman, Aven 2011 (54 pgs)]; [Tilly 1990, Ch. 5 (33 pgs)]; [Wallerstein 1983 (11 pgs)].

8. The Global Economy: Transactions and Territory

The thematic unit here relates to trade and interaction between nation-states. The thematic unit will adopt both relational theories and methods to address international economic exchange. For discussion, students should critically assess, perhaps normatively, the benefits and costs of specific types of exchange. Students must possess a sound understanding of how states have regulated trade historically as well as how contemporary trade organizations may have supplanted the role of the state. Students are expected to fully understand the concept of Foreign Direct Investment, along with the relational factors that determine its flow. Definitions to know include mercantilism, neoliberalism, multinational corporations, and the Washington consensus.

Required Reading: [Bandelj 2002 (33 pgs)]; [Bandelj, Sowers 2010, Ch. 7 (27 pgs)].

Additional Reading: [Bandelj 2003 (17 pgs)]; [Dreiling, Darves 2011 (49 pgs)]; [Mahutga 2006 (36 pgs)].

9. Environmental Policy

This thematic unit approaches environmental policy as a case study on the interaction between businesses and the states. On the one hand, environmental quality represents a public good of interest to the general polity. On the other hand, environmental regulations are often portrayed as barriers to business. Most importantly, discussion ought to relate elements from this case to concepts from previous thematic units. Discussion should address the conditions under which environmental considerations should be taken into account, how regulations emerge, and the challenges for and against regulations. This includes familiarization with the syntheses («models») on the societal-environmental debate. Attention should be devoted to both the environmental strategies firms use with regard to civil society and the political sphere as well as community response to such strategies. At a theoretical level, students must be able to understand and contrast the Treadmill of Production theory with the Ecological Modernization approach.

Also, consider the case of deforestation; according to Jorgenson and Burns, what causes it? Which aspects of population dynamics and economic development lead to this outcome? How do these findings speak to the debate between the Treadmill of Production and the Ecological Modernization approach?

Required Reading: [Jorgenson, Burns 2007 (22 pgs)]; [Schnaiberg 2005 (23 pgs)].

Additional Reading: [Frank, Hironaka, Schofer 2000 (20 pgs)]; [Jorgenson 2006 (27 pgs)]; [Rootes 2004 (32 pgs)].

Grading

Grades for the course are assigned according to three sets of criteria: class room activities, a paper, and a final exam.

1. *Classroom activities* account for 33 % of the final grade. The grade for class room activities will be divided equally into three parts, each worth 11 % of the final grade. These three parts include attendance, participation, and a presentation of a reading in seminar. Attendance is required and will be taken during each class. «Participation» is a subjective assessment that includes responding to questions and asking insightful comments. Each student will also be required to present one of the additional readings during seminar. The presented readings will be assigned to the students. Presentations should (a) *review* the assigned reading, giving special attention to the core theories and concepts addressed as well as theoretical support or refute, should the piece contain original empirical research; (b) *evaluate* the strengths and weaknesses of its argument in terms of the soundness of theory, data, methodology, case selection, and (or) generalizability; (c) *relate* the reading to an earlier concept (or reading) in the course and (or) a contemporary example; and (d) *stimulate a dialog* among the class by posing questions, controversial viewpoints, and (or) introducing debate.

2. The course also requires students complete a *paper assignment*. The paper will also count for 33 % of the final grade. The goal of the paper assignment is to relate one contemporary, newsworthy issue to concepts from the course. The issue must be contemporary (occurring during the present module) and address an intersection of economic and political activity. In addition, the issue must be contentious, meaning that collective groups must disagree with each other over the issue. In addition to describing the issue, the student must relate the matter to themes and concepts from the course, include additional academic citations not in this syllabus's bibliography, and the student must «pick a side» on the matter being debated according to principles learned from the course. Importantly, the paper must present some resolution with regard to theoretical debate. The paper should be between five and ten pages. A detailed outline will be provided in-class. Papers turned in one to two days after the deadline will receive a 10–20 % penalty and papers turned in three days or more late will not be accepted. Plagiarism *to any degree* will result in a paper grade of zero and dean notification.

3. The *final exam* counts for 34 % of the final grade. The final exam will be written, cumulative, and test for reading comprehension and attentiveness in class. The most important subject matter for students to prepare for is outlined above in the descriptions of the thematic sessions. While the format of the exam will be mixed, it will include short answer and essay portions. The exam will assess a student's knowledge of basic definitions through short answers, familiarity with theoretical models by way of short-form essays, and applied reasoning skills in a long-form essay that presents a social dilemma in need of a theoretically informed answer. The instructor will hold an open-ended review session one week prior to the exam.

Reexamination policy. Following HSE protocol, students who fail the course are entitled to retake a final exam. This reexamination option will count only toward the students' final exam grade (34 % of the course). Students' reexamination grade will not substitute for poor grades earned prior to the final exam (i.e., classroom activities and the paper assignments).

Bibliography

The primary textbook used for the course will be [Bandel], Sowers 2010]. The additional readings will serve as supplements and either elaborate material covered in the textbook or address additional topics when appropriate. To spare time, page numbers within the articles will be specified within class.

It does not matter to the instructor which edition or translation you read.

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