

ISS 2122: The History of Political Economy

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 35 residential students
- MWF Period 7 (1:55 PM - 2:45 PM)
- CSE E487

Instructor

- Robert Kaminski
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- Tel: 352-294-2029
- Office hours: MW 3:00-4:00 PM and by appointment
- CSE E448

Course Description

Political economy has meant many things since it first came into use in the early seventeenth century. At its heart, though, political economy is grounded on the dual convictions that political institutions affect economic growth and that economic conditions affect political decisions. It is, then, an inherently interdisciplinary subject central to the study of Philosophy, Politics, Economics and Law (PPEL). In this course, students review great works in the history of political economy, focusing not just on the development of economic thought but on the ways economic thought necessarily connects to political and social structures in modern market economies.

Required Readings and Works

1. All required readings will be available on Canvas. See the “Modules” page for PDFs of the texts along with a brief reading guide for each week.
2. Materials and Supplies Fees: N/A.

Course Objectives

1. Identify, describe, and explain the history, key themes, and underlying theories of political economy in philosophy, political theory, economics, and law.
2. Identify, describe, and explain major concepts and debates at the intersection of philosophy, politics, economics, and law.
3. Evaluate competing philosophical, political, economic, and legal conceptions of political economy and assess their strengths and limitations.
4. Apply interdisciplinary PPEL methods and concepts to practical questions and problems.
5. Develop and articulate orally and in writing clear and effective responses to central questions about political economy from multiple perspectives.
6. Communicate orally and in writing clearly and effectively the social and ethical significance of different conceptions of political economy.

II. Graded Work

Description of Graded Work

1. Active Participation and Attendance: 25%

a. Participation: 15%

- i. An exemplar participant shows evidence of having done the assigned reading before each class; consistently offers thoughtful points and questions for discussion; and listens considerately to other discussants. See participation rubric below. (R)

b. Class Attendance: 10%

- i. On-time class attendance is required for this component of the course grade. You may have two unexcused absences without any penalty, but subsequent absences will affect your grade. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by $\frac{2}{3}$: an A- becomes a B, and so on.
- ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per [university policy](#). Excessive unexcused absences (10 or more) will result in failure of the course. If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.

2. Midterm Examination: 25%

- a. Students will take an in-class, written midterm examination on Monday, March 2. It will consist of essay, multiple-choice, and short-answer questions.

3. Reading Quizzes: 25%

- a. Unannounced reading quizzes will be administered 7 times across the semester. They will test the student's knowledge of the week's readings, and may contain short-answer, true/false, fill-in-the-blank, and/or multiple-choice questions. Professor Kaminski will provide written feedback on any short-answer questions. Your reading-quiz grade will reflect your best 5 quiz scores. See the examination rubric below. (R)
- b. Quiz dates: unannounced.

4. Final Examination: 25%

- a. Students will take a written final examination during the university-assigned final examination time for their class. It will consist of essay, multiple-choice, and short-answer questions.

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A	
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	Typically comes to class with questions about the readings in mind. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion
B	Does not always come to class with questions about the reading in mind. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C	Attends regularly but typically is an infrequent or unwilling participant in discussion.
D-E	Fails to attend class regularly and is inadequately prepared for discussion.

Writing Rubric

	A	B	C	D–E
Thesis and Argumentation	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Thesis is vague and/or confused, demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.
Use of Sources	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Primary and/or secondary texts are absent.
Organization	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.

Grammar, mechanics, and MLA Style	No errors.	A few errors.	Some errors.	Many errors.
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Examination Rubric: Essays and Short Answers

	A	B	C	D–E
Completeness	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Shows a limited understanding of the question. Does not address most aspects of the question.	Does not answer the specific central question.
Analysis	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Analyses or evaluates issues and events, but not in any depth.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.
Evidence	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Does not incorporate information from pertinent class discussion and/or assigned readings.
Writing	Presents all information clearly and concisely, in an organized manner.	Presents information fairly and evenly and may have minor organization problems.	Lacks focus, somewhat interfering with comprehension.	Organizational problems prevent comprehension.

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III. Weekly Schedule

WEEK 1 (JAN. 12–16): PRE-CLASSICAL THOUGHT

Political economy emerged as a field of intellectual inquiry alongside the development of a capitalist market economy in the West. Long before capitalism's rise, however, influential thinkers reflected on economic questions concerning property, exchange, money, and production within broader works of moral and political philosophy. In so doing, they treated economic activity as inseparable from considerations of justice, virtue, and the good life. This week sets the stage for later debates over markets, value, and the economic order by introducing students to relevant selections from foundational works by Plato, Aristotle, and Thomas Aquinas.

Readings (48 pages):

1. Plato, *The Republic* in *Broadview Anthology of Social and Political Thought: Essential Readings*, eds. Andrew Bailey et al. (Peterborough, 2012), pp. 93–112.
2. Aristotle, *Politics* and *Nicomachean Ethics*, in *The History of Economic Thought: A Reader*, eds. Steven G. Medema and Warren J. Samuels (New York, 2013), pp. 6–17.
3. St. Thomas Aquinas, *Summa Theologica*, trans. Fathers of the English Dominican Province (London, 1920–1922), II–II:66:1–2, 7; II–II:77:1–4; and II–II:78:1–2.

WEEK 2 (JAN. 21–23): EARLY-MODERN POLITICAL ECONOMY

During the early modern period, the West's economies began to change rapidly. Production rose, markets expanded, and commerce grew even as the modern state emerged. These twin developments inspired fresh thinking about exchange, value, taxation, and the relationship between political authority and economic activity within a rapidly commercializing society. This week introduces students to early-modern political economy through late scholastic treatments of commerce and contract by Luis Saravia de la Calle and Francisco Garcia, alongside English mercantilist and proto-economic writings by the East India Company director Thomas Mun, the forerunner of national income accounting William Petty, and the satirist-philosopher Bernard Mandeville.

Readings (41 pages):

1. Luis Saravia de la Calle, *Instruccion de Mercaderes* (1544), in Marjorie Grice-Hutchinson, *The School of Salamanca: Readings in Spanish Monetary Theory, 1544–1605* (Oxford, 1952), pp.
2. Francisco Garcia, *Tratado Utilisimo y Muy General de Todos los Contractos* (1583), in Grice-Hutchinson, *The School of Salamanca*, pp. 103–105.
3. Thomas Mun, *England's Treasure by Forraign Trade or the Ballance of our Forraign Trade Is the Rule of Our Treasure* (1664), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 37–50.
4. William Petty, *A Treatises of Taxes and Contributions* (1662), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 53–63.
5. Bernard Mandeville, *The Grumbling Hive: Or, Knaves Turn'd Honest* (1705), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 132–141.

WEEK 3 (JAN. 26–30): ENLIGHTENMENT PERSPECTIVES

The commercial expansion and state-building projects of the early-modern period intensified across the eighteenth century, locking England and France in a “second Hundred Years War.” In this struggle, England’s novel fiscal-military state proved not only a powerful geopolitical advantage but also a catalyst for Enlightenment political economists. Amid their broader contributions to political theory, Enlightenment thinkers thus analyzed property, exchange, investment, and the relation between commerce and politics. This week students examine key contributions to Enlightenment political economy including John Locke’s writings on property, interest, and money; Montesquieu’s analysis commerce’s relationship with political regimes; Richard Cantillon’s pioneering theorization of market processes and the entrepreneur’s role; and Francois Quesnay’s physiocratic model of economic circulation.

Readings (63 pages):

1. John Locke, *Of Civil Government* (1690), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 66–69.
2. John Locke, *Some Considerations on the Consequences of Lowering of Interest, and Raising the Value of Money* (1691), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 70–85.
3. Montesquieu, *Spirit of the Laws* (1748), in *Commerce, Culture and Liberty*, ed. Henry Clark (Indianapolis, 2003), pp. 289–306.
4. Richard Cantillon, *An Essay on the Nature of Commerce in General* (1755), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 88–105.

5. Francois Quesnay, *Tableau Economique* (1758), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 108–113.

WEEK 4 (FEB. 2–6): ADAM SMITH AND THE SCOTTISH ENLIGHTENMENT

In the decades following 1707's Act of Union, Scotland's integration into the British Empire brought rapid commercial transformation. Against this backdrop, Scottish Enlightenment thinkers reflected systematically on the nature of commercial society and how their nation's economic improvement might be achieved. David Hume and his mentee Adam Smith were the Scottish Enlightenment's towering figures, with the latter earning general recognition as the father of political economy. This week, students will read selections from Hume's *Political Discourses* alongside excerpts from Smith's two great works: *The Theory of Moral Sentiments* and *An Inquiry into the Nature and Causes of the Wealth of Nations*. In particular, students will consider the relationship between Smith's political economy and his moral philosophy.

Readings (68 pages):

1. David Hume, *Political Discourses* (1752), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 148–167.
2. Adam Smith, *The Theory of Moral Sentiments*, in *Modern Political Thought: Readings from Machiavelli to Nietzsche*, ed. David Wootton (Indianapolis, 1996), pp. 535–550.
3. Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 171–196.
4. Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776), in *Princeton Readings in Political Thought*, ed. Mitchell Cohen (Princeton, 2018), pp. 309–315.

WEEK 5 (FEB. 9–13): THE POLITICAL ECONOMY OF AMERICA'S FOUNDING

The American Founders engaged in intense debates over how to organize the new nation's political economy in order to facilitate its experiment in republican self-government. This week, students will examine Thomas Jefferson, Alexander Hamilton, and James Madison's positions in this debate before exploring how the young republic's political economy evolved by reading politicians like Andrew Jackson and Abraham Lincoln, economists like Friedrich List and Henry Carey, and European observers like Alexis de Tocqueville's thoughts on the subject. Students should pay particular attention to their evolving view of the relationship between market expansion and the preservation of republican values.

Readings (67 pages):

1. Thomas Jefferson, *Notes on the State of Virginia* (Boston, [1784] 1832), selections from Queries XIII, XIV, XVIII, XIX.
2. Alexander Hamilton, *First Report on Public Credit* (1790) and *Report on Manufactures* (1791) in *The American Economic History Reader*, eds. John William Malsberger and James N. Marshall (New York, 2009), pp. 49–60.
3. James Madison, “Fashion,” *The National Gazette*, March 20, 1792.
4. Friedrich List, *Outlines of American Political Economy* (Philadelphia, 1827), pp. 5–8, 18–24.
5. Andrew Jackson, *Bank Veto Message* (1832), in *American Political Thought*, pp. 361–365.
6. Alexis de Tocqueville, *Democracy in America* (1835–1840), ed. and trans. Harvey Mansfield and Delba Winthrop (Chicago, 2002), pp. 506–532.
7. Henry Carey, *A Harmony of Interests, Agricultural, Manufacturing and Commerce* (New York, 1851), pp. 227–229.
8. Abraham Lincoln, “Equality...Beats Inequality” (1859) and “Free Labor...Gives Hope to All” (1859), in *Lincoln on Democracy*, ed. Mario M. Cuomo and Harold Holzer (New York, 1990), 159–163.

WEEK 6 (FEB. 16–20): LIBERALISM AND UTILITARIANISM

The nineteenth century witnessed the consolidation of liberalism as a coherent political and economic philosophy. This development responded not only to the political revolutions of the preceding decades but also to a revolution in the production system. Inspired in part by the Industrial Revolution, early liberal political economists such as Jeremy Bentham, Thomas Malthus, Jean-Baptiste Say, and David Ricardo extended and refined the classical economics of Adam Smith. The towering figure of nineteenth-century liberalism—John Stuart Mill—would build on this work. Best known for the political theory articulated in *On Liberty*, Mill was also a profound political economist, shaped by three decades as a clerk for the East India Company and three years representing Westminster in Parliament—experiences that required him to combine intellectual reflection with practical attention to commerce, the state, and industrialization’s social consequences. This week students will read excerpts from Bentham’s theorization of utilitarianism, Malthus’s demographic writings, Say’s justification for macroeconomic equilibrium, and Ricardo’s seminal contributions on value, the theory of rent, and comparative advantage before

encountering selections from Mill on the stationary state and the government's role in the economy.

Readings (67 pages):

1. Jeremy Bentham, *An Introduction to the Principles of Morals and Legislation* (1789); *A Manual of Political Economy* (1795); *Anarchical Fallacies* (1795); and *Principles of the Civil Code* (1802), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 200–209.
2. Thomas Malthus, *An Essay on the Principle of Population* (1798), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 213–225.
3. Jean-Baptiste Say, *A Treatise on Political Economy* (1803), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 256–264.
4. David Ricardo, *On the Principles of Political Economy and Taxation* (1817), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 268–285, 293–301.
5. John Stuart Mill, *Principles of Political Economy* (1848), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 367–385.

WEEK 7 (FEB. 23–27): KARL MARX AND CRITIQUES OF INDUSTRIAL CAPITALISM

By the mid-nineteenth century, Britain was undergoing rapid industrialization. This brought accelerating economic growth but also growing inequality and social dislocation. Living in London amid these transformations was the radical German émigré Karl Marx, who developed a socialist economic theory that challenged the then-reigning liberal consensus. Marx's revolutionary thought would remain influential as the intellectual foundation for twentieth-century communist regimes. This week pairs Marx's materialist analysis of capitalism with the English art historian John Ruskin's moral and cultural critique of industrial labor, allowing students to compare fundamentally different responses to the consequences of industrialization.

Readings (61 pages):

1. Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* (1848), trans. Samuel Moore (Chicago, 1888), Ch. 1.
2. John Ruskin, *The Stones of Venice*, v. 2 (London, 1853), pp. 154–170.
3. Karl Marx, *A Contribution to the Critique of Political Economy* (1859) and *Das Kapital* (1867), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 394–428.

WEEK 8 (MARCH 2–6): THE MARGINAL REVOLUTION

During the 1860s and 1870s, William Stanley Jevons, Carl Menger, and Léon Walras each independently developed a marginal utility theory of value, breaking with the classical economists' labor theory of value. This Marginal Revolution marked a fundamental shift that, in many ways, refounded the economics discipline. It would yield many of the tools of neoclassical economics from supply and demand curves to general equilibrium analysis, which remain in use today. This week students will read selections from Menger, Jevons, and one of the latter's followers, Alfred Marshall, to grasp the Marginal Revolution's central idea: the concept of marginal utility.

Readings (51 pages):

1. Carl Menger, *Principles of Economics* (1871), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 465–476.
2. William Stanley Jevons, *The Theory of Political Economy* (1871), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 434–453, 458–460.
3. Alfred Marshall, *Principles of Economics* (1890), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 529–547.

Assignment: Midterm Examination (March 2)

WEEK 9 (MARCH 9–13): SCHUMPETER ON THE NATURE AND FUTURE OF CAPITALISM

Joseph Schumpeter was an Austrian political economist and one of the most influential social scientists of the twentieth century. After a wide-ranging European career spanning finance, politics, and academia, he emigrated to the United States and taught economics at Harvard. Schumpeter is best known for shaping how we think about capitalism, particularly through his studies of entrepreneurial innovation and the creative destruction it drives. This week, students will examine Schumpeter's reflections on these topics alongside his predictions about capitalism's ultimate demise—not through its failure but through the sociopolitical consequences of its success.

Readings (69 pages):

1. Joseph Schumpeter, *The Theory of Economic Development* ([1911] 1934), in *The Entrepreneur: Classic Texts* by Joseph A. Schumpeter, eds. Markus C. Becker, Thorbjorn Knudsen, Richard Swedberg (Stanford, 2011), pp. 43–72.
2. Joseph Schumpeter, *Capitalism, Socialism, and Democracy* (New York, 1942), pp. 61–62, 81–86, 131–163.

WEEK 10 (MARCH 14–22): SPRING BREAK

WEEK 11 (MARCH 23–27): KEYNESIAN LIBERALISM

The economic turmoil wrought by World War I and the Great Depression catalyzed the thought of the twentieth century's most influential political economist, John Maynard Keynes. His macroeconomic theories reshaped how most policymakers thought about government's role in managing their nations' economies. This week students will survey Keynes's critique of *laissez-faire*, his analysis of the Great Depression's causes, and his prescriptions for combatting economic downturns, while considering how his ideas built upon and departed from earlier liberal thought.

Readings (approximately 50 pages):

1. John Maynard Keynes, "The End of Laissez-Faire" (1926), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 622–625.
2. John Maynard Keynes, "The Means of Prosperity" (1933), in idem, *Essays in Persuasion*, pp. 335–345.
3. John Maynard Keynes, *The General Theory of Employment, Interest, and Money* (New York, [1936] 2013), Selections.

WEEK 12 (MARCH 30–APRIL 3): POSTWAR ECONOMIC DEBATES

Keynes's theoretical advances coincided with a series of profound changes for the study of political economy: the discipline's mathematic formalization, the creation of macroeconomic measurements like gross domestic product (GDP), and the development of econometric techniques to test economic predictions. These tools helped undergird policymakers' attempts to implement Keynesian demand management to smooth the business cycle and reduce unemployment in the decades following World War II. By the late 1960s, policymakers' attempts to leverage the inverse relationship A.W. Phillips discovered between inflation and unemployment in historical data would become a flashpoint in debates on this public-policy project. Arguing that the public's expectations adjust based on monetary policy, the Chicago-School economist Milton Friedman emerged as a leading critic of these efforts and of Keynesian demand management, more broadly. This week

students will explore transformations in economic methodology, the application of Keynesian theory to public policy problems, and Friedman's critique of them.

Readings (61 pages):

1. John R. Hicks, "Mr. Keynes and the 'Classics': A Suggested Interpretation," *Econometrica*, Vol. 5, No. 2 (Spring 1937), pp. 147–159.
2. Milton Friedman, "The Methodology of Positive Economics" (1953), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 695–710.
3. A.W. Phillips, "The Relation between Unemployment and the Rate of Change of Money Wage Rates in the United Kingdom, 1861–1957" (1958), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 730–744.
4. Milton Friedman, "The Role of Monetary Policy" (1968), in *The History of Economic Thought*, eds. Medema and Samuels, pp. 747–757.
5. Paul A. Samuelson, "Maximum Principles in Analytical Economics," *American Economic Review*, Vol. 62, No. 3 (June 1972), pp. 249–262.

WEEK 13 (APRIL 6–10): THE CALCULATION DEBATE AND THE AUSTRIAN SCHOOL

Building on insights discovered during the marginal revolution, a generation of Austrian economists rose to prominence questioning whether centrally-planned socialist economies could deliver prosperity. Emphasizing market prices' function aggregating and transmitting crucial knowledge dispersed across the economy, this heterodox school of economic thought extended its challenge to Keynesian liberalism and macroeconomic quantification, more generally. This week students will read highlights from the socialist calculation debate and Ludwig von Mises and Friedrich Hayek's critiques of economic regulation, macroeconomic management, and scientism in economic analysis.

Readings (59 pages):

1. Ludwig von Mises, "Economic Calculation in the Socialist Commonwealth" (1920), in *Planning for Freedom and Sixteen Other Essays and Addresses*, ed. F.A. Hayek (London, 1935), pp. 87–89, 95–110.
2. Oskar Lange, "On the Economic Theory of Socialism: Part One," *Review of Economic Studies*, Vol. 4, No. 1 (Oct. 1936), pp. 53–68.
3. F.A. Hayek, "The Use of Knowledge in Society," *American Economic Review*, Vol. 35, No. 4 (Sept. 1945), pp. 519–530.
4. F.A. Hayek, *The Road to Serfdom* (Chicago, [1944] 2007), pp. 124–133.
5. F.A. Hayek, "The Pretence of Knowledge" (1974), *American Economic Review*, Vol. 79, No. 6 (Dec. 1989), pp. 3–7.

WEEK 14 (APRIL 13–17): ECONOMIC SOCIOLOGY

Economic sociology has its own perspective on political economy. Believing that markets are not spontaneously occurring, self-regulating phenomena but are embedded in broader societies, economic sociologists focus on the social processes and structures that influence market activity. This week students examine how social norms, institutions, and historical context influence economic life. Namely, excerpts from Max Weber's foundational *The Protestant Ethic and the Spirit of Capitalism* offer a theologically-focused idealist explanation for the rise of capitalism, while Karl Polanyi's *The Great Transformation* denaturalizes market societies by highlighting other resource-allocation mechanisms and Douglass North will suggest a research agenda for studying institutions in terms of transaction costs, bridging historical, sociological, and economic analysis.

Readings (55 pages):

1. Max Weber, "Puritanism and the Spirit of Capitalism" (1905), in *The Essential Weber: A Reader*, ed. Sam Whimster (London, 2004), pp. 25–34.
2. Karl Polanyi, *The Great Transformation* (1944), in *The Political Economy Reader*, eds. Naazneen H. Barma and Steven K. Vogel (New York, 2022), pp. 113–144.
3. Douglass North, "Markets and Other Allocation Systems in History: The Challenge of Karl Polanyi," *Journal of European Economic History*, Vol. 6, No. 3 (Winter 1977), pp. 703–716.

WEEK 15 (APRIL 20–22): NEW INSTITUTIONAL ECONOMICS
AND THE FUTURE OF POLITICAL ECONOMY

The New Institutional Economics (NIE) examines how institutions shape economic behavior and outcomes. Namely, it analyzes how the different formal legal rules and informal social norms that form the “rules of the game” governing social interaction shape individual incentives and transaction costs. Douglass North pioneered this approach across works highlighting how states that evolved to enforce contracts, protect property rights, and ensure the rule of law created the incentives towards investment and innovation behind modern economic growth. While North considered the state’s role channeling market forces, Elinor Ostrom influentially applied this approach to examine local mechanisms—beyond markets or the state—for managing commonly held resources. This week students will read selections from North and Ostrom’s contributions to NIE, while also considering political economy’s achievements and its prospects for the future.

Readings (37 pages):

1. Douglass North, “Institutions,” *Journal of Economic Perspectives*, Vol. 5, No. 1 (Winter 1991), pp. 97–112.
2. Elinor Ostrom, *Governing the Commons* (1990), in *The Political Economy Reader*, eds. Barma and Vogel, pp. 177–206.

FINAL EXAMINATION: 3:00—5:00 P.M. ON THURSDAY, APRIL 30TH

IV. Required Policies

Academic Policy

All academic policies in this course are consistent with university policies, which can be found here: <https://go.ufl.edu/syllabuspolicies>