



Political Science, Lyon College

POL 382-01: THE POLITICS OF ECONOMIC GLOBALIZATION

FALL 2022

Lyon Building 206 — MWF 1-1:50

Instructor: Brendan Connell	Office: Lyon 318
E-mail: brendan.connell@lyon.edu	Office Hours: Tu 12-1; W 3-5; Th 12-1

Course Description

This is an advanced undergraduate course about the politics of international economic integration (i.e., *economic globalization*). Whether you are aware of it or not, the coffee you drank this morning came from places as distant as Colombia and Ethiopia. Your access to student loans was made possible by the decisions of financial investors in London and Singapore. And the success of your favorite sports team likely depends on the talents of migrants born far outside the United States. These examples demonstrate how the increasing interconnectedness of national economies can positively shape our lives. However, globalization still carries costs and has encountered intense opposition around the world. The extent of globalization has also changed considerably over the past two centuries—and not always in a linear direction.

This course seeks to explain the political causes and consequences of globalization throughout history, including in the issue areas of international trade, finance, and migration. For each of these issue areas, we will look at how politics shape the foreign economic policies pursued by governments as well as how changes in the global economy affect the preferences and bargaining power of state and non-state actors. We will conclude the course by tackling the question of how globalization should be reconciled with democratic politics moving forward.

A Note on Course Prerequisites

This course is interdisciplinary in nature, touching on material from both political science and economics. However, **I teach this course assuming students have no formal training in macroeconomics.** While knowledge of international economics will prove helpful for some classes, it is by no means required. Students are encouraged to come to office hours if they require additional help grasping terms and concepts from macroeconomics.

Student Learning Outcomes

1. Students understand core theories and empirical work driving international political economy (IPE) research and how these explain real-world policymaking.
2. Students are aware of the major historical trends and events of globalization since World War I.
3. Students can think critically and fairly consider both sides of an argument based on empirical evidence prior to forming answers to a research question.
4. Students can conduct original and creative research in the political science discipline.
5. Students can communicate their ideas effectively through writing.
6. Students can communicate their ideas orally and through visual presentation (such as PowerPoint).

Required Materials

1. Oatley, Thomas. 2018. *International Political Economy (6th Edition)*. Routledge: New York, NY. **ISBN: 9781138490741**
2. Frieden, Jeffrey A. 2020. *Global Capitalism: Its Fall and Rise in the Twentieth Century*. WW Norton & Company: New York, NY. **ISBN: 9780393358254**

Grading

Letter grades for the course are computed as follows: **A** = 90-100; **B** = 80-89; **C** = 70-79; **D** = 60-69; **F** = < 60.

Your grade for the course is comprised of the following criteria:

1) Exam 1	20%
2) Exam 2	20%
3) Participation/Attendance	10%
4) Reading Journal	10%
5) Quizzes	10%
6) Final Research Project	30% total
Paper Outline	5%
Final Paper	20%
Final Paper Presentation	5%

Exams (20% each; 40% total). There are two non-cumulative exams for this course (each worth 20% of your final grade). Both exams will consist of two parts. For the first part, you will be given a set of terms and be asked to define them in 2-3 sentences. For the second part, you will be given a choice of short response questions to answer in 1-2 paragraphs. Generally speaking, the exams will test your knowledge of key concepts as well as your ability to relate the concepts and course material to real world problems. I will distribute a study guide prior to each exam. The study guide will contain a complete list of terms and questions that may show up on the exam.

Attendance/Participation (10%). Attendance and participation are essential for doing well in this course. I take formal attendance every class with a sign-in sheet. More than two unexcused absences will result in a lower attendance grade. In addition, the quality and quantity of your participation is factored into this portion of your grade. Generally speaking, students that attend class but do not participate can expect to receive a “C” for this portion of their grade.

Reading Journal (10%). To encourage meaningful reflection on the readings, all students are required to keep either a hand-written or virtual journal (as an editable Word document). You should have one journal entry (approx. 1-2 paragraphs) for each week that records your thoughts about that week’s readings. There are no strict requirements for what you should write about, but some examples might include: Things you find puzzling about a topic, unanswered questions you have about the readings, things you disagree/agree with, how the readings relate to something discussed earlier in the course, related ideas you have for future research (or your final paper), policy implications you draw from the readings, etc. I will collect your reading journals and assign a letter grade to them at three different points during the semester (Sept 9; Oct 14; Dec 2).

In-Class Quizzes (10%). Throughout the semester, I will administer six unannounced quizzes at the beginning of class. These quizzes are intended to be brief (3-5 minutes) and will test you

on the required readings for that day and/or material from the previous class. At the end of the semester, I will drop your lowest quiz grade. Additional time for quizzes will not be granted to students who arrive late to class.

Final Paper & Presentation (5% Outline; 20% Paper; 5% Presentation). Each student is required to write a short analytical paper on a foreign economic policy of their choice. In no more than five double-spaced pages, you will have to provide background on a policy, develop a political argument for why that policy was chosen over proposed alternatives, and defend your argument using empirical evidence gathered from your research. You should refer to the separate assignment sheet (posted on Canvas) for more in-depth instructions.

All students must approve a topic with me by submitting a typed bullet-point 1-2 page (double-spaced) outline by **Friday, September 23rd**. Your outline should address the following bullet points:

- What is the foreign economic policy that your paper seeks to explain?
- Why is this policy important or worth analyzing? For instance, maybe a country is following a trade policy that is very different from its neighbors. Alternatively, maybe the policy represents an abrupt change from a country's past policies
- What was a proposed alternative (or alternatives) to the policy that was ultimately chosen?
- Who were the "winners" and "losers" of the policy? In other words, which actors stood to gain from the policy and which actors were hurt by the policy?
- What is your argument for why the policy was chosen over proposed alternatives. Your argument must be *political* in nature. This means your argument should refer to the role of one (or more) of the following: the political influence of domestic interests, the bargaining power of different actors, the nature of a country's political institutions, the role of economic ideas/beliefs, and exogenous shocks or changes to the international system (e.g., commodity price shocks, technological change, etc.). Note that "policy A was chosen because it was better for economic growth than policy B" is not a convincing argument.
- A preliminary works cited page stapled to the back.

The word limit for the final paper is five double-spaced pages. All papers should be stapled and use 12pt Times New Roman font. Papers that exceed the page limit or do not follow these directions will be penalized. **The deadline for papers is Friday, November 18th**. On Monday, November 21st, all students will also present their papers in 10-15 minutes. Separate

instructions will be provided for student presentations as we get closer to that date.

Course Technology

The learning management system (LMS) we will utilize throughout the semester is Canvas. All course material (e.g., syllabus, assignment instructions), non-textbook readings, grades, and class slides will be posted on Canvas. Students will also use Canvas to submit all writing assignments. **Please let me know if you have trouble accessing Canvas at any point throughout the semester.**

COURSE SCHEDULE

Note: Unless otherwise noted, readings for the week should be completed before Monday's class.

Week 1 (Aug 17 & 19): Introduction and the First Age of Globalization

Key Questions: What should you expect to gain from this course? What factors drive and sustain globalization?

 Readings:

- Course Syllabus
- Complete by Friday:** Frieden, Jeffrey A. 2020. *Global Capitalism: It's Rise and Fall in the Twentieth Century*. W. W. Norton & Company: New York, NY: **Chapters 1.**

PART I: INTERNATIONAL TRADE

Week 2 (Aug 22 & 24 & 26): Making the Case for Free Trade

Key Questions: What's so good about free trade? What determines a country's "comparative advantage" in international trade?

 Readings:

- Douglas A. Irwin. 2020. *Free Trade Under Fire*. Princeton University Press: Chapter 2.
- Oatley Textbook, **pp. 47-54.**

Week 3 (Aug 29 & 31 & Sept 2): Trade and Society

Key Questions: Why do voters differ in their opinions toward free trade? Are trade attitudes really driven by economic self-interest?

 Readings:

- Oatley Textbook, **pp. 70-84.**
- Complete by Wednesday:** Rho, Sungmin, and Michael Tomz. 2017. "Why Don't Trade Preferences Reflect Economic Self-Interest?" *International Organization* 71 (S1): S85-S108.

Week 4 (Sept 7 & 9): Democracy and Trade Policy

**No Class September 5th (Labor Day)*

Key Questions: Do free trade and democracy go together? Do voters hold their politicians accountable for trade policy?

 Assignments Due:

- Reading Journals Due in Class by Sept 9**

 Readings:

- Frieden, Jeffrey A. 2020. *Global Capitalism: It's Rise and Fall in the Twentieth Century*. W. W. Norton & Company: New York, NY. Chapter 5.
- Complete by Friday:** Guisinger, Alexandra. 2009. "Determining Trade Policy: Do Voters Hold Politicians Accountable?" *International Organization* 63: 533-557.

Week 5 (Sept 12 & 14 & 16): Global Trade Governance

**No Class September 16th (Away at 2022 APSA Conference)*

**A take-home quiz will be administered during this day*

Key Questions: Why did states create the GATT/WTO? How does the WTO promote and sustain trade liberalization?

 Readings:

- Frieden, Jeffrey A. 2020. *Global Capitalism: It's Rise and Fall in the Twentieth Century*. W. W. Norton & Company: New York, NY. Chapter 9.
- Oatley Textbook, **pp. 22-34** and **pp. 59-68**.

Week 6 (Sept 19 & 21 & 23): Global Trade Governance II (A Critique)

Key Questions: Does the WTO operate at the detriment of labor rights and the environment? Do PTAs complement or contradict multilateralism?

 Assignments Due:

- Paper Outlines Due in Class by Sept 23**

 Readings:

- Oatley Textbook, **pp. 34-44**.

- Bhagwati, Jagdish. 2008. *Termites in the Trading System: How Preferential Agreements Undermine Free Trade*. Oxford University Press. Chapter 3.

Week 7 (Sept 26 & 28 & 30): Trade and Development

Key Questions: Is free trade necessarily good for poor countries? What explains why developing countries failed to pursue liberal trade policies following WWII?

 Readings:

- Oatley Textbook, Chapter 6.

PART II: INTERNATIONAL FINANCE

Week 8 (Oct 5 & 7): A Primer on Exchange Rates and Monetary Policy

**No Class October 3rd (Fall Break)*

Key Questions: What is the purpose of monetary policy? What are the trade-offs that governments face when managing monetary policy?

! Important Dates:

- Exam 1 in Class on Wednesday, Oct 5th**

 Readings:

- Exam 1 Study Guide
- Oatley Textbook, pp. 207-217 and “The Unholy Trinity” pp. 262-263.

Week 9 (Oct 10 & 12 & 14): The Politics of Int'l Monetary Cooperation

Key Questions: How do states choose sides along the impossible trinity? Could the gold standard exist today?

 Assignments Due:

- Reading Journals Due in Class by Oct 14**

 Readings:

- Oatley Textbook, Chapter 12 and “The Classical Gold Standard” pp. 213-215.

Week 10 (Oct 17 & 19 & 21): Bretton Woods and Embedded Liberalism

Key Questions: Why did the Bretton Woods system look the way it did? What are the factors that caused its collapse?

 Readings:

- Frieden, Jeffrey A. 2020. *Global Capitalism: It's Rise and Fall in the Twentieth Century*. W. W. Norton & Company: New York, NY. Chapter 10.
- Oatley Textbook, pp. 217-229.

Week 11 (Oct 24 & 26 & 28): The Politics of Economic Crisis

**No Class October 28th (Away at 2022 IPES Conference)*

[Watch Recorded Lecture Video on Canvas]

Key Questions: Is the IMF a biased organization? What is conditionality and why is it politically unpopular in borrowing countries?

 Readings:

- Oatley Textbook, Chapter 14.

Week 12 (Oct 31 & Nov 2 & 4): Foreign Direct Investment

Key Questions: What factors drive FDI flows? Is FDI good or bad for the poor?

 Readings:

- Oatley Textbook, Chapter 9.

Week 13 (Nov 7 & 9 & 11): The Rise of New Lenders

Key Questions: Is there a "Beijing Consensus"? How does the rise of China affect the international politics of lending?

 Readings:

- Kennedy, Scott. 2010. "The Myth of the Beijing Consensus." *Journal of Contemporary China* 19 (65): 461-477.

- Kaplan, Stephen B. 2016. "Banking Unconditionally: The Political Economy of Chinese Finance in Latin America." *Review of International Political Economy* 23 (4): 643-676.

PART III: INTERNATIONAL MIGRATION

Week 14 (Nov 14 & 16 & 18): Society and Immigration Policy

Key Questions: What explains the global flow of labor since WWII? What political factors drive national immigration policies?

 Assignments Due:

- Final Paper Due in Class by Nov 18**

 Readings:

- Hatton, Timothy J., and Jeffrey G. Williamson. 2005. *Global Migration and the World Economy*. MIT Press, Cambridge, MA: Chapters 10 & 11.

Week 15 (Nov 21): Student Presentations

**No Class November 23rd & 25th (Thanksgiving Break)*

 Assignments Due:

- Student Presentations in Class on Nov 21**

 Readings:

- None

Week 16 (Nov 28 & 30 & Dec 2): The Globalization Backlash

Key Questions: Why are voters opposed to globalization? How should policymakers respond to popular resistance to globalization?

 Assignments Due:

- Reading Journals Due in Class by Dec 2**

 Readings:

- Frieden, Jeffry A. 2020. *Global Capitalism: It's Rise and Fall in the Twentieth Century*. W. W. Norton & Company: New York, NY: Chapter 20 & Conclusion.

□ Scheve, Kenneth F., and Matthew J. Slaughter. 2018. "How to Save Globalization."
Foreign Affairs 97 (6): 98-108.

! Important Dates:

□ **Exam 2 Date & Time TBA**

Course Number and Section: POL 382-01

Course Title: The Politics of Economic Globalization

Course Meeting Days/Times: MWF 1-1:50PM

Semester/Year: Fall 2022

Professor's Information

Name: Brendan Connell

Office Location: Lyon Building 318

Office Hours: Tue 12-1; Wed 3-5; Thu 12-1

E-mail Address: brendan.connell@lyon.edu

Phone Number: 870-307-7533

Standard Policies

Honor Code

All graded work in this class is to be pledged in accordance with the Lyon College Honor Code. The use of a phone for any reason during the course of an exam is considered an honor code violation.

Class Attendance Policy

Students are expected to attend all class periods for the courses in which they are enrolled. They are responsible for conferring with individual professors regarding any missed assignments. Faculty members are to notify the Registrar when a student misses the equivalent of one, two, three, and four weeks of class periods in a single course. Under this policy, there is no distinction between "excused" and "unexcused" absences, except that a student may make up work missed during an excused absence. A reminder of the college's attendance policy will be issued to the student at one week, a second reminder at two weeks, a warning at three weeks, and notification of administrative withdrawal and the assigning of an "F" grade at four weeks. Students who are administratively withdrawn from more than one course will be placed on probation or suspended.

Academic Support

The Morrow Academic Center (MAC) helps students who want to improve grades by providing peer-led services including Supplemental Instruction (SI), tutoring, the Writing Center, and academic coaching as well providing 24-hour, online tutoring for all subjects through Tutor.com. A schedule of peer-led services is available at lyon.edu/mac and Tutor.com is accessed through courses in Schoology. Contact Donald Taylor, Director of Academic Support, at 870-307-7319 or donald.taylor@lyon.edu for more information about MAC services.

Technology Support

For general technology support, you can contact the IT department by emailing support@lyon.edu or by calling 870-307-7555. For assistance with classroom-related technologies, such as the learning management system (LMS), you can request support using the methods above, or you can contact sarah.williams@lyon.edu directly for assistance. Your course content will be accessible digitally using either the Schoology or Canvas LMS. Both LMS platforms will use your myLyon credentials for your student login.

- For Canvas, login at lyon.instructure.com
- For Schoology, login at lyon.schoology.com

Disabilities

Students seeking reasonable accommodations based on documented learning disabilities must contact Interim Director of Academic Support Donald Taylor in the Morrow Academic Center at (870) 307-7019 or at donald.taylor@lyon.edu.

Harassment, Discrimination, and Sexual Misconduct

Lyon College seeks to provide all members of the community with a safe and secure learning and work environment that is free of crime and/or policy violations motivated by discrimination, sexual and bias-related harassment, and

other violations of rights. The College has a zero-tolerance policy against gender-based misconduct, sexual assault, and interpersonal violence toward any member or guest of the Lyon College community. Any individual who has been the victim of an act of violence or intimidation is urged to make an official report by contacting a campus Title IX coordinator or by visiting www.lyon.edu/file-a-title-ix-report. A report of an act of violence or intimidation will be dealt with promptly. Confidentiality will be maintained to the greatest extent possible within the constraints of the law. For more information regarding the College's Title IX policies and procedures, visit www.lyon.edu/title-ix.

Mental & Behavioral Health

Lyon College is dedicated to ensuring each student has access to mental and behavioral health resources. The College's Mental and Behavioral Health Office is located in Edwards Commons and is partnered with White River Health System's Behavioral Health Clinic. The office is committed to helping the Lyon community achieve maximum mental and behavioral wellness through both preventative and reactive care. A full-time, licensed, professional counselor provides counseling, consultations, outreach, workshops, and many more mental and behavioral services to Lyon students, faculty, and staff at no cost. The Mental and Behavioral Health Office also provides access to White River Health System's services and facilities, including medication management and in-patient and out-patient care. To make an appointment, contact counseling@lyon.edu.

College-Wide COVID-19 Policies for Fall, 2022

- The College does not require masks in instructional and meeting spaces inside academic buildings. However, if instructors require masks in their classroom, lab, or studio, then students and guests must comply with that requirement.
- Vaccines are strongly encouraged for all faculty, staff, and students. Vaccines are not mandated for Lyon College community members, although there may be specific courses involving interactions with vulnerable, external populations where a vaccine may be required.
- The College will continue to offer symptomatic testing for students, faculty and staff.

Details specific to this course may be found in the subsequent pages of this syllabus. Those details will include at least the following:

1. A description of the course consistent with the Lyon College catalog.
2. A list of student learning outcomes for the course.
3. A summary of all course requirements.
4. An explanation of the grading system to be used in the course.
5. Any course-specific attendance policies that go beyond the College policy.
6. Details about what constitutes acceptable and unacceptable student collaboration on graded work.
7. A clear statement about which LMS is being used for the course.