

UHON 395h-006 Capitalism and Democracy in the 21st Century

Spring Semester 2023

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Class meets Monday and Wednesday from 3:30 pm to 4:45 pm in 258 Knoll Residential Center.
NOTE: This class is “in-person” only.

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1. Introduction

ACE Learning Outcomes

This course can be counted toward fulfillment of either ACE Learning Outcome 6: “Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior,” OR ACE Learning Outcome 9: “Exhibit global awareness or knowledge of human diversity through analysis of an issue.” It emphasizes reading and discussion of a far-ranging set of books and articles that highlight the use of social science methods to address issues related to the current global economic and political situation. The seminar also incorporates extensive information about the relationship of human diversity and identity to the economic, cultural, and political circumstances of different groups of people.

Students will participate in the general discussions and work with other students on team presentations about the current state of the world. There are two written assignments (a critical review of a book and a short op-ed piece) upon which students will receive detailed critiques of the content and an assessment of the extent to which they demonstrate critical thinking and professional written communication. The written exercises may be included as part of a sample of student work submitted for ACE assessment.

Expectations for this Honors class

This seminar is designed to engage participants in debate and discussion to facilitate the development of critical thinking and to provide a synthetic, interdisciplinary understanding of the course topic. In preparation for classes and in the completion of assignments students are expected to take a scholarly approach through in-depth reading and attention to additional resources that may be assigned or discovered on their own. UNL libraries provides online tutorials for using the library for scholarly research <http://unl.libguides.com/LibraryTutorials>

Course Description

At the end of the Cold War in 1989, Francis Fukuyama concluded that the age-old question of the way in which human societies should be organized had been resolved. Liberal democracy and free-market capitalism had carried the day marking “the end of history.” But history did not end: in 2014, Hungarian Prime Minister Viktor Orbán trumpeted the glories of “illiberal” democracy and economic nationalism, former US Secretary of State, Madeleine Albright warned of the potential return of fascism in 2018, and on January 6, 2021, a mob attacked the US Capitol Building in an effort to overturn the results of the 2020 presidential election. The tension between democracy with its egalitarian emphasis (one person, one vote) and capitalism which is based on differential rewards that lead to inequality has been the subject of much discussion over the past 200 years. Now, two decades into the 21st Century, there is extensive criticism of what had appeared to be broad agreement that a liberal world order based on democracy and capitalism is the best way to organize society. The purpose of this seminar is to review and discuss the history, nature, and problems of democracy and capitalism drawing on a growing literature addressing common fault lines in the United States and around the world.

After introducing the course and sketching some of the main themes to be addressed, the rest of the seminar is divided into four parts. The first part is centered on the book *A World Safe for Democracy: Liberal Internationalism and the Crises of Global Order* by John Ikenberry. Ikenberry details the origins and history of liberal internationalism which he defines as “... a set of ideas and projects for organizing a world of liberal democracies” (page 7). Within this type of internationalism, capitalism and markets play an important role and these will be investigated in discussions centered on the book *Democratic Capitalism at the Crossroads: Technological Change and the Future of Politics* by Carles Boix. To enrich our understanding of the background for the many criticisms of the world order built on liberal democracy and mixed capitalist economic systems, the third part of the seminar will consist of evidence-based presentations by student teams charged with developing profiles of the recent evolution and current state of important global conditions. The last part of the course focuses on democracy and its critics as described in a book by Yascha Mounk entitled *The Great Experiment: Why Diverse Democracies Fall Apart and How They Can Endure*. We will also review further readings and videos on individualism, communitarianism, identity, meritocracy, and liberty. This

syllabus includes an extensive bibliography as a reference for those wishing to pursue these themes further.

The main task students will be asked to complete is to read and critically assess the books and articles, to view the videos noted in the seminar outline, and to participate actively in class discussions of these works. To encourage active participation, students will serve as the discussion leaders for selected class sessions. With support from the instructor, discussion leaders will be responsible for stimulating the exchange of ideas related to the topic covered in that class session. Note that three sets of “reading guides” written by the instructor are posted on Canvas. These guides are meant to help students identify the main themes in the readings and introduce special observations about the topics being addressed. They are intended to help students navigate the complex issues raised in the readings and videos. Students are encouraged to monitor news reports outside class and to share any pertinent discoveries with the rest of the group. Because the core activities in this course involve classroom discussion, regular attendance is expected. There are clear situations such as illness when absences from class are justified but missing a substantial number of classes may have an impact on the final grade assigned.

There are two written exercises. The first is to write a critical review (8 to 10 pages) of a book or set of articles due on March 8. The expectations for the critical reviews and lists of books and articles from which students may choose the work to be reviewed can be found following the class schedule on page 7. Students are encouraged to seek out books or articles that are related to their particular interests as well as to the themes addressed in the seminar. The second assignment is to write a short “op-ed” piece (2 to 3 pages) to be submitted on April 19. Students will present their op-ed pieces to the class during the last four class sessions. Students will also work with others as part of one of four teams tasked with giving presentations on economic inequality, globalization, rule of law, and human rights around the world and leading discussions of issues related to these subjects. A fuller explanation of this exercise can be found after the list of books and articles for the critical reviews.

The seminar is intended to be interdisciplinary with an emphasis on political philosophy and the social sciences. I have tried to find a wide range of readings and other scholarly material and wish to encourage students to bring in additional information and ideas from different perspectives. Although political philosophy and social science will figure prominently in most of the discussions, there are no disciplinary prerequisites and students should be able to follow the arguments advanced in the readings and videos without substantial background in these areas. There may be some math and economics in some of the articles but students with math or econ phobias can skip over those parts of the articles without missing out on the primary story being recounted. Participants in this seminar come from a wide range of backgrounds and this diversity will add significantly to the quality of our deliberations. Diversity and inclusion are central to the mission and pursuit of excellence at the University of Nebraska-Lincoln and within the Honors Program (<http://diversity.unl.edu/diversity-home>). All points of view are welcome. Note that many of the topics raised in this seminar are politically contentious; we should all strive to keep an open mind and express differences of opinion with respect and civility.

NOTE: please let the instructor know if any of the internet links provided in this syllabus do not actually work so replacements can be found.

Required Readings and Videos

A. Core books:

- *A World Safe for Democracy: Liberal Internationalism and the Crises of Global Order* by John Ikenberry
- *Democratic Capitalism at the Crossroads: Technological Change and the Future of Politics* by Carles Boix
- *The Great Experiment: Why Diverse Democracies Fall Apart and How They Can Endure* by Yasha Mounk

B. Shorter readings Except for the article on “Markets” by Lisa Herzog, these are all are posted on Canvas under “Files” (b1 to b21). An internet link for “Communitarianism” by Daniel Bell (b20) is also included. Full citations can be found in the bibliography at the end of this syllabus:

- b1. “These Disunited States” by Simon and Stevenson
- b2. “The Future of the Republican Party” by Brady, Fiorina, and Rivers
- b3. “The Elusive Civil Classroom” by Sylvia Goodman
- b4. “How America Lost Faith in Expertise: And Why That's a Giant Problem” by Nichols
- b5. “Capitalism and Democracy” by Gabriel Almond
- b6. “The Shifting Relationship between Post-War Capitalism and Democracy” by Hall
- b7. “Is Democracy Failing and Putting our Economy at Risk? By Galston and Kamarck
- b8. “Welfare Economics and the Role of the State” by Peterson
- b9. “Defining Capitalism” by Sternberg
- b10. “Have the Anticapitalists Reached Harvard Business School?” by Goldberg
- b11. “Socialists on the Knife-edge” By Kunzru
- b12. “State Capitalism Comes of Age” By Bremmer
- b13. “Charles Lindblom on the Market, Elites, Inequality, ...” by Blokland
- “Markets” by Lisa Herzog at <https://plato.stanford.edu/entries/markets/>
- b14. “The Political Economy of Liberal Democracy” by Mukand and Rodrik
- b15. “The War on History is a War on Democracy” by Timothy Snyder
- b16. “How to Strangle Democracy While Pretending to Engage in It” by Lozada
- b17. “Deliberative Democracy as Open, Not (Just) Representative Democracy” by Landemore
- b18. “Demographic Objections to Epistocracy: A Generalization” by Ingham and Wiens
- b19. “Individualism and the Claims of Community” by Dagger
- b20. “Communitarianism” by Bell also at <https://plato.stanford.edu/entries/communitarianism/>
- b21. “The Importance of Elsewhere: In Defense of Cosmopolitanism,” by K.A. Appiah

C. Videos (Internet links to these sources can be found in the seminar schedule):

- “The Psychological Traits that Shape Your Political Beliefs” by Dannagal Young
- “Why We Shouldn't Trust Markets with our Civic Life,” TED Talk by Michael Sandel
- “Stephen Colbert interview with Michael Sandel on ‘What Money Can't Buy.’”
- “The Lies that Bind” –Kwame Anthony Appiah
- “The Tyranny of Merit” –Michael Sandel
- “The Narrow Corridor” –Daron Acemoglu

All required university-wide information for students can be found at: go.unl.edu/coursepolicies

Academic Honesty Policy: Students are expected to adhere to guidelines concerning academic dishonesty outlined in the University’s Student Code of Conduct, focusing on section B on page 4 of the following: <http://stuaafs.unl.edu/ja/code/>

Accommodations for Students with Disabilities Policy: It is the policy of the University of Nebraska-Lincoln to provide individualized accommodations to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 232 Canfield Administration, 472-3787

2. Seminar Schedule:

Jan. 23 Introduction to the seminar

Prelude **Overview And Initial Considerations** (see the “Reading Guide for the Prelude and First Movement” posted under files)

Jan. 25 Overview of the themes to be addressed in the seminar.
Assignment: read “These Disunited States” by Simon and Stevenson, “The Future of the Republican Party” by Brady et al., “The Elusive Civil Classroom” By Goodman, and “How America Lost Faith in Expertise: And Why That's a Giant Problem” by Nichols.
Watch the video: “The Psychological Traits that Shape Your Political Beliefs” by Dannagal Young at:
https://www.ted.com/talks/dannagal_g_young_the_psychological_traits_that_shape_your_political_beliefs

Jan. 30 Initial Considerations.
Reading: “Capitalism and Democracy” by Almond, “The Shifting Relationship between Post-War Capitalism and Democracy” by Hall, and “Is Democracy Failing and Putting our Economic System at Risk? By Galston and Kamarck.

Part I **First Movement: International Relations** (see the “Reading Guide for the Prelude and First Movement” posted under files)

Feb. 1 Nature and origin of liberal internationalism
Reading: Ikenberry, Chapter 1 – 3 (pages 1 – 99)

Feb. 6 Wilson and Roosevelt
Reading: Ikenberry, Chapters 4 - 5 (pages 100 – 176) and

Feb. 8 Liberal internationalism after World War II
Reading: Ikenberry, Chapters 6 - 7 (pages 177 -254)

Feb. 13 Current issues and the future of liberal internationalism
Reading: Ikenberry, Chapters 8 - 9 (pages 255 – 312)

Part II Second Movement: Capitalism (See also “Reading Guide for the Second Movement” posted under files)

- Feb. 15 Some basic economics
Reading: “Welfare Economics and the Role of the State” by Peterson
- Feb. 20 What exactly is capitalism?
Readings: “Defining Capitalism” by Sternberg; “Have the Anticapitalists Reached Harvard Business School?” by Goldberg; and Boix, Chapters 1 – 2 (pages 1 – 48)
- Feb. 22 Detroit capitalism
Reading: Boix, Chapter 3 (pages 49 – 96)
- Feb. 27 Silicon Valley capitalism
Reading: Boix, Chapter 4 (pages 99 – 141)
- Mar. 1 The future of democratic capitalism
Reading: Boix, Chapters 5 and 6 (pages 142 – 216)
- Mar. 6 Alternative views of capitalism
Readings: “Socialists on the Knife-edge” by Hari Kunzru and “State Capitalism Comes of Age” by Ian Bremmer
- Mar. 8 What are markets for?
Readings: “Charles Lindblom on the Market, Elites, Inequality, and Our Inability to Think Clear [*sic*]” by Hans Blokland; and “Markets” by Lisa Herzog at <https://plato.stanford.edu/entries/markets/>
Videos: “Why We Shouldn’t Trust Markets with our Civic Life,” TED Talk by Michael Sandel (https://www.ted.com/talks/michael_sandel_why_we_shouldn_t_trust_markets_w_ith_our_civic_life?language=en) and “Stephen Colbert interview with Michael Sandel on ‘What Money Can’t Buy’” (<https://www.cc.com/video/88pieq/the-colbert-report-michael-sandel>)

Critical review of a book or set of articles due

Part III Interlude: What’s the evidence?

- Mar. 20 team presentation: the current state of inequality around the world
- Mar. 22 team presentation: the history and current state of globalization
- Mar. 27 team presentation: the current state of the rule of law around the world
- Mar. 29 team presentation: the development and current situation of global human rights

- Part IV Third Movement: Democracy** (See also “Reading guide for the Third Movement and the Coda”)
- Apr. 3 What is democracy?
Reading: “The Political Economy of Liberal Democracy” by Mukand and Rodrik; “The War on History is a War on Democracy” by Snyder; and “How to Strangle Democracy While Pretending to Engage in It” by Carlos Lozada.
- Apr. 5 When Diverse Societies Go Wrong.
Reading: Mounk, Part 1 (pages 1 – 102)
- Apr. 10 What Diverse Democracies Should Become
Reading: Mounk, Part 2 (pages 103 – 200)
- Apr. 12 How Diverse Democracies can Succeed
Reading: Mounk, Part 3 (pages 201 – 296)
- Apr. 17 Alternative views of democracy
Readings: “Deliberative Democracy as Open, Not (Just) Representative Democracy” by Landemore and “Demographic Objections to Epistocracy: A Generalization” by Ingham and Wiens
- Coda: Individualism and Communitarianism, Identity, Meritocracy, and Respect**
- Apr. 19 Individualism vs. communitarianism
Readings: “Individualism and the Claims of Community” by Richard Dagger; and “Communitarianism” by Daniel Bell.
- Op-ed piece due**
- Apr. 24 The problems of identity and respect
Videos: “The Lies that Bind” by Kwame A. Appiah at: <https://www.youtube.com/watch?v=Sfk198599w4> and “The Tyranny of Merit” by Michael Sandel at <https://www.youtube.com/watch?v=hx5fmgIpzug>
- Apr. 26 Global Interdependence and the future of liberty.
Reading: “The Importance of Elsewhere: In Defense of Cosmopolitanism” by K. A. Appiah. Video: “The Narrow Corridor” by Daran Acemoglu at <https://www.youtube.com/watch?v=e1xKUZCf7PA>
- May 1 Present op-eds
- May 3 Present op-eds
- May 8 Present op-eds
- May 10 Wrap-up discussion

3. Books and articles for the critical reviews

Critical reviews (8 to 10 pages in length) of a book, or a set of articles are due on March 8. Ideally, the book or set of articles chosen for review should be related both to the topics of the seminar and to the particular interests of each student. For example, a student majoring in animal science might search for “capitalism and animal science” which produces links to a wide range of written material on the effects of capitalism on animal welfare and other issues related to animal agriculture (e.g., <https://www.sciencedirect.com/science/article/pii/S0016718518301477>). Similarly, a search for “democracy and art history” generates a number of links to articles and books that might be of interest to a student majoring in art history (e.g., https://www.ted.com/playlists/733/why_art_is_important_to_democracy). Some of the books and articles listed below may require greater specialized knowledge in particular areas than many students possess, and such works can be very difficult to review. The most appropriate review material would be something the student would like to read independently of this assignment. The instructor will be happy to consult with students on appropriate works to review given each student’s special interests.

Critical reviews should include a thorough summary of the arguments made in the written material and the evidence used to support them. They should also include personal commentary on the validity or appropriateness of the arguments and supporting evidence noting both strengths and weaknesses. **A good way to approach this assignment is to read critical reviews by established writers, using their articles as models for your review. One of the assigned readings for the seminar (Hari Kunzru) is an example of a critical book review. A review of three books about Adam Smith and John Maynard Keynes by Corey Robin is also posted on Canvas at “a2” under ‘Files;’ another example of a well-done critical review.** The *New York Review of Books* is an excellent source of outstanding book reviews and professional journals such as the *Journal of Economic Literature* or the *American Political Science Review* usually include book and literature reviews. The articles by Herzog on markets and by Bell on communitarianism are examples of detailed literature reviews. Note that it is usually expected that an honors thesis will include a literature review as background for the topic being addressed.

The following list of books and articles is provided to give students some guidance in choosing the material to review. Some of the books listed below are available in the UNL Libraries (call numbers have been included below). An alternative to a critical book review would be to compare and critique 2 or 3 articles chosen from the list below or discovered on your own. Several of the articles listed below are posted on Canvas and others are available through internet links or links available through the UNL Libraries. Feel free to use books and/or articles read for other courses if they are related to the themes being examined in the seminar. If you plan on doing your thesis on a topic related to this seminar, it might be useful to do a partial literature review on that topic. I would be happy to consult with you on a potential literature review as well as on alternative books or articles that may be of interest to you. You should begin work on this assignment right away as it is due fairly early in the semester. Note that you will be required to re-write the paper if evidence of plagiarism is discovered. It is your responsibility to know what plagiarism is and how to avoid it. The critical reviews should be documented carefully to appropriately cite all sources used. The Purdue On-line Writing Lab ([OWL // Purdue Writing Lab](#)) is an excellent source for guidance on writing and appropriate documentation of sources as is the UNL Writing Center which can be contacted at: [Writing Center | Nebraska \(unl.edu\)](#).

Books

Acemoglu, Daron and James A. Robinson (2019). *The Narrow Corridor: States, Societies, and the Fate of Liberty*, New York: Penguin Press.

Achen, Christopher H. and Larry M. Bartels (2017). *Democracy for Realists: Why Elections do not Produce Responsive Government*, Princeton, NJ: Princeton University Press. (2016 version available in Schmid Law Library JK 1726 A35)

Albright, Madeleine (2018). *Fascism: A Warning*, New York: HarperCollins Publishers (Love Library call number JC481 A44).

Appiah, K. A. (2018). *The Lies that Bind: Rethinking Identity*, New York: Liveright.

Applebaum, Anne (2020). *Twilight of Democracy*, New York: Doubleday.

Balakrishnan, Radhika, James Heintz and Diane Elson (2016). *Rethinking Economic Policy for Social Justice: The Radical Potential of Human Rights*, New York: Routledge.

Bowles, Samuel (2017). *The Moral Economy: Why Good Incentives are no Substitute for Good Citizens*, New Haven, CN: Yale University Press. (Love Library HB72 B683)

Brennan, Jason (2016). *Against Democracy*, Princeton, NJ: Princeton University Press.

Case, Anne and Angus Deaton (2020). *Deaths of Despair and the Future of Capitalism*, Princeton, NJ: Princeton University Press.

Cohen, Adam (2021). *Supreme Inequality: The Supreme Court's Fifty-year Battle for a More Unjust America*, New York: Penguin. (UNL Law Library: KF 8748.C549)

Collier, Paul (2018). *The Future of Capitalism: Facing the New Anxieties*, New York: Harper Collins Publishers.

Clausing, Kimberly (2019). *Open: the Progressive Case for Free trade, Immigration, and Global Capital*, Cambridge, MA: Harvard University Press.

Davies, William (2018). *Nervous States: Democracy and the Decline of Reason*, New York: W. W. Norton and Company.

Deaton, Angus (2013). *The Great Escape: Health, Wealth, and the Origins of Inequality*, Princeton, NJ: Princeton University Press. (Love: HC 79.I5 D43)

Dionne, E. J. (2016). *Why the Right went Wrong: Conservatism from Goldwater to the Tea Party and Beyond*, New York: Simon and Schuster (Love: JC 573.2 U6 D57).

Dionne, E. J., Norman J. Ornstein, and Thomas Mann (2017). *One Nation after Trump: A Guide for the Perplexed, the Disillusioned, the Desperate, and the Not-Yet Deported*, New York: St. Martin's Press.

Fallows, James and Deborah Fallows (2018). *Our Towns: A 100,000-Mile Journey into the Heart of America*, New York: Pantheon.

Fukuyama, Francis (2018). *Identity: The Demand for Dignity and the Politics of Resentment*, New York: Farrar, Straus and Giroux.

Galston, William A. (2018). *Anti-Pluralism: The Populist Threat to Liberal Democracy*, New Haven, CN: Yale University Press.

Gardels, Nathan and Nicolas Berggruen (2019). *Renovating Democracy: Governing in the Age of Globalization and Digital Capitalism*, Oakland, CA: University of California Press.

Gerstle, Gary (2022). *The Rise and Fall of the Neoliberal Order: America and the World in the Free Market Era*, New York: Oxford University Press.

Henderson, Rebecca (2020). *Reimagining Capitalism in a World on Fire*, New York: Public Affairs.

Hibbing, John R. (2014). *Predisposed: Liberals, Conservatives, and the Biology of Political Differences*, New York: Routledge (Love: JA 75.7 H53)

Hibbing, John R. (2020). *The Securitarian Personality: What Really Motivates Trump's Base and Why it Matters for the Post-Trump Era*, New York: Oxford University Press.

Hirschman, Albert O. (1977). *The Passions and the Interests: Political Arguments for Capitalism before its Triumph*, Princeton, NJ: Princeton University Press. (Love library, HB501 H523)

Hochschild, Arlie Russell (2016). *Strangers in Their Own Land: Anger and Mourning on the American Right*, New York: The New Press. (Available on-line through Love Library, <https://ebookcentral-proquest-com.libproxy.unl.edu/lib/unebraskalincoln-ebooks/detail.action?docID=4549514>)

Holcombe, Randall G. (2018). *Political Capitalism: How Economic and Political Power is Made and Maintained*, New York: Cambridge University Press.

Inglehart, Ronald F. (2018). *Cultural Evolution: People's Motivations are Changing and Reshaping the World*, New York: Cambridge University Press.

Iversen, Torben and David Soskice (2019). *Democracy and Prosperity: Reinventing Capitalism through a Turbulent Century*, Princeton, NJ: Princeton University Press.

- Kurlantzick, Joshua (2013). *Democracy in retreat: the revolt of the middle class and the worldwide decline of representative government* (Love Library, JC423 K857)
- Kurlantzick, Joshua (2016). *State Capitalism: How the Return of Statism is Transforming the World*, New York: Oxford University Press.
- Kuttner, Robert (2018). *Can Democracy Survive Global Capitalism?* New York: W. W. Norton and Company.
- Levitsky, Steven and Daniel Ziblatt (2018). *How Democracies Die*, New York: Broadway Books. (Love: JC 423 L4855)
- Luce, Edward (2017). *The Retreat of Western Liberalism*, New York: Atlantic Monthly Press. (Love Library, JC574 L84).
- Mann, Thomas and Norman J. Ornstein (2012). *It's Even Worse Than It Looks: How the American Constitutional System Collided with the New Politics of Extremism*, New York: Basic Books (Law Library JK275.M27).
- McIntyre, Lee (2018). *Post Truth*, Cambridge MA: MIT Press (Love Library, BD171 M39).
- Milanovic, Branko (2019). *Capitalism, Alone: The Future of the System that Rules the World*, Cambridge, MA: Harvard University Press.
- Miller, David (2016). *Strangers in Our Midst: The Political Philosophy of Immigration*, Cambridge, MA: Harvard University Press (Love Library JV6255 M55).
- Mouk, Yascha (2018). *The People vs. Democracy: Why Our Freedom is in Danger and How to Save It*, Cambridge, MA: Harvard University Press.
- Nichols, Tom (2017). *The Death of Expertise: The Campaign against Established Knowledge and why it Matters*, New York: Oxford University Press. (Love Library, HM851 N54).
- Nussbaum, Martha (2018). *The Monarchy of Fear: A Philosopher Looks at our Political Crisis*, New York: Simon and Schuster. (Love Library, JK1726 N36).
- Pearlstein, Steven (2020). *Moral Capitalism: Why Fairness Won't Make Us Poor*, New York: St. Martin's Press.
- Pistor, Katharina (2019). *The Code of Capital: How the Law Creates Wealth and Inequality*, Princeton, NJ: Princeton University Press.
- Posner, Eric A. and E. Glen Weyl (2018). *Radical Markets: Uprooting Capitalism and Democracy for a Just Society*, Princeton, NJ: Princeton University Press.

Rosling, Hans (2018). *Factfulness: Ten Reasons We're Wrong about the World and Why Things are better than You Think*, New York: Flatiron Books (CYT BF441 R673)

Runciman, David (2018). *How Democracy Ends*, New York: Basic Books.

Sachs, Jeffrey D. (2020). *The Ages of Globalization: Geography, Technology, and Institutions*, New York: Columbia University Press.

Soll, Jacob (2022). *Free Market: The History of an Idea*, New York: Basic Books.

Stiglitz, Joseph E. (2019). *People, Power, and Profits: Progressive Capitalism for an Age of Discontent*, New York: W. W. Norton and Company.

Taylor, Astra (2019). *Democracy May Not Exist but We'll Miss it when it's Gone*, New York: Metropolitan Books.

Vance, J. D. (2016). *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*, New York: Harper Collins (Love Library, HD8073 V37 A3).

Wallerstein, Immanuel and others (2013). *Does Capitalism Have a Future?* New York: Oxford University Press. (Love Library: HB 501 W2935)

Articles (*posted on Canvas under Files, c1 to c27)

*Acemoglu, Daron and James A. Robinson (2018). "The Emergence of Weak, Despotic, and Inclusive States," working paper available at: <http://economics.mit.edu/files/15098>

*Acemoglu, Daron, Suresh Naidu, Pascual Restrepo, and James A. Robinson (2019). "Democracy Does Cause Growth," *Journal of Political Economy*, 127 (1): 47-100.

*Andersson, Per F. (2018). "Democracy, Urbanization, and Tax Revenue," *Studies in Comparative International Development* 53:111–150.

*Anukriti, Abhishek Chakravarty (2019). "Democracy and Demography: Societal Effects of Fertility Limits on Local Leaders," *Journal of Human Resources* 54(1): 79-121.

*Appiah, K. A. (2001). "Liberalism, Individuality, and Identity," *Critical Inquiry* 27-2 (Winter): 305 – 332.

*Beauchamp, Zach (2020). "The Republican Party is an Authoritarian Outlier," *New York Times*, September 22, 2020.

*Bernhardt, Dan, Stefan Krasa, and Mehdi Shadmehr (2022). "Demagogues and the Economic Fragility of Democracies," *American Economic Review* 112 (10): 3331-3366.

*Colantone, Italo and Piero Stanig (2019). "The Surge of Economic Nationalism in Western Europe," *Journal of Economic Perspectives*, 33-4 (Fall): 128-151

*Edwards, Sebastian (2019). "In Latin American Populism and its Echoes around the World," *Journal of Economic Perspectives*, 33-4 (Fall): 76-99.

Gaus, Gerald, Shane D. Courtland, and David Schmitz (2018). "Liberalism," *Stanford Encyclopedia of Philosophy*, Stanford CA, available at <https://plato.stanford.edu/entries/liberalism/>

*Golder, Matt (editor, 2018). "Fake News and the Politics of Misinformation," *Comparative Politics Newsletter*, 28 (2): 1-85.

*Guiora, Amos N. and Kristine J. Ingle (2018). "Militant or Bystander: How to Protect Democracy," *BYU Journal of Public Law* 33(1): 31-79.

*Guriev, Sergei and Daniel Treisman (2019). "Information Autocrats," *Journal of Economic Perspectives*, 33-4 (Fall): 100-127.

*Guriev, Sergei and Elias Papaioannou (2022). "The Political Economy of Populism," *Journal of Economic Literature*, 60(3): 753 – 832.

*Hafner-Burton, Emily, Edward Mansfield, and Jon Pevehouse (2013). "Human Rights Institutions, Sovereignty Costs and Democratization," *British Journal of Political Science*, 45: 1-27.

*Hilt, Eric (2017). "Economic History, Historical Analysis, and the 'New History of Capitalism'" *The Journal of Economic History*, 77(2): 511-536.

*Hirschman, Albert O. (1982). "Rival Interpretations of Market Society: Civilizing, Destructive, or Feeble," *Journal of Economic Literature*, Vol. XX (December): 1463-1484.

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Student team presentations on the state of the world.

For the sessions on evidence about the state of the world, students will work on one of four teams to prepare presentations describing the evolution and current state of inequality, globalization, rule of law, and human rights around the world. The presentations should include definitions and descriptions of the topic, statistical information in the form of charts and tables

that trace the evolution and current state of the item in question, and whatever additional information or discussion the team feels is important. Here are examples of the kinds of information to include and some sources where statistical data and other information can be found:

1. **Inequality:** What are the primary forms of inequality and how might they be measured? How have different forms of inequality evolved over time for the world as a whole and for individual countries and geographic regions? Is inequality the same as poverty or are these two concepts distinct? Are there significant differences in the level of inequality (however defined) in different regions of the world? Is inequality increasing or decreasing and what are the main factors that contribute to changes in inequality? Does it seem likely that inequality will increase or decrease in the future? What are the implications of changing levels of inequality for human well-being?

It will be useful to begin work on this topic by learning about measures of economic inequality (Gini coefficients, percentage of total income or wealth received by the poorest 20% compared to the percentage for the richest 20%, and others). Here is a link to a Wikipedia article on inequality metrics: https://en.wikipedia.org/wiki/Income_inequality_metrics For discussion of the use of these measures and some of the issues around inequality, see a paper by the instructor at [file:///C:/Users/epeterson1/Downloads/socsci-06-00147%20\(2\).pdf](file:///C:/Users/epeterson1/Downloads/socsci-06-00147%20(2).pdf)

Basic information on economic inequality can be found at the World Bank's world development indicators at: [World Development Indicators | DataBank \(worldbank.org\)](https://data.worldbank.org/) An excellent source for data on income, wealth and other information is Realtime Inequality at: <https://realtimeinequality.org/>

For the US, the Census Bureau publishes data on income distribution: <https://www.census.gov/data/tables/2022/demo/income-poverty/p60-276.html>

Another source of inequality data for high-income countries is the Organization for Economic Cooperation and Development (OECD):

https://stats.oecd.org/BrandedView.aspx?oecd_bv_id=socwel-data-en&doi=data-00654-en

Our World in Data has 3 articles: 1) income inequality: <https://ourworldindata.org/income-inequality> 2) global inequality: <https://ourworldindata.org/global-economic-inequality> 3) gender inequality: <https://ourworldindata.org/economic-inequality-by-gender> You may use some of the charts in the OWID reports, but it would be preferable to check the sources of the data at the end of the report used to construct the OWID charts and use the original data to generate your own up-dated charts and tables. Because of different methods, the statistics don't always match up across sources, but they will be close enough for general observations.

2. **Globalization:** Develop a definition of globalization that includes important variables reflecting the extent of globalization today and over time. What proportion of world economic output is traded and has that proportion increased? How important are global financial and capital flows for the world economy? How has the number of international migrants changed over time? What has been the impact of globalization on national sovereignty using whatever definition of national sovereignty the team feels is appropriate? Is there any relationship between globalization and economic growth, poverty, inequality, or other measures of economic prosperity? What are the prospects for globalization in the future?

The World Bank has a statistical database at: <http://databank.worldbank.org/data/source/world-development-indicators> This database has a rich collection of economic and financial data on individual countries and various geographic regions (Sub-Sahara Africa, East Asia and Pacific, South Asia, Latin America and Caribbean, North America, Eastern Europe and Central Asia, the European Union, Middle East and North Africa). For long-term measures of GDP, population and per capita GDP, the Maddison Project database is an excellent source: <https://www.rug.nl/ggdc/historicaldevelopment/maddison/releases/maddison-project-database-2018> “Our World in Data” (OWID) has an entry on trade and globalization at: <https://ourworldindata.org/trade-and-globalization> You may use some of the charts in the OWID report but it would be preferable to check the sources of the data used to construct the OWID charts at the end of the report and use the original data to generate your own up-dated charts and tables.

3. Rule of law: What is the “rule of law” and how has the number of countries in which effective rule of law is maintained changed over time? How many countries have governments classified as authoritarian and how has that number changed over time? How many countries have limits on the term of the president or other head of state/government? What are the prospects for the rule of law in the future?

The World Justice Project (WJP, [World Justice Project | Advancing the rule of law worldwide](#)) publishes a “rule of law” index at: [WJP Rule of Law Index \(worldjusticeproject.org\)](#) The index is based on measures of the constraints on government powers, absence of corruption, open government, fundamental rights, order and security, regulatory enforcement, civil justice, and criminal justice. The World Bank collects data on worldwide governance indicators at: <https://databank.worldbank.org/source/worldwide-governance-indicators/preview/on> “Our World in Data” (OWID) has an entry on corruption at <https://ourworldindata.org/corruption> You may use some of the charts in the OWID report but it would be preferable to check the sources of the data used to construct the OWID charts at the end of the report and use the original data to generate your own up-dated charts and tables.

4. Human rights: What are the human rights enumerated in the United Nations’ Universal Declaration of human Rights and how are these rights enforced (see <https://www.un.org/sites/un2.un.org/files/udhr.pdf>)? How well have particular countries, regions, and/or the world as a whole protected human rights? What are the main violations of human rights and how has the incidence of these violations changed over time? What are the prospects for enhanced human rights protection in the future?

Human Rights Watch publishes an annual report on human rights: <https://www.hrw.org/world-report/2021#> Most of the report is made up of detailed country analyses that do not include statistical measures of the state of human rights protection in the individual countries or for the world as a whole. “Our World in Data” (OWID) publishes data on human rights at <https://ourworldindata.org/human-rights> including an index of human rights protection as well as data on specific topics such as freedom of the press or violence and oppression of minority populations. You may use some of the charts in the OWID report, but it would be preferable to check the sources of the data used to construct the OWID charts at the end of the report and use original data to generate your own up-dated charts and tables. Amnesty International publishes a

report on the state of the world's human rights that has both regional and country assessments (<https://www.amnesty.org/en/wp-content/uploads/2021/06/POL1032022021ENGLISH.pdf>). The report is mostly narrative with little or no statistical data. The U.S. State Department prepares country reports on a variety of human rights topics (e.g., international religious freedom): <https://www.state.gov/country-reports-on-human-rights-practices-for-2021/>

The goal of this exercise is to use statistical data and other evidence to profile the current state of the world and how things have changed over time. Are things getting better or not? You should do your best to develop as complete a picture of the topic as possible without spending an inordinate amount of time on the exercise. Some sources of statistical data and other information about the four topics are shown above. If the team feels additional information would be helpful, internet searches for items such as “the state of human rights around the world” or individual items related to the four areas (e.g., political participation, female genital mutilation, LGBTQ rights, etc.) are sure to turn up a lot of information. Additional sources of data include Gapminder (<https://www.gapminder.org/>) and the UN Human Development Reports ([Human Development Report 2021-22 | Human Development Reports \(undp.org\)](https://data.un.org/Data.aspx?ds=HDI)) You are encouraged to prepare your own statistical tables and charts using data collected from reliable sources rather than copying charts and tables from a report or some other source. Feel free to be as creative as you like in developing your presentations.

In many of the sources, there will be appendices that provide precise definitions of the variables, sources and other useful information about a given statistical series. Many statistical databases accessible on the internet will include an option to consult the “metadata,” that is, a description of just what a variable means. For example, clicking on the World Bank variable “Control of Corruption: estimate” from the Worldwide Governance Indicators database brings up the following description of the variable: “Control of Corruption captures perceptions of the extent to which public power is exercised for private gain, including both petty and grand forms of corruption, as well as “capture” of the state by elites and private interests. Estimate gives the country's score on the aggregate indicator, in units of a standard normal distribution, i.e., ranging from approximately -2.5 to 2.5.” For the class presentations, some explanation of the variables or the way in which indices have been constructed may be needed. Teams should be prepared to define the variables and other information being reported.

The team presentations can be printed off and handed out to the class or projected as a power-point presentation. A copy of the presentation tables or the power-point slides should be turned in to the instructor. Try to collect the relevant data for the past several decades covering the world as a whole and major geographic regions or important countries. It may be possible to paint a fairly clear picture of world development as reflected in the four topic areas with fifteen to twenty carefully selected slides presenting definitions, descriptions, and statistical charts or tables although teams may elect to present more data series or other information if that seems appropriate. What we would like is a presentation based on clearly defined supporting evidence that gives a general flavor of how much progress we have made on important aspects of human life in different parts of the world over the past 30-40 years and that allows 15-20 minutes for questions and discussion. It is difficult to present a new table or chart in less than about five minutes so it will probably be necessary to be somewhat selective.

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