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# Political Science 4332: Politics of Globalization

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## 1 Administrative Information

**Term:** Spring 2021  
**Format:** Online  
**Instructor:** Matthew Spearly  
**Email:** [spearly.1@osu.edu](mailto:spearly.1@osu.edu)<sup>1</sup>  
**Office Hours:** By appointment

## 2 Course Description

Globalization is an inherently broad, interdisciplinary subject. In this course we will analyze globalization largely from a political (economy) perspective, though the topics we consider will nonetheless vary substantially. For example, we will discuss theories of international trade, discrepancies surrounding how those thought to be disadvantaged by globalization should be and are compensated, and (recent) anti-globalization political movements. Given the sheer breadth of the subject of globalization, all relevant topics cannot feasibly be included in the course schedule. Group research presentations that will take place at the end of the semester will offer students the opportunity to explore globalization-related topics not covered extensively in lecture.

## 3 Course Goals

1. Students will gain in-depth knowledge of the scholarly literature on and surrounding the expansive topic of globalization, from a political science perspective in particular.

*Expected Learning Outcomes:*

- Become familiar with basic international political economy theories and models.
- Understand specifically the role compensation plays in internationalized economies, and how this differs between the developed and developing world.
- Examine the recent literature on (right-wing) populism in the twenty-first century.

2. Students will develop analytic and critical thinking skills that will enable them to evaluate competing arguments and to appraise value-based claims.

*Expected Learning Outcomes:*

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<sup>1</sup>Please email me using a standard email client rather than through Carmen. The latter causes delays and formatting issues.

- Integrate seemingly disparate material and themes into nuanced understandings of interrelated domestic and international phenomena.
- Evaluate, analyze, and critique empirical evidence as well as popular arguments pertaining to contentious, timely subjects.

## 4 Course Materials

- All course materials will be available on Carmen and/or through the library.

## 5 Online Format

This course is 100% online. This means that we will not meet in person this semester, and—for the most part—there are no required sessions when you must be logged into Carmen at a scheduled time. However, in keeping with the best practices for online education, there will still be many smaller assignments and deadlines for you to meet. So while you will not need to log on to Carmen to participate in synchronous class sessions on Tuesdays and Thursdays at 8:00a.m., for example, you may have reading and lecture quizzes to complete on most days of a given week. For office hours, please email me to schedule a phone or Zoom meeting.

## 6 Assessment

*Overview:*

For each class session (we will maintain the Tuesday/Thursday schedule for structure) there is a reading assigned. Before each class session, you will complete the assigned reading, and a small reading quiz that will be posted to Carmen. The reading quiz will close, and a short lecture to accompany the reading will then be posted. Once again, in keeping with best practices for online education, these will not be marathon lectures—only short presentations that will highlight the main points of interest from the assigned reading and perhaps other materials that are not assigned. Along with each lecture, a lecture quiz will be posted that you will need to complete. Aside from the exams and group project, what is described above will be the weekly structure of the course. An example weekly schedule that might work well for you could be as follows:

- *Monday:* Read article #1 and complete associated reading quiz.
- *Tuesday:* Review reading quiz #1 results in the morning, watch lecture #1 and complete lecture quiz #1 during the afternoon/evening.
- *Wednesday:* Read article #2 and complete associated reading quiz.
- *Thursday:* Review reading quiz #2 results in the morning, watch lecture #2 and complete lecture quiz #2 during the afternoon/evening.
- *Friday:* Review results from all four (two reading and two lecture) weekly quizzes in order to begin preparing for the exams, and do some planning for group project.

With the exception that there will nonetheless be multiple quiz deadlines each week, the above schedule is merely a suggestion, though it should hopefully emphasize that doing a small amount of work for this course each (week)day is a good strategy for success. Finally, with the exception of the group project, you must complete all course requirements yourself, without any external help or communication. All quizzes and exams are open book and open note, and academic integrity is discussed further in Section 9.

### **1. Reading Quizzes: 25% of Final Grade**

Students are required to complete the readings assigned for each class prior to “class time.”<sup>2</sup> Before the lecture is posted, students will complete a short multiple-choice quiz covering basic comprehension and recall of major facts and ideas from the reading assigned for that day. There will be no trick questions, although students who do not do the readings carefully will likely not do well.

### **2. Participation and Attendance: 25% of Final Grade**

A lecture quiz will follow each lecture. They can include questions from the most recent reading quiz (so be sure to review your reading quiz results), a relevant question or two from older quizzes, questions you have not seen before based on the most recent lecture and assigned reading, and perhaps even questions of an administrative nature. Lecture quizzes will comprise most of your participation and attendance grade, *though any other poll or quiz I ask you to complete will count toward this grade as well.* Outside of our standard schedule/quizzes, I will at times need to solicit different pieces of information from you—about administrative matters, group projects, etc.—so please be sure to complete these supplementary tasks that will form part of your participation and attendance grade when they arise. Finally, meeting with me for “office hours” is not required, though direct communication with me is good practice, especially if something that I should know about arises and/or some component of your grade might be suffering (more on this in Section 7).

### **3. Midterm Exam: 15% of Final Grade**

This will be based on the readings, lectures, and especially the reading and lecture quizzes. We will discuss the timing and format of the midterm exam in more detail a few weeks into the semester.

### **4. Group Research Presentation & Brief: 20% of Final Grade**

There is no realistic way to cover all of the globalization-related topics that I and perhaps you would like to in one semester. Many important topics are included in this syllabus, but many more equally-important topics are excluded—because of time, because I am not as much of an “expert” on them, because other course offerings cover them in some depth, etc. To give you all an opportunity to explore subjects of particular interest to you, and in accordance with the course goals outlined above,

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<sup>2</sup>At the time of writing, there is no plan for us to ever meet virtually for a synchronous class. But we will maintain Tuesdays and Thursdays at approximately 4p.m. as “class time.” Around these times, the reading quizzes will close and the lectures and lecture quizzes will be posted.

I ask you to complete a group research presentation and brief along with some of your classmates on the topic of your choice. Students will therefore work in groups to research a political topic that is related in some way to globalization. Students will be able to pick their preferred research topic within reason and will work in groups to conduct the necessary research. Each group will prepare a presentation and paper brief to share its findings with the class. The guidelines and process for undertaking this project will be discussed further in class, though students are strongly encouraged to begin thinking about potential research topics as soon as possible. Presentations will be delivered asynchronously and virtually, and all collaboration is expected to be done remotely.

## 5. Final Exam: 15% of Final Grade

This exam will be the same format as the midterm exam, and it will cover material from throughout the entire semester. We will discuss this exam more toward the end of the semester.

## 7 Absence & Make-Up Policies

Students are expected to complete and submit each quiz, assignment, task, exam, etc. by the date it is due, which will always be viewable on Carmen, otherwise you will automatically receive no credit for it. Along with this, however, there are three important things to note:

1. You should plan to do your best on, and do your best to complete each quiz. In any case, I will reserve the right to—for the whole class—drop some number of each student’s lowest quiz scores if I choose.
2. If you accidentally miss a deadline (in particular a relatively small one, like for a quiz or poll) and you wish to complete the assignment, please email me as soon as possible and I will consider reopening it for you.
3. For any other matters related to impediments to your timely completion of course requirements, the best strategy is to be in touch with me as soon as possible, and we can explore potential solutions.

## 8 Course Schedule

### Module 1: Introduction

#### *Module 1a*

- Review the syllabus

#### *Module 1b*

- Simmons, Erica S. 2016. “Market Reforms and Water Wars.” *World Politics* 68 (1): 37–73.

## Module 2: Models of International Trade

### Module 2a

- Rogowski, Ronald. 1987. “Political Cleavages and Changing Exposure to Trade.” *American Political Science Review* 81 (4): 1121–1137.

### Module 2b

- Hiscox, Michael J. 2001. “Class Versus Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade.” *International Organization* 55 (1): 1–46.

## Module 3: Trade Preferences

### Module 3a

- Kono, Daniel Y. 2006. “Optimal Obfuscation: Democracy and Trade Policy Transparency.” *American Political Science Review* 100 (3): 369–384.

### Module 3b

- Hainmueller, Jens, and Michael J. Hiscox. 2006. “Learning to Love Globalization: Education and Individual Attitudes Toward International Trade.” *International Organization* 60 (2): 469–498.

## Module 4: Globalization & Compensation

### Module 4a

- Avelino, George, David S. Brown, and Wendy Hunter. 2005. “The Effects of Capital Mobility, Trade Openness, and Democracy on Social Spending in Latin America, 1980–1999.” *American Journal of Political Science* 49 (3): 625–641.

### Module 4b

- Burgoon, Brian. 2001. “Globalization and Welfare Compensation: Disentangling the Ties that Bind.” *International Organization* 55 (3): 509–551.

## Module 5: Decentralization & Inequality

### Module 5a

- Tiebout, Charles M. 1956. “A Pure Theory of Local Expenditures.” *Journal of Political Economy* 64 (5): 416–424.
- Federalism Addendum

### Module 5b

- Meltzer, Allan H., and Scott F. Richard. 1981. “A Rational Theory of the Size of Government.” *Journal of Political Economy* 89 (5): 914–927.
- Inequality Addendum

## **Module 6: Regional Variation in Social Protection I**

### *Module 6a*

- Rudra, Nita. 2002. “Globalization and the Decline of the Welfare State in Less-Developed Countries.” *International Organization* 56 (2): 411–445.

### *Module 6b*

- Wibbels, Erik. 2006. “Dependency Revisited: International Markets, Business Cycles, and Social Spending in the Developing World.” *International Organization* 60 (2): 433–468.

## **Module 7: Regional Variation in Social Protection II**

### *Module 7a*

- Holland, Alisha C. 2016. “Forbearance.” *American Political Science Review* 110 (2): 232–246.

### *Module 7b*

- Hicken, Allen. 2011. “Clientelism.” *Annual Review of Political Science* 14 (1): 289–310.

## **Module 8: Immigration & Emigration**

### *Module 8a*

- Peters, Margaret E. 2015. “Open Trade, Closed Borders: Immigration in the Era of Globalization.” *World Politics* 67 (1): 114–154.

### *Module 8b*

- Alesina, Alberto, Armando Miano, and Stefanie Stantcheva. 2018. *Immigration and Redistribution*. Working Paper, Working Paper Series 24733. National Bureau of Economic Research.

## **Module 9: Automation**

### *Module 9a*

- Autor, David H., Lawrence F. Katz, and Melissa S. Kearney. 2006. “The Polarization of the U.S. Labor Market.” *The American Economic Review* 96 (2): 189–194.

### *Module 9b*

- Margalit, Yotam. 2019. “Political Responses to Economic Shocks.” *Annual Review of Political Science* 22 (1): 277–295.

## Module 10: Diffusion

### Module 10a

- Simmons, Beth A., Frank Dobbin, and Geoffrey Garrett. 2006. "Introduction: The International Diffusion of Liberalism." *International Organization* 60 (4): 781–810.

### Module 10b

- Brooks, Sarah M., and Marcus J. Kurtz. 2012. "Paths to Financial Policy Diffusion: Statist Legacies in Latin America's Globalization." *International Organization* 66 (1): 95–128.

## Module 11: Exchange Rates & Debt

### Module 11a

- Obstfeld, Maurice, Jay C. Shambaugh, and Alan M. Taylor. 2005. "The Trilemma in History: Tradeoffs Among Exchange Rates, Monetary Policies, and Capital Mobility." *The Review of Economics and Statistics* 87 (3): 423–438.

### Module 11b

- Kaplan, Stephen B., and Kaj Thomsson. 2017. "The Political Economy of Sovereign Debt: Global Finance and Electoral Cycles." *The Journal of Politics* 79 (2): 605–623.

## Module 12: Anti-Globalization Movements

### Module 12a

- Urbinati, Nadia. 2019. "Political Theory of Populism." *Annual Review of Political Science* 22 (1): 111–127.

### Module 12b

- Mudde, Cas, and Cristóbal Rovira Kaltwasser. 2018. "Studying Populism in Comparative Perspective: Reflections on the Contemporary and Future Research Agenda." *Comparative Political Studies* 51 (13): 1667–1693.

## Module 13: Group Research Presentations I

## Module 14: Group Research Presentations II

## 9 Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and

understand the university's *Code of Student Conduct* ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

## 10 Disability Services Statement

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.