Department	International College of Liberal Arts		
Semester	Fall 2024	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	PSCI/ECON235		
Course Title	Contemporary Issues of Political Economy		
Prerequisites	PSCI100 Introduction to Political Science AND ECON101 Microeconomics		
Course Instructor	RAJAONARISON Haja	Year Available (Grade Level)	2
Subject Area	Political Science	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	This course examines the dynamic intersections of politics, economics and social structures that shape contemporary global challenges. You will analyse issues such as inequality, climate change, market regulation and technological disruption through the lens of a variety of theoretical frameworks. You will develop critical analytical skills, engage in evidence-based debate and evaluate the effectiveness of policy responses to complex political and economic problems. Key themes: Classical and contemporary theories of political economy; the evolving role of the state in regulating markets; globalisation, development strategies and economic inequality; economic and political dimensions of environmental sustainability; the power and regulation of the digital economy; causes of economic crises and policy responses. Target Audience: This course is suitable for students of political science, economics, international relations, public policy and related fields who are interested in a multidisciplinary approach to understanding contemporary challenges.
Class plan based on course evaluation from previous academic year	Students were asking to increase the word limit for the final paper, which was capped at 2000 words before. So, It would be increased between 3000 to 4000 words.

Course related to the instructor's practical experience (Summary of experience)	The instructor brings extensive experience in teaching Political Economy, drawing on a multi-year career in the field.
Learning Goals	By the end of the course, students will be able to: Analyse contemporary political-economic issues from a range of theoretical perspectives, drawing on economics, political science, sociology, philosophy, and other disciplines. (DP1, DP2) Explain the complex ways in which markets, political institutions, social structures, and historical contexts interact to shape economic outcomes. (DP2) Critically evaluate different policy interventions and development strategies and their potential economic, social, and political consequences. (DP2, DP4) Participate effectively in informed debate on complex political and economic issues, considering different points of view and formulating evidence-based arguments. (DP1, DP3, DP4)

iCLA Diploma Policy	DP1／DP2／DP3／DP4

iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning／Discussion, Debate／Group Work／Presentation
More details/supplemental information on Active Learning Methods	Problem-Based Learning (PBL): Students work in groups to tackle real-world, open-ended problems, encouraging collaboration, research skills and the development of practical solutions. Discussion: Guided exchange of ideas on a topic, promoting critical thinking, deeper understanding of multiple perspectives and communication skills. Debate: Structured argument between opposing sides on a given issue, developing research, persuasive argument and the ability to consider alternative viewpoints. Group work: Collaboration on projects or tasks, promoting teamwork, sharing responsibilities and the opportunity to learn from the different strengths of peers. Presentation: Students share their research, findings or solutions with an audience, developing communication skills, confidence and the ability to synthesise information effectively.

Use of ICT	UNIPA: Our Learning Management System (LMS) will be the central hub for course materials, announcements, discussions and assignment submission. Office 365: Students will use Word for report writing and PowerPoint for presentations, encouraging collaboration and presentation skills. Data Analysis and Visualisation: Students will be introduced to statistical software such as Python, R and JAPS for data analysis. In addition, tools such as Google Chart, Data wrapper will be used to create compelling data visualisations.				
Contents of class preparation and review	3 hours of class preparation: Assigned readings with questions to guide understanding and prepare students for deeper engagement. 2-hour class review: Short concept quiz or review activity to identify gaps in understanding. Short problem sets or concept summaries.	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)	2 hours
Feedback Methods	Feedback for written assignments will be shared through UNIPA, while oral presentation assessments will be communicated orally. Additionally, periodic performance status updates will be sent via email.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Systematic Assessment	30%	Systematic assessment: quizzes, cases, discussions and critical thinking.
Individual	10%	Reaction to class materials
Group presentation	20%	Group presentations emphasise collaboration, communication, problem-solving, and creative thinking.
Final paper	40%	3000 to 4000 words Based on the case assigned for the presentation.

Required Textbook(s)	The instructor will provide materials for the lecture at no cost to students. No specific textbook is required for this course.
Other Reading Materials/URL	No specific textbook is required for this course
Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. At iCLA, we believe in fostering a culture of academic integrity and responsibility. Plagiarism is strictly prohibited. Any work submitted must be the student's own original work. The use of AI is permitted, but the student must ensure that the work produced is their own and that any sources used are properly cited. Ethical behavior is expected when using AI, and any unethical behavior, such as using AI to generate work for which credit is taken, will result in disciplinary action. Any instance of plagiarism or unethical behavior will result in a failing grade for the assignment and may result in further disciplinary action.

| Other Additional Notes (Outline crucial policies and info not mentioned above) | ##Responsible Use of AI
AI tools must be used ethically and responsibly within academic work. Students are responsible for ensuring the following:
Original Effort: All submissions must prioritize the student's own understanding, insights, and analysis. AI-generated content must be carefully integrated into original work and demonstrate substantive revision and editing by the student.
Proper Attribution: All sources, including those used in conjunction with AI tools, must be accurately and fully cited according to appropriate academic conventions.

##Late Submission Policy: Late papers will incur a 5% deduction per day (including weekends and holidays). Submissions more than five days late will not be accepted and will receive a grade of zero. Exceptions may be granted only in the case of documented medical or family emergencies.

##Lateness of ten (10) minutes or more will result in an absence for that session. Repeated Lateness: Consistently arriving late can impact your final grade. Emergencies: In the case of a genuine emergency, contact the instructor as soon as possible.

To maximize learning, mobile phones (smartphones), smartwatches, earbuds, headphones and other electronic devices must be turned off or silenced during class. Vibrating notifications are equally disruptive. Disruptions: Answering calls, texting, or using devices for non-class purposes is disrespectful and hinders the learning environment for everyone. Devices causing distractions may be confiscated for the remainder of the class period. This includes social media use, gaming, or other unrelated activities. |

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Explanation of the syllabus and Q&A Week 1: Foundations: Introduction to Political Economy Lecture: Classical Perspectives on the Political Economy
Class 2	Week 1: Foundations Readings: Selections from Smith, Marx/Engels, and List Practice: Debate – "Resolved: The pursuit of individual self-interest inherently benefits the wider society."
Class 3	Week 2: Markets & The State Lecture: Liberalism, Regulation, and the Role of the State Readings: Hayek, Friedman, plus a critique (e.g., Polanyi)
Class 4	Week 2: Markets & The State Practice: Problem-solving: Design a basic regulatory framework for a new industry (e.g., self-driving cars, cryptocurrency), outlining the goals and potential trade-offs.
Class 5	Week 3: Economic Sociology Lecture: Markets as Social Constructs Readings: Polanyi, Fligstein
Class 6	Week 3: Economic Sociology Practice: PBL (Problem-Based Learning): Analyze a real-world market (e.g., local farmers' market) through the lens of economic sociology. How do social relationships and institutions shape its functioning?

Class 7	Week 4: Institutional Economics Lecture: Institutions and Economic Development Readings: North, Ostrom
Class 8	Week 4: Institutional Economics Practice: Case-study analysis: Success and failure of institutional reforms in a specific country/region.
Class 9	Week 5: Historical Perspectives Lecture: Economic Development in the Long View Readings: Hobsbawm, Gerschenkron
Class 10	Week 5: Historical Perspectives Practice: Debate: "Resolved: Latecomer nations have distinct advantages in economic development." Final paper topic proposal due
Class 11	Week 6: Political Science & Political Economy Lecture: How Politics Shapes Markets Readings: Lindblom, Hall & Soskice
Class 12	Week 6: Political Science & Political Economy Practice: PBL: Analyze a recent policy decision that affects a market (e.g., tariffs, tax reforms). Identify the different political actors, their motivations, and the economic consequences.
Class 13	Week 7: Market Reform Lecture: The Debate over Shock Therapy vs. Gradualism Readings: Lal, Vogel
Class 14	Week 7: Market Reform Practice: Role-playing simulation: Students represent various stakeholders (government officials, NGOs, businesses, etc.) negotiating market reforms in a fictional country.
Class 15	Week 8: Market Transition Lecture: Post-Communist Transitions & Chinese Development Readings: Aslund, Ang

Class 16	Week 8: Market Transition Practice: Problem-solving: Design a hypothetical market transition plan for a specific sector in a transitional economy, considering potential challenges.
Class 17	Week 9: Market Development Lecture: Development Strategies and Debates Readings: Panagariya, Rodrik, Sen
Class 18	Week 9: Market Development Practice: Debate: "Resolved: Free trade is the primary driver of economic development."
Class 19	Week 10: Climate Change Lecture: Ecomodernism vs. Degrowth Readings: Asafu-Adjaye et al., Caradonna et al. Presentation of the final paper outline due
Class 20	Week 10: Climate Change Practice: Policy proposal: Develop a local-level climate action plan, balancing economic realities with the need for change. Presentation of the final paper outline due
Class 21	Week 11: Global Financial Crisis Lecture: Competing Explanations for the Crisis Readings: Wallison, Stiglitz
Class 22	Week 11: Global Financial Crisis Practice: Case study analysis: Examine responses to the GFC in different countries, evaluating their effectiveness and social impact.
Class 23	Week 12: Inequality Lecture: Theories of Inequality and Redistribution Readings: Mankiw, Piketty
Class 24	Week 12: Inequality Practice: PBL: Gender-based economic inequality Select sections from Goldin's book, Career & Family: Women's Century-Long Journey toward Equity

Class 25	Week 13: Digital Platform Economy Lecture: Big Tech Power and Regulation Debates Readings: Cowen, Mazzucato, Khan
Class 26	Week 13: Digital Platform Economy Practice: debate on regulating a tech giant, with groups representing government, business, consumer advocates, etc.
Class 27	Week 14: COVID-19 Pandemic Lecture: Economic Disruptions and Changing Narratives Readings: Lindsey, Alves & Kvangraven
Class 28	Week 14: COVID-19 Pandemic Practice: Policy analysis: Evaluate a pandemic-era economic policy, considering its long-term consequences.
Class 29	Week 15: Wrap-up & Reflection Student presentations
Class 30	Week 15: Wrap-up & Reflection Student presentations Final Paper due