

GVT 3557: AMERICAN EXCEPTIONALISM QUESTIONED: C(OMPARATIVE) P(OLITICAL) E(CONOMY)  
(FALL 2016)

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*Teaching Assistants:*

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*Course web site:*

<http://www.blackboard.cornell.edu>

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Part 1 : Syllabus

OVERVIEW

Do you want to learn the discussion-based case method as taught at the Harvard Business School? Do you want to learn how to write a long research paper? Do you not want to take a final examination? If you answer these questions affirmatively, this course may be for you. Since the beginning of the republic, American intellectuals, politicians and businessmen have extolled the exceptionalism of America. In a world of diverse forms of capitalism, can this view be sustained? Is America a shining city on the hill or a darkened city in the valley? Comparison is an effective way to discern and assess what is unique and what is general in the distinctive form of America's capitalist democracy. In this course the liberal market economy of the United States with its distinctive strengths and weaknesses is put side-by-side with different forms of liberal, corporatist and statist market economies that characterize different European countries in the emerging European polity. The diversity of capitalism points to one overarching conclusion: all of these countries are arguably capitalist, democratic, market economies belonging to "the West;" and each of them has distinctive strengths and weaknesses. Like all other countries, America is ordinary in mobilizing its formidable capacities and displaying its glaring weaknesses as it copes with change.

This is a large lecture course that deviates from traditional courses in two ways.

- First, roughly two-thirds of the classes are designed around class discussion using the case method and cases developed at the Harvard Business School. Each of these discussions centers around two or three questions which the class will explore through discussion without, in the end, arriving at a “correct” answer. For this to work students have to be very well prepared and ready to talk and the instructor has to provide only very limited guidance to the discussion. If students and teacher both do their part, the case method offers an exhilarating learning experience. Typically, at the beginning I will take five minutes to introduce the case and 10 minutes at the end to reflect on it and how it relates to some broader themes.
- Second, sections in this course are designed almost entirely to teach students how to write a 25-30 page research paper with all of the steps leading to the final version of the paper graded separately. This method has been developed with considerable success by Professor Ron Hassner for a course he regularly teaches at the University of California, Berkeley. I have adapted it for use in this course. In the early weeks of the semester the sections will also go over the material on macro-economics that are covered in the textbook and that are taught through the cases discussed in Part 1 of the course.
- Interspersed between the 20 cases are 6 lectures designed to reflect on the central theme of the course. Throughout the semester I will occasionally schedule add-on sessions for further discussion of issues raised in lectures and the assigned readings that accompany those lectures.

In sum, this lecture course thus seeks to accomplish in a research university what normally occurs in small seminars at liberal arts colleges: teaching students how to argue in class and how to write a substantial research paper.

#### COURSE ORGANIZATION AND OBJECTIVES

The course has three parts.

- *Part 1* (sessions 1,3-4, 6-8, 10) some of the basics of macro-economics: growth, unemployment, inflation debt, exchange rates and savings, or GUIDES. Throughout the semester teams of students will start each of the cases by applying, for about 5 minutes, the GUIDES method to the case to be discussed that day. Through repetitive learning students thus will learn the basics of macro-economics. In addition Part 1 articulates the basic course theme in a lecture on American exceptionalism (session 2) and discusses one aspect of the founding of the republic (session 5) and of the dynamics of trust and private debt (session 9).
- *Part 2* (sessions 11-19) examines the experience of European variants of democratic capitalism in Britain, Germany and the small European states through cases and lectures. It discusses also two cases at the periphery of Europe, Turkey and Ukraine (sessions 18-19).
- *Part 3* (sessions 20-26) examines the emergence of a European polity under conditions of intense crisis (finance and migration) which does not look like the U.S. The course concludes with a wrap-up lecture.

The class meets twice a week (Mon, Wed). Sections are scheduled once a week. Seven add-on sessions are scheduled throughout the semester to discuss further lectures and readings; you must attend three of these; additional attendance is optional and may lift your participation score.

ASSIGNED READINGS, CASE METHOD, UNDERGRADUATE AND GRADUATE RESEARCH PAPER, GUIDES, GUESTS

**Assigned Readings:** The course relies on 21 HBS cases, about two dozen articles and book chapters, and two books. Students should buy or order the cases asap. The Cornell store typically will run out of cases since it does not want to incur financial losses by overstocking; but it fills orders very efficiently. Case summaries and questions (not necessarily the ones I will be asking) are listed below. A list of cases is appended at the end. Although cases are short (about 15 pages text and 10-15 pages of statistics) you should read both the case summary and questions before you begin to study a case and its statistical appendix. The required articles have been put on Blackboard. The course uses two books both of which are available at the Cornell Store. The economics textbook was written specifically for the course I taught at HBS and that is the foundation for this one. David Moss, *A Concise Guide to Macro Economics*, 2<sup>nd</sup> ed. (Boston: Harvard Business Review Press, 2014). This book is extremely lucid and useful and does not require any background in economics, math or statistics. TA's supervising the research paper will rely, as they see fit, on Lisa A. Baglione, *Writing A Research Paper in Political Science*, 3<sup>rd</sup> ed. (Los Angeles: Sage and CQ Press, 2016). Both books are short and my advice is to scan both of them briefly at the very beginning of the semester

**Case Method:** Although the case method is used in many business and law schools, with the exception of Gvt 3547 (alternating by year with Gvt 3557), it has never been used in undergraduate courses at Cornell. I have assigned for the first class session an ethnographic description of how the case method works at the Harvard Business School where I learned this pedagogy. A case-based approach focuses on key problems and decisions that define a country's experience. It thus emphasizes skills that differ from the normal undergraduate classroom: it regularly places students in the position of decision-makers. Other parts of cases and lectures provide broader analytical and historical contexts of the different country and issue experiences covered in this course.

**Undergraduate Research Paper:** Undergraduates enrolled in lecture courses at Cornell typically do not write papers or write a series of short papers or a 10-12 page final paper. None of this amounts to learning how to write a research paper. This course teaches how to write a research paper. Almost all of the time in sections is devoted to learning how to do this, in a series of discrete steps.

The six steps, outlined briefly below, are described in greater detail below (Part 5) and are reproduced for your convenience also as a separate document that is placed on Blackboard. You should read it carefully and print it out before your first section as you will use it throughout the semester. The % figures below refer to the total paper/section grade, or 60% of your course grade.

*Step 1: Specifying the Question:* 5%. A one-sentence question, which captures what is the interesting question that motivates your paper as well as a brief (about 5 sentences) explication of the anomaly that motivated your puzzle. This assignment is due by email to your TA at noon, September 16.

*Step 2: Literature review:* 10%. This eight-page (double-spaced) assignment summarizes existing answers to your puzzles and evaluates their strengths and weaknesses. It is due at noon on October 7.

*Step 3: Paper outline:* 5%. A 2-3 page outline based on the rubrics provided for the initial paper in Step 4. This will be graded P/NP for the full 5% of the grade for this assignment. It is due at noon, October 17.

*Step 4: Initial, draft paper: 20%.* A completely finished paper, approximately 25-30 double-spaced pages long. Email your paper to your TA by noon on November 7. Your TA will distribute each paper to two peer readers.

*Step 5: Comments on two peer papers: 10%.* While two of your peers will be reading your paper, you will be commenting on the papers of two of your peers. Your goal is to point out strengths in structure and argument as well as weaknesses. These 2-3 page documents are due by email to your TA at noon on November 14.

*Step 6: Final, revised paper: 50%.* Your final paper should incorporate those comments from your peer readers and from your TA that you found worthwhile as well as other improvements that you decided to make. Final papers are due by email and in hard cover to your TA on the day (tba) in which an hypothetical exam for Gvt 3557 is scheduled by the Registrar.

**Deadlines:** Students who hand in an assignment past its deadline will automatically forfeit 10% of the grade for that assignment; the penalty will increase by 10% increments thereafter for additional days that the assignment is late.

**Graduate Research Papers or Cases:** Graduate students have the choice between writing their own research paper, attending section and following the steps outlined above. Alternatively they can also team-up with a few other students and write a HBS-style case. Students interested in that option should only attend sections early in the semester when TAs go over the macro-economics. After that they will meet irregularly with the course instructor to consult about their case.

**GUIDES:** Starting with Case 3 (Iceland) each case will be opened by a GUIDES student presentation. Teams of students will be selected two weeks ahead of time – initially with the help of the instructor, later assigned and self-organized -- and meet at least once in person. Imagination and innovation are prized in conveying to the class the central statistical parts of each case. A mediocre performance will simply read off a sheet of paper selected statistics taken from the Appendix of the case. You are not expected to go beyond the data in the Appendix. But you should spend time and effort to make it interesting relying on all the tricks of the trade – technology (stationary or moving power points etc), acting, rap, music, poetry, you name it. The statistics are the earth on which we are all walking and the sky is the limit for your imagination of how to present them.

Occasionally we will substitute a debate format for the beginning of class with two teams providing the pro and con of a specific thesis and the class chiming in after a short while quizzing the teams and then taking the discussion over. Two such debates are scheduled now, for sessions 11 and 23. If the first session goes well and if we can come up with good questions for other sessions we may schedule one or two more.

**Guests:** are most welcome at any session. If you would like to bring a guest (roommate, friend, visiting family etc) please email by 11am of the day at which you plan to bring a guest and give me the name and a very brief description. You will introduce your guest, I will welcome her/him and then we will all signal our welcome with a brief round of applause.

## CLASS PARTICIPATION, RESEARCH PAPER, GRADES, ACADEMIC INTEGRITY

**Class Participation:** Successful class participation will require thorough preparation, regular attendance, and active engagement in class discussions. Your engagement and participation should not rest on the assumption that you have to show to your peers or the teaching staff that you are smart. Everyone at Cornell is smart and belongs to the top 1% of the national pool of students. You will be impressive by making your contribution with specific reference to the case and the Appendix, and by building on the contributions made by others and thus building a larger argument. Opining about what you feel and restating what has been said before, sometimes more than once, is less valuable. A TA will act as a scribe keeping track of absences and level of participation by each student. To facilitate the work of the scribe, we are asking you to sit in the same seat throughout the semester. In addition, to make it easier for the scribe, every time you talk in class you must give your name first. Based on this record you will get updates about your standing for the class participation portion of your grade over Fall-break and Thanksgiving. Before each class each of you will pick up a name plate that is placed in front of you. We will experiment with colored stickers placed on your name plate to give you and us a sense how far you are deviating from the average participation score in the class. (To give you a sense of the degree of participation in Gvt 3547 on average about half of the class wanted to talk at any one moment, a very significant increase over the 5-10% participation rate in large lecture courses I have taught at Cornell). We will start the case discussion with a "cold call." That is you must be sufficiently well prepared to carry the discussion at the outset, typically a back and forth with the instructor that can run up to five minutes. If, due to particular circumstances, you have been unable to prepare adequately, you must notify me by email by 11am of the day we are meeting so that I do not call on you. The grading requirement of this course requires active participation. If you are not prepared to participate I urge you not to take this course. Spectators who sit back will have difficulty getting a decent grade.

**Research Paper and Section Attendance:** The final research paper (25-30 pages, 12 point font, double spaced) will advance an argument on a topic of the student's choice that draws on the course themes and readings. Section attendance will be essential for you to master the skill of writing a research paper. Graduate research papers that choose a HBS-case format are expected to write a paper that resembles a HBS case.

**Grades:** Paper (50%) and section participation (10%) will contribute 60% to your final grade in this course. Class participation, GUIDES presentations and attendance of the optional add-on discussion sessions will make up 40% of your final grade.

Participation in class will be scored (0-4 points) for cold calls and (1-2 points) for individual contributions depending on how thoughtful and specific they were. Since for the most part the questions after lecture are factual, they will *not* count toward the class participation score. Missing class without prior notification and reasonable cause will lead to a deduction (minus two points) of your total points. Attendance of (1 point) and active participation in (2 points) the optional add-on discussion sessions as well as participation in GUIDES (0-2 points, respectively, for an indifferent, solid, and strong performance) can bolster your overall class participation score.

**Academic Integrity:** Each student in this course is expected to abide by the Cornell University *Code of Academic Integrity*. This means that any written work you submit in this course will be your own. The Code of Academic Integrity and Acknowledging the Work of Others is found in the Policy Notebook for the Cornell Community and also on the web at <http://www.cornell.edu/UniversityFaculty/docs/main.html>. An additional document you may want to consult is posted at <http://cuinfo.cornell.edu/Academic/AIC.html>. A Cornell tutorial called Recognizing and Avoiding Plagiarism can be found at <http://plagiarism.arts.cornell.edu/tutorial/index.cfm>. If you are in any doubt about how to cite material that you wish to use please consult your TA. You are required to submit your paper in both hard and electronic form. The electronic version will be run through a special software program that verifies the originality and authenticity of your work. Your enrollment in this course is based on the explicit recognition that you have granted your permission to submit your written work to services that check the authenticity and originality of your work. You should also be aware of the fact that you may not turn in the same piece of work (or part thereof) for credit in multiple classes, either in the same semester or throughout your career as a student. Instructor and TAs adhere to a zero-tolerance policy on issues of academic integrity.

#### OTHER UNIVERSITY POLICIES

Instructor and TAs respect and uphold Cornell University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and or/hearing impaired student; sexual harassment; and racial or ethnic discrimination.

**Students with Disabilities:** In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. Students seeking accommodations should submit to me an accommodation letter from Student Disability Services within the first two weeks of the semester.

**Religious Observances:** Students may ask for reasonable and timely accommodations for sincerely held religious beliefs. Please review the syllabus closely to determine if your religion will present any scheduling conflicts with any of the assignments. You must inform me of any conflicts within the first two weeks of the semester.

**Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Students will treat one another with respect and courtesy.

**Copyright Material:** Whether it is especially marked as copyright material or not, the instructor expressly prohibits students to sell any of the course material to any entity or person inside or outside of Cornell. Such a behavior constitutes a very serious academic misconduct. Neither the instructor nor Cornell will tolerate such conduct and reserve the right of seeking legal redress.

### CLASS SCHEDULE

(C-1,2,...=Case; L-1,2,...=Lecture; DS-1,2,...=Add-on Discussion Session; R-1,2,...=Reading; Moss=textbook)

1. 8/24: L-1: *Course Overview*; C-1: Chile's Copper Surplus: The Road not Taken (A) and (B). R-1-1: Anteby.
2. 8/28 OFF-SCHEDULE CLASS: L-2: *American Exceptionalism –Shining City on the Hill?* R-2-1: Cha; R-2-2: Deudney and Meiser; R-2-3 Katzenstein; R-2-4 Katzenstein and Keohane.

#### PART 1: AMERICA AS A CAPITALIST DEMOCRACY AND THE BASICS OF MACRO ECONOMICS

3. 8/29: C-2: Singapore's "Midlife Crisis"? GUIDELines: Benchmark Values for the GUIDES; Framework: GUIDES Insight through Indicators. R-3-1: Moss, Introduction, chps. 1, 5.  
8/31: NO REGULAR CLASS
4. 9/4 4 pm, OFF-SCHEDULE CLASS: C-3: Iceland (A) and (B) [BOP]. R-4-1: Moss, chp. 6.  
9/5: NO CLASS - Labor Day
5. 9/7: C-4: Constructing a Nation: The U.S. and Their Constitution, 1763-1792. R-5-1: Moss, chp. 4. R-5-2: Frank and Kramnick.  
9/11: DS-1 (4-5pm): R-2-1,2.
6. 9/12: C-5: The U.S. Banking Panic of 1933 and Federal Deposit Insurance. R-6-1: Moss, chps. 2-3.
7. 9/14: C-6: Perspectives on the Great Depression. R-7-1: Hart, pp. 223-37, 278-79.  
9/18: DS-2 (4-5pm): R-2-3,4.
8. 9/19: C-7: Barack Obama and the Bush Tax Cuts (A) and (B).
9. 9/21: C-8: Negotiating Trust: Borrowers, Lenders, and the Politics of Household Debt. R-9-1: Moss, chp.7.
10. 9/26: C-9: The U.S. Current Account Deficit. R-10-1: Moss, Conclusion.

#### PART 2: COMPARATIVE CAPITALISMS AND DEMOCRACIES IN EUROPE

11. 9/28: C-10: Who Broke the Bank of England? Country Analysis. (Debate not GUIDES).
12. 10/3: L-3: *Two Peas in a Pod? Liberal Britain (and Statist France)*. R-12-1: Hart; R-12-2: Groom; R-12-3: Economist 1998b; R-12-4: Blair; R-12-5: Wolf; R-12-6: Economist 2015.
13. 10/5: C-11: The German Export Engine.  
10/10: NO CLASS – Fall Break
14. 10/12: L-4: *A Giant on Clay Feet? Polymorphic Germany*. R-14-1: Hart; R-14-2: Rattner; R-14-3: Posen; R-14-4: Economist 2011. R-14-5: Packer; R-14-6: Irwin; R-14-7: Streeck.  
10/16 DS-3: R-14-1,2,4,5.
15. 10/17: C-12: Switzerland: Foreign Pressure and Direct Democracy.
16. 10/19: C-13: Norway: The Embarrassment of Riches.  
10/23: DS-4: R-12-1,2,3,4,5,6.
17. 10/24: L-5: *Europe's Dwarfs and Corporatist Capitalism*. R-17-1: Economist 1998a; R-17-2: Kuttner. R-17-3: Ornston; R-17-4: Campbell and Hall.
18. 10/26: C-14: Turkey – A Work in Progress?

10/30: DS-5: R-17-1,2,3,4.

19. 10/31: C-15: Ukraine: On the Border of Europe and Eurasia.

#### PART 3: EUROPE – AN EMERGING POLITY

20. 11/2: L-6: *European Union (1)*. R-20-1: Wheatcroft; R-20-2: Smith; R-20-3: Beckfield; R-20-4: Hendrickson.

11/6: DS-6: R-20-1,2,3,4

21. 11/7: C-16: Europe: An Ever Closer Union?

22. 11/9: C-17: Immigration Policy in Germany.

11/13: DS-7: R-14-3,6,7.

23. 11/14: C-18: Managing the European Refugee Crisis. (Debate not GUIDES).

24. 11/16: C-19: The Greek Crisis: Tragedy or Opportunity?

25. 11/21: C-20: Can the Eurozone Survive?

26. 11/23: NO CLASS – Thanksgiving

27. 11/28: C-21: The Great Divergence: Europe and Modern Economic Growth.

28. 11/30: L-7: *Conclusion*. R-27-1: Katzenstein. ☺☺

PAPER DUE DATE: NOON TIME OF THE DAY AT WHICH EXAM FOR 3557 IS SCHEDULED  
(PRECISE DATE WILL BE POSTED ON BLACKBOARD BY EARLY OCTOBER)

#### Part 2 : Harvard Business School Cases

C-1a: Course Overview Note: Introduction to BGIE 710-045

C-1b: Chile's Copper Surplus: The Road Not Taken (A) 710-019

C-1b: Chile's Copper Surplus: The Road Not Taken (B) (in class) 710-020

C-2a: Singapore's "Midlife Crisis"? 714-039

C-2b: GUIDES: Insight through Indicators 710-044

C-2c: GUIDESlines: Benchmark Values for the GUIDES Framework 711-067

C-3a: Iceland (A) 709-011

C-3b: Iceland (B) 709-012

C-4: Constructing a Nation 795-063

C-5: The U.S. Banking Panic of 1933 and Federal Deposit Insurance 799-077

C-6: Perspectives on the Great Depression 713-056

C7a: Barack Obama and the Bush Tax Cuts (A) 709-037

C7b: Barack Obama and the Bush Tax Cuts (B) 712-012

C-8: Negotiating Trust: Borrowers, Lenders, and the Politics of Household Debt 710-048

C-9: The U.S. Current Account Deficit 706-002



- C-10a: Who Broke the Bank of England? 709-026  
C-10b: Country Analysis 797-092
- C-11: Switzerland: Foreign Pressure and Direct Democracy 712-053
- C-12: Norway: The Embarrassment of Riches N1-713-061
- C-13: The German Export Engine N9-715-045
- C-14: Turkey – A Work in Progress 713-018
- C-15: Ukraine: On the Border of Europe and Eurasia N9-714-042
- C-16: Europe: An Ever Closer Union? 713-085
- C-17: Immigration Policy in Germany 715-029
- C-18: Managing the European Refugee Crisis N1-716-076
- C-19: The Greek Crisis: Tragedy or Opportunity? 711-088
- C-20: Can the Eurozone Survive? 713-034
- C-21: The Great Divergence: Europe and Modern Economic Growth N2-715-039

Part 3 : Readings for Lectures 1-7 and Add-on Discussion Sessions

- R-1-1: M. Anteby, *Manufacturing Morals* (Chicago: University of Chicago Press). Pp. 71-88.
- R-2-1: Cha, Taesuh, "American Exceptionalism at the Crossroads: Three Responses," *Political Studies* (2015): 1-12.
- R-2-2: Daniel Deudney and Jeffrey Meiser, "American Exceptionalism," in Michael Cox and Doug Stokes, eds., *United States Foreign Policy*, pp. 25-42 (New York: Oxford University Press, 2008).
- R-2-3: Peter J. Katzenstein, ed., *Anglo-America and Its Discontents: Civilizational Identities beyond West and East* (New York: Routledge), chps. 1 and 9 (excerpts).
- R-2-4: Peter J. Katzenstein and Robert O. Keohane, eds., *AntiamericanismS in World Politics* (Ithaca: Cornell University Press), chps. 1 and 10 (excerpts).
- R-5-2: Jason Frank and Isaac Kramnick, "What 'Hamilton' Forgets about Hamilton," *The New York Times* (June 11, 2016): A17.
- R-7-1: Jeffrey A. Hart, *Rival Capitalists: International Competitiveness in the United States, Japan, and Western Europe* (Ithaca, NY: Cornell University Press, 1992), pp. 223-37, 278-79.

R-12-1: Jeffrey A. Hart, *Rival Capitalists: International Competitiveness in the United States, Japan, and Western Europe* (Ithaca, NY: Cornell University Press, 1992), pp.139-50, 178-80.

R-12-2: Brian Groom, "The Iron Cage," *Financial Times* May2-3 (2009): 14 (Life and Arts).

R-12-3: Samuel Beer, "The Roots of a New Labour: Liberalism Rediscovered," *The Economist* (February 7, 1998a): 23-25.

R-12-4: Tony Blair, "What I've Learned," *The Economist* (June 2, 2007): 26-28.

R-12-5: Martin Wolf, "The Economic Legacy of Mr. Brown," *Financial Times* (May 14, 2010): 9.

R-12-6: Economist, "The Reluctant European," *Special Report* (October 17, 2015): 3-9.

R-14-1: Jeffrey A. Hart, *Rival Capitalists: International Competitiveness in the United States, Japan, and Western Europe* (Ithaca, NY: Cornell University Press, 1992), pp. 181-90, 220-22;

R-14-2: Steven Rattner, "Secrets of Germany's Success: What Europe's Manufacturing Powerhouse Can Teach America," *Foreign Affairs* (July/August 2011): 7-11.

R-14-3: Adam S. Posen, "Frog in the Pot: Germany's Path to the Japan Syndrome," *The National Interest* (Spring 2003): 105-17.

R-14-4: *The Economist*, "Vorsprung durch Exports," (February 5, 2011): 89.

R-14-5: George Packer, "The Quiet German: The Astonishing Rise of Angela Merkel, the Most Powerful Woman in the World," *The New Yorker* (December 1, 2014).

R-14-6: Neil Irwin, "How Germany Prevailed in the Greel Bailout," *The New York Times* (July 30, 2015): A1, A8.

R-14-7: Wolfgang Streeck, "The Rise of the European Consolidation State," *MPfG Discussion Paper 15/1*.

R-17-1: *The Economist*, "Small but Perfectly Formed," (January 3, 1998b): 65-67.

R-17-2: Robert Kuttner, "The Copenhagen Consensus: Reading Adam Smith in Denmark," *Foreign Affairs* (March/April 2008): 78-94.

R-17-3: Darius Ornston, *When Small States Make Big Leaps*, pp. 1-6, 188-204.

R-17-4: John L. Campbell and John A. Hall, "National Identity and the Political Economy of Small States," *Review of International Political Economy* 16, 4 (October 2009): 547-72.

R-20-1: Geoffrey Wheatcroft, "Europeans are from Venus: How the Continent Achieved Six Decades of Peace," *The New York Times* (February 10, 2008).

R-20-2: Karen E. Smith, "Is the European Union's Soft Power in Decline?" *Current History* (March 2014): 104-09.

R-20-3: Jason Beckfield, "The End of Equality in Europe?" *Current History* (March 2013): 94-99.

R-20-4: David C. Hendrickson, "Of Power and Providence: The Old U.S. and the new EU," *Policy Review* (February/March 2006): 23-42.

R-27-1: Peter J. Katzenstein, "The Times They are Changing," *Journal of Student Studies* 37, 2: 59-73.

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#### Part 4 : Case Summaries, Questions and Readings

8/24: L-1: *Overview.*

C-1: Chile's Copper Surplus: The Road Not Taken (A); Chile's Copper Surplus: The Road Not Taken (B)

Case Summary:

In 2008, Andres Velasco, Chile's Finance Minister, faced mounting criticisms over his fiscal policy. As the world's largest copper producer, Chile was benefitting from the rise in copper prices, which had more than tripled since 2003. Copper revenues translated into greater income for the government as Chile's biggest copper producer, Codelco, was a state-owned enterprise. Velasco had chosen to save the bulk of the copper revenues into two stabilization funds; by the end of August 2008, the collective amount represented more than 20% of Chile's GDP. Several critics wanted the funds to be used to improve the poor public education system, income gap, and other impending social issues. After all, Chile had one of the most unequal distributions of wealth in the world. Productivity was stagnant, and economic growth had slowed down significantly since the 1990s. What should Velasco do amid growing public discontent? Was it really in Chile's best interest to keep saving the copper wealth?

Assignment Questions:

1. Why did Chile adopt the stabilization policy?
2. What are the arguments for and against using the stabilization money in 2008 (before the fall of Lehman)?
3. What are the pros and cons for the international financial architecture of having governments establish stabilization funds?

R-1-1: M. Anteby, *Manufacturing Morals*, chp. 4.

8/28: L-2: *American Exceptionalism –Shining City on the Hill?*

R-2-1: Cha, Taesuh, "American Exceptionalism at the Crossroads: Three Responses," *Political Studies* (2015): 1-12. .

R-2-2: Daniel Deudney and Jeffrey Meiser, "American Exceptionalism," in Michael Cox and Doug Stokes, eds., *United States Foreign Policy*, pp. 25-42 (New York: Oxford University Press, 2008).

R-2-3: Peter J. Katzenstein, ed., *Anglo-America and Its Discontents: Civilizational Identities beyond West and East* (New York: Routledge), chps. 1 and 9 (excerpts).

R-2-4: Peter J. Katzenstein and Robert O. Keohane, eds., *Anti-Americanism in World Politics* (Ithaca: Cornell University Press), chps. 1 and 10 (excerpts).

8/29: C-2: Singapore's "Midlife Crisis"?; GUIDES: Insight through Indicators; GUIDESlines: Benchmark Values for the GUIDES Framework

Case Summary:

By early 2003, Singapore had experienced 38 years of extraordinary growth. Yet, growth had recently slowed as Singapore faced intense competition in exports and foreign direct investment, especially from China. This case examines several factors related to Singapore's high growth trajectory, including organizational and cultural arrangements, the savings-investment balance, and total factor productivity growth.

Assignment Questions:

1. How did Singapore achieve extremely high economic growth rates after 1965?
2. What do you see as the biggest potential opportunities and the biggest potential pitfalls for Singapore's growth model?

R-3-1: D. Moss, *A Concise Guide to Macro Economics*, Introduction, chps. 1, 5.

9/4: C-3: Iceland (A) 709-011; Iceland (B) [skim]

Case Summary:

This case examines national competitiveness issues for a small country in an increasingly global economy. It discusses the economic development of Iceland since 1945, focusing in particular on the years since 2000. Iceland experienced robust growth, and Icelandic companies aggressively internationalized. Concerns emerged, however, about large fluctuations in Iceland's exchange rate and the possibility that its current account deficit might not be sustainable.

Assignment Questions:

1. If you were a Moody's analyst in May of 2008, would you recommend that Moody's downgrade Iceland's Aaa sovereign-debt rating? Why? Why not?
2. What is most worrisome in Iceland's balance of payments? What is most encouraging? Why were investors concerned about Iceland's net international investment position in May of 2008?
3. Should Iceland seek to join the European Union? Are there other actions the Icelandic government and business community could pursue in order to avoid a crisis of confidence?

R-4-1: D. Moss, D. Moss, *A Concise Guide to Macro Economics*, chp. 6.

9/7: C-4: Constructing a Nation: The U.S. and Their Constitution, 1763-1792

Case Summary:

On February 11, 1790, James Madison walked onto the floor of the newly created House of Representatives and publicly rejected the financial handiwork of his old ally, Alexander Hamilton. At issue was Hamilton's "Report Relative to a Provision for the Support of Public Credit," which he submitted to Congress on January 14, 1790. The Report offered a sweeping financial program to deal with the many varieties of public debt accumulated during the American colonists' War of Independence against Britain. For a number of years in the late 1780s, Madison and Hamilton had worked closely together to craft and promote a new Constitution for the United States of America. Their efforts reached fruition when the Constitution was ratified in 1788 and when a new federal government was established the following year. But now, with Hamilton serving as Secretary of the Treasury under President George Washington and Madison representing his Virginia constituents in the House, these two political and intellectual giants emerged as fierce rivals as they struggled over how best to deal with the new nation's tenuous financial position.

Assignment Questions:

1. What are the biggest challenges – economic and otherwise – facing the new nation in 1786-1787?
2. In what ways was the Constitution designed to address these challenges? Try to evaluate the Constitution as an "economic strategy." Although the entire Constitution and the Bill of Rights are reprinted in the case (and are worth reading), some portions are more important than others for our purposes in the discussion. In preparing for class, you should focus especially on the following portions of the Constitution: Article I, Sections 8-10 (pp. 18-19); Article II, Section 2 (pp. 20-21); Article III, Section 2 (p. 21); Articles IV-VI (pp. 22-23); Amendment V (p. 24).
3. Should the U. S. Congress adopt Hamilton's proposal to fund both the state and federal debts? (Should all state debts be assumed by the federal government? Should payment be made to the original or ultimate creditors?)
4. Does the American experience in the late 18th century hold any lessons for today?

R-5-1: Moss, chp. 4.

R-5-2: Jason Frank and Isaac Kramnick, "What 'Hamilton' Forgets about Hamilton," *The New York Times* (June 11, 2016): A17.

9/12: C-5: The U.S. Banking Panic of 1933 and Federal Deposit Insurance

Case Summary:

After highlighting some key developments in the banking history of the United States, the case describes the Banking Panic of 1933 and how Franklin D. Roosevelt dealt with it at the beginning of his presidency. The case then describes the main

components of the banking reform bills that members of Congress proposed in April 1933. Deposit insurance figured prominently in these bills, and the case summarizes the contemporary debate surrounding this proposed insurance.

Assignment Questions

1. Should Roosevelt, who had opposed deposit insurance as recently as March 1933, support this legislation at the end of April?
2. Why did the proposed deposit insurance bill also raise the minimum capital requirement for banks, put limits on the interest rates that banks could pay on deposits, and require the separation of commercial and investment banking?
3. Assuming that deposit insurance is about to become law, is it a good idea to limit the size of covered deposits?

R-6-1: Moss, chps. 2-3.

### 9/14: C-6: Perspectives on the Great Depression

Case Summary:

The Great Depression was, by far, the worst economic contraction in the 20th century and some of the most important ideas about both fiscal and monetary policy in the second part of the century were developed in response to the Depression. The case consists of texts by five influential individuals, Franklin D. Roosevelt, John M. Keynes, Milton Friedman, Anna J. Schwartz and Ben S. Bernanke, who provide perspectives on both the causes and possible cures of the Depression.

Assignment Questions

1. What aspects of Keynes' diagnosis and proposed cures seem most compelling? Most troubling?
2. What aspects of Friedman and Schwartz's analysis seem most compelling? Most troubling?
3. Do Keynes and Roosevelt essentially agree?

R-7-1: Jeffrey A. Hart, *Rival Capitalists: International Competitiveness in the United States, Japan, and Western Europe* (Ithaca, NY: Cornell University Press, 1992), pp. 223-37, 278-79.

### 9/19: C-7: Barack Obama and the Bush Tax Cuts (A) and (B)

Case Summary:

As his inauguration approached, President-Elect Obama faced a financial sector meltdown, a costly bailout, and massive government deficits. With the economy in recession, interest rates near zero, and joblessness on the rise, Obama needed to decide whether, and how much, to use fiscal stimulus to resuscitate the economy. To help students understand Obama's options, the case reviews both the recent tax cuts under President George W. Bush, including the supply-side and demand-management justifications given for them, and the broad history of fiscal policy in the United States.

Assignment Questions

1. Were the Bush tax cuts of 2001, 2003 and 2008 good ideas?
2. What fiscal policy should Obama pursue?

### 9/21: C-8: Negotiating Trust: Borrowers, Lenders, and the Politics of Household Debt

Case Summary:

In 2009, in the midst of record-setting foreclosure rates and credit card delinquencies, the government faced a choice: it could encourage – or even force – lenders to renegotiate their contracts with borrowers, or it could uphold those contracts at the risk of falling property values, empty neighborhoods, and political backlash. Lenders, who for decades had successfully lobbied the government to minimize bankruptcies while expanding access to credit, had to balance their interests in recouping loans with rising public anger and increasing differences among lending institutions. This case asks students to consider what the government should do against the backdrop of the history and politics of household debt in the United States.

Assignment Questions

1. On p. 10 of the case a representative from the American Bankers' Association says that it is "vitally important for policymakers to get the right balance of better consumer protection while not jeopardizing access to credit and the credit markets." In your opinion, what is the ideal balance between protecting lenders and borrowers?
2. If you were a member of the U.S. House in December 2009, would you have supported judicial mortgage modification? Would you have supported the Consumer Financial Protection Agency?
3. What do you think of the role that politics and lobbying have played in creating the modern law governing debtors and creditors?

R-9-1: Moss, chp.7.

### 9/26: C-9: The U.S. Current Account Deficit

Case Summary:

In the wake of the financial crisis, the U.S. current account deficit had fallen from a high of over \$800 billion in 2006 to below \$500 billion in 2010. Yet the United States was still consuming great quantities of foreign goods, without selling enough of its

own goods and services to pay for them. This huge obligation would need to be funded by foreigners—by surpluses in Asia, the Middle East, and Russia. Could this global asymmetry be sustained indefinitely? And if not, what were the alternatives?

Assignment Questions

1. Why does the United States have a large current account deficit?
2. What, if anything, should the United States do to reduce its current account deficit?

R-10-1: Moss, Conclusion.

9/28: C-10: Who Broke the Bank of England?

Case Summary:

In the summer of 1992, hedge fund manager George Soros was contemplating the possibility that the European Exchange Rate Mechanism (ERM) would break down. Designed to pave the way for a full-scale European Monetary Union, the ERM was a system of fixed exchange rates linking together twelve members of the European Union, including Britain, France, Germany, and Italy. However, the impact of German reunification after 1989 had created significant strains within the system. Moreover, financial deregulation and the growth of cross-border flows of “hot” money increased the likelihood that a speculative attack on one or more ERM currencies might succeed. Soros had to decide which currencies to bet against. The Italian lira? The British pound? The French franc? Or all three? The result could determine the success or failure of the project for a single European currency.

Assignment Questions:

1. What were the arguments for and against membership of the Exchange Rate Mechanism?
2. Was the September 1992 crisis a result of a self-fulfilling speculative attack or of diverging economic fundamentals?
3. Why did Soros speculate against some ERM member currencies but not others?

10/3: L-3: *Two Peas in a Pod? Liberal Britain and Statist France*

R-12-1: Jeffrey A. Hart, *Rival Capitalists: International Competitiveness in the United States, Japan, and Western Europe* (Ithaca, NY: Cornell University Press, 1992), pp.139-50, 178-80.

R-12-2: Brian Groom, “The Iron Cage,” *Financial Times* May2-3 (2009): 14 (Life and Arts).

R-12-3: Samuel Beer, “The Roots of a New Labour: Liberalism Rediscovered,” *The Economist* (February 7, 1998b): 23-25.

R-12-4: Tony Blair, “What I’ve Learned,” *The Economist* ((June 2, 2007): 26-28.

R-12-5: Martin Wolf, “The Economic Legacy of Mr. Brown,” *Financial Times* (May 14, 2010): 9.

R-12-6: Economist, “The Reluctant European,” *Special Report* (October 17, 2015): 3-9.

10/5: C-11: The German Export Engine

Case Summary:

In spring of 2015, Germany’s chancellor Angela Merkel had logged significant successes. Germany was one of the largest exporters in the world, had maintained low unemployment through the 2008 financial crisis, and was gradually reforming its welfare state to meet future pension liabilities. Yet it still faced considerable challenges. Within Europe, the Eurozone financial crisis continued to hold down economic growth, and the burden of leadership to find a solution seemed to fall on Merkel’s shoulders. Beyond the bounds of the European Union, Russian interventions in Ukraine worried European leaders, who both wished to punish the Putin regime but also relied heavily on Russia for energy. Could Germany sustain its recent economic success, while also saving Europe?

Assignment Questions:

1. What is the source of Germany’s export success?
2. Evaluate Germany’s response to the Eurozone crisis.
3. Can Germany sustain its economic model?

10/12: L-4: *A Giant on Clay Feet? Polymorphic Germany*

R-14-1: Jeffrey A. Hart, *Rival Capitalists: International Competitiveness in the United States, Japan, and Western Europe* (Ithaca, NY: Cornell University Press, 1992), pp. 181-90, 220-22;

R-14-2: Steven Rattner, "Secrets of Germany's Success: What Europe's Manufacturing Powerhouse Can Teach America," *Foreign Affairs* (July/August 2011): 7-11.

R-14-3: Adam S. Posen, "Frog in the Pot: Germany's Path to the Japan Syndrome," *The National Interest* (Spring 2003): 105-17.

R-14-4: *The Economist*, "Vorsprung durch Exports," (February 5, 2011): 89.

R-14-5: George Packer, "The Quiet German: The Astonishing Rise of Angela Merkel, the Most Powerful Woman in the World," *The New Yorker* (December 1, 2014).

R-14-6: Neil Irwin, "How Germany Prevailed in the Greel Bailout," *The New York Times* (July 30, 2015): A1, A8.

R-14-7: Wolfgang Streeck, "The Rise of the European Consolidation State," *MPfG Discussion Paper 15/1*.

#### 10/17: C-12: Switzerland: Foreign Pressure and Direct Democracy

##### Case Summary:

The case looks at the challenges faced by Swiss policymakers at the end of 2011. While Switzerland appears to be a very successful developed economy, other developed countries are asking Switzerland to change the rules under which its businesses operate. At the same time, investors have been acting as if the Swiss franc were a safe haven from difficulties elsewhere in the world and this has put pressure on the exchange rate.

##### Assignment Questions:

1. Was the September 2011 decision to put a floor of 1.20 Swiss francs to the euro a good idea? What are its benefits and risks relative to continuing to let the market determine this exchange rate freely?
2. What are the strengths and weaknesses of Switzerland's economic strategy? Is this strategy sustainable going forward?

#### 10/19: C-13: Norway: The Embarrassment of Riches

##### Case Summary:

In early 2013, Norway was by many accounts the world's most developed country; it topped various indices for everything from democracy to happiness, had a comprehensive welfare state, and massive oil revenues endowed it with a substantial, and growing, Sovereign Wealth Fund. The governing coalition, anchored in the historically near-hegemonic Labour Party, had embraced peacemaking activities abroad and increasingly freer immigration policies at home, pursuing an aim of "liberal multiculturalism" that had invited both accolades and increasingly hostile criticism. After a dramatic episode of domestic terrorism leaving 77 citizens dead, some Norwegians had come to doubt the government's project. Where many hoped these were mere growing pains of a future multicultural order, others argued Norwegian politicians had gotten lost on the way to Utopia. Added to these tensions was the overarching and divisive question of what Norway would live off after the oil, and ultimately whether its unique model would prove sustainable.

##### Assignment Questions:

1. Evaluate Norway's post-war strategy. How did the discovery of oil change Norway's political economy? How has it related to globalization?
2. Have Norwegians used their oil wealth effectively?
3. Evaluate the Norwegian welfare state

#### 10/24: L-5: *Europe's Dwarfs and Corporatist Capitalism*

R-17-1: *The Economist*, "Small but Perfectly Formed," (January 3, 1998a): 65-67.

R-17-2: Robert Kuttner, "The Copenhagen Consensus: Reading Adam Smith in Denmark," *Foreign Affairs* (March/April 2008): 78-94.

R-17-3: Darius Ornston, *When Small States Make Big Leaps*, pp. 1-6, 188-204.

R-17-4: John L. Campbell and John A. Hall, "National Identity and the Political Economy of Small States," *Review of International Political Economy* 16, 4 (October 2009): 547-72.

10/26: C-14: Turkey – A Work in Progress?

Case Summary:

For the past 10 years, Turkey has grown its real GDP at about 6% annually. This came after a huge debt crisis in 2001-02, wherein Turkey had to borrow \$16 billion more from the IMF and comport with its difficult conditionality. Today, Turkey is a middle-income country in search of an effective development strategy. It tends to run high inflation with a devalued currency, despite massive capital inflows and a huge current account deficit. At home, the government has carefully managed between Islamicization, democracy and secularism. And abroad, it deals with a difficult neighborhood – Syria, Iran, Iraq, Israel (not to mention Russia, Europe and the USA). Prime Minister Erdogan is trying to rewrite the Constitution before 2014, when the next election occurs.

Assignment Questions:

1. What have been the strengths and weaknesses of Turkey's growth model?
2. What is causing the current account deficit? What can Turkey do about it?
3. What do you make of the Islamicization in Turkey? Has it gone too far? Will it?
4. What do you make of the government's foreign policy – "zero problems with its neighbors"?

10/31: C-15: Ukraine: On the Border of Europe and Eurasia

Case Summary:

The years since Ukraine became an independent state in 1991 had been tumultuous. Ukraine had, like its fifteen post-Soviet neighbors, struggled to discern its geopolitical fate. For more than twenty years, Ukraine's political elite had debated, often vehemently, whether Ukraine should reorient its polity and economy from Russia and toward the West or commit to Russian organized regional arrangements in the post-Soviet space, the most recent of which was the Eurasian Union. As the European Union (EU) and North Atlantic Treaty Organization (NATO) expanded eastward, Ukrainian society found itself at the border of two grand geopolitical projects: Europe and Eurasia. In November 2013 Ukrainian President Viktor Yanukovich surprised the West when he decided not to sign a long-negotiated Association Agreement with the EU. A wave of protests swept over parts of Ukraine, most dramatically in the capital, Kiev, where the EuroMaidan movement flourished. The protests continued through the cold Ukrainian winter into February, when the stalemate finally was broken. Yanukovich fled the country, and the opposition organized an interim government. The West and Russia reacted differently to these events: the former with encouragement, the latter with both alarm and disdain. Interpretations across Ukrainian society also diverged, most dramatically on the Crimean peninsula. Crimea held a referendum on 16 March 2014 to decide whether to remain part of Ukraine or to join Russia. The results encouraged Russia officially to annex Crimea on 18 March. As the West reacted with dismay, a major geopolitical crisis continued to unfold.

Assignment Questions:

1. Should Ukraine choose Europe or Eurasia? Can Ukraine choose? Will Ukraine choose?
2. How should the U.S., European, and Russian governments respond to instability in Ukraine?

11/2: L-6: *European Union*

R-20-1: Geoffrey Wheatcroft, "Europeans are from Venus: How the Continent Achieved Six Decades of Peace," *The New York Times* (February 10, 2008)

R-20-2: Karen E. Smith, "Is the European Union's Soft Power in Decline?" *Current History* (March 2014): 104-09.

R-20-3: Jason Beckfield, "The End of Equality in Europe?" *Current History* (March 2013): 94-99.

R-20-4: David C. Hendrickson, "Of Power and Providence: The Old U.S. and the new EU," *Policy Review* (February/March 2006): 23-42.



### 11/7: C-16: Europe: An Ever Closer Union?

#### Case Summary:

This case describes the emergence and evolution of the European Union. It focuses on the institutions and policies that have promoted integration, and traces the major developmental stages of the European project, including the creation of an open market for trade and investment. It also considers remaining challenges, including the free flow of people and services. The case considers recent successes, including the accession of the former Communist states of Central Europe and the launch of a common currency.

#### Assignment Questions:

1. What is the purpose of the European Union?
2. How did it emerge?
3. Have the member states given up sovereignty? If so, why?

### 11/9: C-17: Immigration Policy in Germany

#### Case Summary:

Germany's Chancellor Angela Merkel faced economic and moral pressure to encourage greater immigration from struggling European, and especially Eurozone, countries after the economic downturn that began in 2008. In fact, it was possible that both the Euro currency union and the European political union depended on increasing migration across member countries, including into Germany. But German domestic politics made Merkel's decision a difficult one.

#### Assignment Questions:

Should all Europeans, or all citizens of Eurozone countries, be allowed to immigrate into Germany? If not, why?

### 11/14: C-18: Managing the European Refugee Crisis

#### Case Summary:

An estimated 1.4 million asylum seekers had entered Europe in 2015, including a large share of Syrian refugees who made their way to Europe via Italy, Greece, and the western Balkans. While some EU members shunned the new arrivals, Germany's Chancellor Angela Merkel announced a more welcoming stance. The rise of domestic resentment and a strengthening of far-right political parties across Europe posed political and economic challenges. Worried about new refugee flows accompanying better weather in the spring of 2016, the EU rushed to put together a response.

#### Assignment Questions:

1. Assess Europe's response to the 2015 refugee crisis.
2. Evaluate Germany's leadership. Did Merkel's response help or hinder the European response?
3. What is the best option for Europe looking forward?

### 11/16: C-19: The Greek Crisis: Tragedy or Opportunity?

#### How Government Debt Accumulates 711-087

#### Case Summary:

After its 2009-10 fiscal crisis shook the euro, could the Greek government's efforts to stabilize debt, avoid default, and stay on the euro succeed? This case looks at the Greek social and political road to fiscal crisis; the economics of that crisis and efforts to recover from it; the danger the crisis posed to the euro; cooperation and conflict among European states, the European Central Bank, and the International Monetary Fund to try to help Greece emerge from crisis; and the role financial markets played in these events.

#### Assignment Questions:

1. What do you see as the main sources of the Greek crisis?
2. Evaluate the domestic and international response to the crisis. Did being in the euro help or hurt?
3. How do you judge the scenarios from here? Can Greece make it?

### 11/21: C-20: Can the Eurozone Survive?

#### Case Summary:

The sovereign debt crisis that took Greece by storm in 2010 began to spread to other European markets. Within a few months Ireland and Portugal had also lost access to the sovereign debt markets and had to rely on supranational loans for their financing. The risk of further contagion was clear and present. Political leaders continued to seek measures to stem the crisis and to avoid the larger economies of Spain and Italy becoming involved. The European financial system became severely

stressed: banks were found to be undercapitalized and began to ration credit to the economy. The European Central Bank intervened to provide liquidity to the banking system in order to ease the credit crunch and conditionally offered to underpin sovereign bonds. The Greek debt was partially restructured. Nevertheless significant strains remained and the structure as well as the timeframe for a definitive solution were not clear. Could the Eurozone survive the biggest storm since its creation?

Assignment Questions:

1. Why did the crisis spread from Greece to other economies? Why couldn't political leaders stem the crisis?
2. Why were the banks so caught up in the middle? Were they victims or culprits?
3. Can the Eurozone be saved?

11/28: C-21: The Great Divergence: Europe and Modern Economic Growth.

Case Summary:

The continent of Europe seemed in the spring of 2015 to be in a weaker position relative to other world regions than it had in centuries. Though comparatively small, it had long played a disproportionate role in world history, to the extent that the modern world system of states itself in large parts had been created in the wake of European imperialism. This case examines the deep history of Europe's so-called "Great Divergence," the means by which it achieved "modern economic growth," and the consequences of this moment for the past, present, and future of capitalism.

Assignment Questions:

1. What caused the Great Divergence?
2. Evaluate the relative impact of economic, political, and contextual factors.
3. Assess the impact of the Great Divergence outside of Europe.

11/30: L-7: *Conclusion*

R-27-1: Peter J. Katzenstein, "The Times They are Changing," *Journal of Student Studies* 37, 2: 59-73.



Part 5 : Six Steps to a Finished Research Paper

Step 1: The Question (5% of the total paper grade)

Your first assignment is to email your TA a single sentence question. You should accompany that question with a 3-5 sentence explanation that provides some background, explaining why the question is interesting.

- I. Does your question start with either "why" or "how and why" and ending with a question mark?
- II. Is it composed of ten words or less?
- III. Is it causal, naming an agent and an action (not a state of affairs or a state of mind)?
- IV. Does it investigate something interesting or anomalous?
- V. Is it empirically "researchable"?

*Note:* Your question does *not* have to be current or policy relevant. Nor do you have to prove, at this stage, that the information to answer the question is readily available. You merely have to pick a question for which the information could reasonably be expected to be available.

Step 2: Literature Review (10% of the total paper grade)

Your second assignment is a ten page literature review. Your grade will be determined by your ability to fulfill the ten tasks listed below.

- I. Have you chosen 10-20 strong social-science readings? They should be academic articles or books, not web-pages, blogs, etc. Note that 10 readings is the absolute minimum.
- II. Does your literature review have a cover page, listing your question, your name, the date, and a listing of those 10-20 readings in full citation format? This cover pages does not count towards your ten page limit.
- III. Are you using headers and sub-headers throughout to identify the introduction, body and conclusion and to separate out the different author groupings in the body of the text?
- IV. Does your introduction motivate the significance of the question? Does it discuss the literature prior to the earliest of your readings?
- V. Does your introduction lay out the design of the paper, including the names of the groups, the most important weaknesses of the literature and one of your recommendations? This should take up a full paragraph. The entire introduction should run about 2 pages.
- VI. Have you sorted the readings into 2-3 groups? Have you stated the common arguments in each group?
- VII. Have you summarized each article in a sentence or two but no more? Does your summary state, clearly, how this reading answers your question? If the reading does not address the question directly, state how the argument it proposes *would* answer the question.
- VIII. Have you offered some criticism of each group? The body of the paper should run about 6 pages.
- IX. Does your conclusion summarize the positive accomplishments of the entire literature so far as well as the most important gaps. (You will have already mentioned all of these but you need to repeat them here.) Your conclusion should run about 2 pages.
- X. Does your conclusion describe the road ahead, proposing the next steps towards answering the question? Can you make an argument about how you will do this? Can you explain why this hasn't been done already?

Formatting Guidelines:

- I. Always number your pages. Keep your literature review at or under 10 pages.

II. Use *Times Roman*, twelve-point font. Double spaced lines. Do not change the page margins.

III. Use footnotes to indicate that an idea or a sentence is not your own. Your footnote should cite the source with sufficient accuracy so that anyone can look it up.

Cite articles as follows:

<sup>1</sup> Joe Shmoe, "Why I Should Have Taken a Different Class," *Journal of Undergraduate Regrets* Vol. 17, No.3 (Fall 2015), pp.13-14.

Cite books as follows:

<sup>1</sup> Jane Doe, *This Will Kill My GPA* (Ithaca, N.Y.: Cornell University Press, 2015), p.9.

IV. Before handing it in, read your literature review multiple times slowly and carefully in hard copy, looking for missing words, typos and inaccuracies. Take pride in your work!

#### Step 3: Paper Outline (5% of total paper grade)

Your third assignment is a 2-3 page outline based on the rubrics provided for the initial paper in Step 4. This will be graded P/NP for the full 5% of the grade for this assignment.

#### Step 4: Initial, Draft Paper (20% of the total paper grade)

Your fourth assignment is a fully-formed, complete and polished paper. Your paper will be graded using the following rubric:

I. Sentences: Are your sentences clear, short and in active tense? Are they logically connected to one another? 10%

II. Paragraphs: Are your paragraphs appropriate in length (less than half a page)? Do they start with a lead sentence that introduces or summarizes the paragraph? 10%

III. Sections:

1. Are your sections appropriate in length (3-5 pages)? Is each section identified by means of a numbered header or sub-header? 5%

2. Do your sections start with a lead paragraph that: (a) offers a transition from the prior section, (b) explicitly states the goal and main finding of the section, using the words "In this section I argue that...", and (c) outlines the section in detail, using the words "I begin this section with..."? 5%

IV. Introduction:

1. Do the first two sentences of your paper consist of (a) the question, followed by (b) a brief and simple statement of your own argument, starting with "In this paper, I argue that..."? 5%
2. Do you provide a *very* detailed outline of the paper? This outline should name each section, explain what the goal of the section is and what your main finding in that section is. 5%

V. Literature Review: Does your literature review conform to the guidelines of the literature review rubric? Incorporate feedback you received on your literature review assignment. 10%

VI. Your argument: Does your argument provide a direct answer to the question? Does it identify the way that the outcome(s) that interest you come about? (This is also referred to as causal mechanisms)? Does it help to fill the gap you identified in your literature review? 10%

VII. Evidence: Is the evidence relevant to your argument? Have you made an effort at providing comprehensive evidence? Do you provide evidence that both supports your own argument and casts doubt on competing accounts? 10%

VIII. Conclusion:

1. Does your conclusion summarize the paper *in detail*, repeating the key findings of each section (1-2 pages)? 5%
2. Do you list several criticisms or shortcomings of your argument? 5%
3. How would you address those shortcomings in future research? What questions would you need to ask to strengthen your argument and what information would you need to answer those questions? 5%

IX. References: Have you followed your TAs guidelines on proper footnotes, end notes and/or bibliography formatting? 5%

X. Professionalism: Refer to the literature review rubric for formatting guidelines (cover page, line spacing, etc.) Have you read multiple drafts of your paper in search of typos? Is your paper of appropriate length (25-30 pages, double spaced with standard font and margins)? If not, rewrite it until it is. 10%

Step 5: Comments on a Peer Paper

(5% of the total paper grade for each comment, two comments totaling 10% of your own paper grade)

Please fill out the following form in order to provide one of your peers with feedback on her/his paper. Your answers will not affect *your peer's* grade but the care with which you fill out this form will affect *your* grade. The quality of your feedback does *not* depend on finding many flaws in your peer's paper. Rather, it depends on reading the paper carefully and noting strengths and weaknesses in an appropriate and professional manner.

Please use only the form below to provide written feedback. Use the "bold" function to highlight the correct answer (yes/no) and type in any helpful advice into the appropriate text box. If you wish to enter a great deal of text, you can expand the size of the text box but you should not feel obligated to do so. It is absolutely acceptable to leave grids empty if you have nothing to say.

Step 6: Final, Revised Paper (50% of paper grade)

Your final paper should incorporate those comments from your peer readers and from your TA that you found worthwhile as well as other improvements that you decided to make. Final papers are due by email and hard copy to your TA.

**Part 1: Following the Paper Rubric**

**Commented [1]:** And then maybe make this one another document so when the time for peer reviews arrives, students just download this document rather than copy and pasting which could get messy.

<p>I. Sentences: Are sentences clear, short and in active tense?</p> <p>If not, provide the page numbers and first words of several sentences that need rewriting:</p>	Yes	No
<p>II. Paragraphs: Are paragraphs appropriate in length (less than half a page)? Do they start with a lead sentence that introduces or summarizes the paragraph?</p> <p>If not, provide the pages and locations of a couple of paragraphs that need rewriting:</p>	Yes	No
<p>III. Sections:</p> <p>1. Are sections appropriate in length (3-5 pages)? Is each section identified by means of a numbered header or sub-header?</p> <p>If not, please provide the page numbers of sections that require rewriting.</p>	<u>Yes</u>	<u>No</u>
<p>2. Do sections start with a lead paragraph that: (a) offers a transition from the prior section, (b) explicitly states the goal and main finding of the section, using the words "In this section I argue that...", and (c) outlines the section in detail, using the words "I begin this section with..."?</p> <p>If not, please provide the page numbers of lead paragraphs that need rewriting and explain how the author should rewrite these paragraphs.</p>	<u>Yes</u>	<u>No</u>

<p>V. Introduction:</p> <p>1. Do the first two sentences of the paper consist of (a) the question, followed by (b) a brief and simple statement of the argument, starting with "In this paper, I argue that...?"</p>	<u>Yes</u>	<u>No</u>
<p>2. Does the introduction provide a <i>very</i> detailed outline of the paper? Does it name each section, explain what the goal of the section is and what the main finding in that section is? If not, briefly explain how the author should rewrite the introduction.</p>	<u>Yes</u>	<u>No</u>
<p>VI. Literature Review: Does the literature review conform to the guidelines of the literature review rubric? If not, briefly explain how the author should rewrite the literature review.</p>	<u>Yes</u>	<u>No</u>



<p>VII. Argument: Does the argument provide a direct answer to the question? Does it identify the causal mechanisms driving the outcome? If not, please explain how the author needs to rewrite the argument.</p>	<p><u>Yes</u></p>	<p><u>No</u></p>
<p>VIII. Evidence: Is the evidence relevant to the argument? Is the evidence comprehensive? If not, please explain what kind of evidence the author should provide.</p>	<p><u>Yes</u></p>	<p><u>No</u></p>
<p>IX. Conclusion:</p> <p>1. Does the conclusion summarize the paper <i>in detail</i>, repeating the key findings of each section? If not, please explain how the author should rewrite the conclusion.</p>	<p><u>Yes</u></p>	<p><u>No</u></p>

2. Does the paper list several criticisms or shortcomings of the argument?	<u>Yes</u>	<u>No</u>
3. Does the paper propose a future trajectory for this research? Does the paper mention questions that remain unanswered? Does the paper mention what sort of information we would need to answer those questions?	<u>Yes</u>	<u>No</u>
X. References: Does the paper follow your TA's guidelines on proper footnote, endnotes and/or bibliography formatting? If not, briefly explain how the author should reformat these references.	<u>Yes</u>	<u>No</u>
XI. Professionalism: Does the paper follow the literature review's rubric for formatting (cover page, line spacing, etc.)? Help the author by identifying any typos you may have found:	<u>Yes</u>	<u>No</u>

## Part 2: Critiques

I. Evidence: Do the data strike you as complete, accurate, reliable and sufficient? If not, please explain:	<u>Yes</u>	<u>No</u>
II. Case studies: If the paper uses a comparison across several cases, are these cases significant and representative? Do they offer helpful variations on dependent (questions to be explained) and independent (reasons or factors that do the explaining) variables? Does the paper explain why these cases were chosen? If not, please suggest the required changes:	<u>Yes/</u> <u>N.A.</u>	<u>No</u>
III. Alternative Explanations Does the paper address alternative explanation/answers to the question asked. Please explain.	<u>Yes</u>	<u>No</u>

<p>IV. Argument:</p> <p>1. Does the argument avoid conflating correlation with causation? If not, please explain:</p>	<u>Yes</u>	<u>No</u>
<p>2. Does the argument avoid over-determination? If not, please explain:</p>	Yes	No
<p>3. Is the argument logically coherent? Does it avoid tautology and circular reasoning? If not, please explain:</p>	<u>Yes</u>	<u>No</u>
<p>4. Does the argument detail all necessary logical steps without hidden assumptions? If not, please explain:</p>	<u>Yes</u>	<u>No</u>

5. Is the argument free of political and other forms of bias? If not, please explain:	<u>Yes</u>	<u>No</u>

**Part 3. Overall Assessment**

I. What are the primary strengths of this paper?

II. What are the most important areas that require improvement?