

PLIR 3500

Politics of Economic Globalization

Tu,Th, 11:00-12:15 pm, Web-based Course

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Gibson S-195

Office Hours: 9-11 am Tuesday or by appointment

Course Description:

Economic globalization is the process by which the world's economies become connected and interdependent through the flows of goods, services, investment, people and capital. This course examines the interaction between global economic integration and domestic politics, focusing on four main cross-border economic flows - international trade, foreign direct investment, international migration and international finance. The goal of this course is to introduce students theories behind domestic preference formation, and how these preferences are aggregated through institutions to inform foreign economic policies. We will study the distributive consequences of economic globalization that attaches the status of "winners" versus "losers" to different political actors, and how tension between two groups influence domestic and international politics. Students will gain familiarity with political economy data sources and address important questions by introductory quantitative analysis. By the end of the course, students should have the analytical and conceptual skills necessary to address important debates that center around backlash against globalization in recent years.

This course is online and synchronous. Classes will take place on Zoom, a video communication tool for online courses. If you don't have Zoom, please click on this link and follow the instructions to download. You are expected to show-up to Zoom meetings every week on Tuesday and Thursday, except for holidays. If this is not possible (i.e if you are an international student in a different time zone), please e-mail me about alternative arrangements. You will receive further instructions on how to participate in Zoom meetings and use Collab for online course purposes.

Although this is not an introductory course, background in Politics or Economics is not a prerequisite.

Course Objectives: The main objective of this course is to provide students a general perspective on the issues at the intersection of politics and economics of globalization, help the student to have an enduring understanding of the underlying economic models of international flows as well as their effects on domestic politics and teach them the analytical skills necessary to critically engage with political science research. At the end of this course, students should be able to:

- Understand the underlying economic models and identify their assumptions for trade, invest-

ment, migration and finance.

- Recognize the winners and losers as a result of costs and benefits created by each international flow and examine how they affect domestic policy creation.
- Assess the validity of certain conclusions reached by international political economy research based on its theoretical foundations, data and statistical analysis.
- Formulate arguments and debate the advantages and disadvantages of economic liberalization.
- Develop familiarity with data and statistical analysis.

Overview of Course Assignments:

Students are required to take a midterm exam and submit a final paper (max 4 pages). Students will also prepare a final presentation in groups of 4 on a topic of interest. Students should actively participate in class discussions and exercises, post bi-weekly discussion questions to the Collab discussion forum (except when it's not necessary to do so), and complete two film reviews. Further information on class assignments are on course Collab page.

Course Requirements:

Final Paper (30%)

Students must submit a final paper. Students will start working on their research paper earlier in the semester, and will have ample time to revise and resubmit before the deadline. We will hold four reading and writing workshops throughout the semester to help you with the final paper. These workshops will be dedicated to improving critical reading and writing skills necessary for the final paper. Each workshop will have different assignments that count as preparation for the final paper.

The paper should engage with one of the assigned readings by citing a weakness they observe in the paper and suggesting recommendations to the author to improve the paper. Each paper should start with a brief description of the main thesis, explanatory and outcome variables, their connection and main evidence of the reading. Students should then write about a weakness they spot in the paper and tell the reader how they would have strengthened the weakness if they were re-writing the paper. These weaknesses can be (and not limited to):

- A logical fallacy in the author's argument
- Important cases where the author's argument might not work
- Evidence provided in the paper is not convincing

The paper is four pages in length, double-spaced, 12-point font and one-inch margins. Final paper grade will be based on three submissions:

- First Draft - 10% - The deadline for turning in the first draft of the paper is **October 29, 5 pm.**

- Peer Review - 5% - Once the first drafts are turned in, students will have time during the weekend to read their peer's paper (groups of 2 assigned by me). On Tuesday, **November 10th**, students will be asked to write a review on each others' papers. The review is one page in length, single-spaced. The review should include students' comments on the paper, highlighting strengths and weaknesses, and suggestions on how to improve. Students should submit their reviews by 5 pm.
- Final Paper - 15% - The deadline for turning in the final draft of the paper is **December 8th, 5 pm.**

Each paper should be submitted to their related tab under Assignments on Collab. Papers should be submitted in PDF format. Paper filename should be: PLIR3500_PaperX_LastName.

Midterm Exam (20%)

Midterm exam will take place on **October 6** at 11 am during class time. It will be 1-1:15 hours long, closed books and notes. The midterm will consist of multiple choice, identification and short-answer questions. More information will be given on the midterm as the time approaches.

Group Presentation (20%)

Each student will be assigned to a group consisting of 3 students. Each group will be assigned one of the following themes: Backlash Against Globalization, Trade, Immigration, Foreign Direct Investment, Global Finance. Students are expected to choose a topic of interest related to these themes covered in lectures and/or readings, and prepare a lecture on it. Students will be expected to prepare slide shows engaging in depth with the topic of their choice, and present it to their classmates. Each group member should present, groups will decide how to allocate their slides for presentation among themselves. Presentations should not exceed 15 minutes. Each group will present for 15 minutes and then will answer questions about the presentation during the Q&A for approximately 10 minutes.

Students will start working on their presentations early in the session. Groups are encouraged to create their own Collab sites (and adding me) and use Collab tools (such as Discussions or Chat) for group communications. Groups are also encourage to use Google Slides to collaborate on the slides. Groups should pre-record their presentations and show them to the class on their assigned dates.

Click [here](#) to learn about how to build a Collab site.

Click here [here](#) to learn about how to hold virtual group meetings on Collab.

Evaluation of group presentations will consist of 2 parts - 15% of the grade is from the quality of slides and presentation. Guidelines on how to create a good presentation can be found on Collab under Resources. 5% of the grade is from grades your group members will give you, depending on your performance and collaboration in the group.

Film Reviews (10%)

Students will watch two documentaries and submit one-page, single-spaced film reviews for each film. First film is *American Factory*, a 2019 American documentary about a Chinese company oper-

ating in the US. Second film is *Inside Job*, a 2010 American documentary about the 2008 financial crisis.

Students will watch the documentaries during class time on their own. Deadline to submit film reviews are by 5 pm, next day when the film is assigned. For *American Factory*, it is **October 9th, 5 pm**. For *Inside Job*, it is **October 21, 5 pm**.

To watch *Inside Job*, click [here](#).

Participation (20%)

Participation in class is a critical element of this course. You are expected to come to class prepared, having done the readings for that day. I will create an online forum for you to discuss the readings between each other, and let me know of points to clarify before the class. You are also expected to actively participate in discussions. You will regularly engage in teamwork, complete in-class assignments, respectfully engage with me and your peers in conversation, attend carefully to lectures, and provide insights during discussion. In-class participation will make up 10% of your participation grade. In addition, you are required to submit discussion questions about the week's reading the night before class by 10 pm on Collab forum. You can write about how a reading's topic relates to a real-world problem, how readings main themes compare with each other, or weak points in the author's argument (or evidence). Submitting discussion questions will make up %10 of your participation grade. You will get full 10 points if you submit all your discussion questions on time, but low quality discussion questions will be penalized.

Keep in mind that participation is just as much about your classmates as about yourself. Be respectful and courteous toward one another. Build on and engage with each other's idea. Don't tear each other down or belittle one another's ideas. Agree and disagree constructively.

Course Policies: Your attendance is required and you are expected to attend every class period. I understand that we are going through extraordinary times, and problems may arise that prevents you from participating. In such cases, please let me know of your circumstances as soon as you get the chance to. Students can miss **two** lectures, without legitimate excuses and losing any points from participation. Excessive unexcused absences might result in deduction of participation grade or in your failing the course.

Late research papers will be accepted, but with a substantial grade penalty for each day late. Exceptions are given in the case of documented emergencies.

Class meetings are synchronous unless stated otherwise. You are expected to attend both parts. Please turn on your videos at each session and mute yourselves when you are not speaking. Students should refrain from using their cellphones or computers except for class purposes.

Honor Code: All students are subject to the University of Virginia's Honor Code. If a student has questions about any aspect of this code, he or she should consult the instructor for guidance. Students should take particular care to adhere to standard practices for the citation of published work. For further details see: <http://www.virginia.edu/honor/wnem/links.ktml>

Statement on Violence Prevention: The University of Virginia is dedicated to providing a safe and equitable learning environment for all students. To that end, it is vital that you know two values that I and the University hold as critically important:

1. Power-based personal violence will not be tolerated.
2. Everyone has a responsibility to do their part to maintain a safe community on Grounds.

If you or someone you know has been affected by power-based personal violence, more information can be found on the UVA Sexual Violence website that describes reporting options and resources available - www.virginia.edu/sexualviolence.

As your instructor and as a person, know that I care about you and your well-being and stand ready to provide support and resources as I can. As an instructor, I am a responsible employee, which means that I am required by University policy and federal law to report what you tell me to the University's Title IX Coordinator. The Title IX Coordinator's job is to ensure that the reporting student receives the resources and support that they need, while also reviewing the information presented to determine whether further action is necessary to ensure survivor safety and the safety of the University community. If you would rather keep this information confidential, there are Confidential Employees you can talk to on Grounds (See). The worst possible situation would be for you or your friend to remain silent when there are so many here willing and able to help.

These are unprecedented and challenging times. I will try my best to give you a high quality education experience under these circumstances. Online courses can be challenging and you may have to face additional difficulties during this time period. Please know that as an instructor I am aware of these challenges and would encourage you to come and talk to me if you need anything. Here are some UVA and external resources that you might like to use during the fall session:

- [Counseling and Psychological Services \(CAPS\)](#)
- [UVA Student Health Center](#)
- [Free Mental Health Tool](#)
- [Surviving and Resisting Hate](#)
- [Self Care for People of Color after Psychological Trauma](#)

The Writing Center is a wonderful way to enhance your writing ability throughout your time at UVA. Trained tutors work with you at any stage of the writing process on any writing assignment for any class with the ultimate goal of strengthening your ability and confidence as a writer. They will not proofread your papers, but they will help guide you through troublesome areas of the writing process or simply give you feedback that can help you learn things about yourself as a writer. This is a free and very valuable resource. Please, take advantage of it. The writing center is located at 314 Bryan Hall but may provide sessions online. To make an appointment go to virginia.mywconline.com.

Required Resources:

There are two required books for the course. Required chapters will be uploaded on Collab but you may rent/buy the book on Amazon if you wish. Just make sure you have the correct edition

as page numbers might differ.

Frieden, Jeffrey, Lake, David and Lawrence Broz. 2017. *International Political Economy* (Sixth edition), New York: W.W. Norton & Company

Oatley, Thomas. 2019. *International Political Economy* (Sixth edition), New York: Routledge

Additional required course readings are available on Collab.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

| Date | Content |
|-------|---|
| 08/25 | <ul style="list-style-type: none"> • Introduction to Course Material • (Optional) Watch “From Globalization to Hyper-Globalization and Back” by Dani Rodrik on Youtube from this link. <p><i>In-class writing assignment: Write one or two paragraphs explaining: i) What is your understanding on international political economy? ii) What are your expectations from this course?</i></p> |
| 08/27 | <ul style="list-style-type: none"> • The Future of Economic Globalization after COVID-19 <p>– Appadurai, 2020. “Coronavirus Won’t Kill Globalization. But It Will Look Different After the Pandemic”, <i>Time</i>. (In-class Assignment)</p> |
| 09/1 | <ul style="list-style-type: none"> • The Backlash Against Economic Globalization <p>– Rodrik, Dani. “Roepke Lecture in Economic Geography—Who Needs the Nation-State?”, <i>Economic Geography</i>, Vol 89 No 1.</p> <p>– Inglehart, R. & Norris, P. “Trump and the Populist Authoritarian Parties: The Silent Revolution in Reverse. Perspectives on Politics”, Vol 15 No 2.</p> |
| 09/3 | <ul style="list-style-type: none"> • International Trade - Interests and Political Institutions <p>– Oatley, p. 47-54, 70-92</p> |
| 09/8 | <ul style="list-style-type: none"> • International Trade - The 2016 US Elections <p>– Mutz, Diana C. “Status threat, not economic hardship, explains the 2016 presidential vote.” <i>Proceedings of the National Academy of Sciences</i> Vol 115 Issue 19: E4330-E4339.</p> |
| 09/10 | <ul style="list-style-type: none"> • International Trade - International Cooperation <p>– Oatley, Chapter 2.</p> |
| 09/15 | <ul style="list-style-type: none"> • International Trade - China’s Accession to the World Trade Organization <p>– Levy, Philip. “Was Letting China into the WTO A Mistake?” <i>Foreign Affairs</i></p> |

| Date | Content |
|-------|---|
| 09/17 | <ul style="list-style-type: none"> ● Research Workshop I <p style="text-align: center;"><i>How to read political science articles.</i></p> |
| 09/22 | <ul style="list-style-type: none"> ● Cross-Border Immigration - Theories of Migration <p style="text-align: center;">– FLB, p.357-377, 394-412</p> |
| 09/24 | <ul style="list-style-type: none"> ● Cross-Border Immigration - The Causes and Consequences of Migration <p style="text-align: center;">– Timothy J. Hatton. 2010. “The Cliometrics of International Migration: A Survey,” <i>Journal of Economic Surveys</i>. Vol 24 Issue 5, p.941-969.</p> <p style="text-align: center;">– Bartelby, “Refugees make great entrepreneurs and workers,” <i>The Economist</i>.</p> |
| 09/29 | <ul style="list-style-type: none"> ● Foreign Direct Investment - The Reasons for and Types of FDI <p style="text-align: center;">– Oatley, Chapter 8, FLB p.144-155.</p> |
| 10/1 | <ul style="list-style-type: none"> ● Foreign Direct Investment II - FDI’s Distributive Effects <p style="text-align: center;">– Oatley Chapter 9 (skim p.198-205), FLB, p.156-166</p> |
| 10/6 | <ul style="list-style-type: none"> ● Midterm |
| 10/8 | <ul style="list-style-type: none"> ● Foreign Direct Investment - Chinese FDI in the US <p style="text-align: center;">– Watch the <i>American Factory</i> documentary.</p> |
| 10/13 | <ul style="list-style-type: none"> ● Research Workshop II <p style="text-align: center;"><i>How to critically evaluate political science research papers.</i></p> <p style="text-align: center;"><i>Prepare paper outline.</i></p> |
| 10/15 | <ul style="list-style-type: none"> ● Global Finance - Exchange Rates and International Monetary Cooperation <p style="text-align: center;">– FLB, p.221-231,232-251</p> |
| 10/20 | <ul style="list-style-type: none"> ● Global Finance - The 2007-2008 Global Financial Crisis <p style="text-align: center;">– Watch the <i>Inside Job</i> documentary</p> |
| 10/22 | <ul style="list-style-type: none"> ● Global Finance - The Eurozone Crisis <p style="text-align: center;">– FLB, p.252-266</p> |
| 10/27 | <ul style="list-style-type: none"> ● Research Workshop III <p style="text-align: center;"><i>Completing the first draft of the paper</i></p> |

| Date | Content |
|-------|---|
| 10/29 | <ul style="list-style-type: none"> • The EU Data Exercise <ul style="list-style-type: none"> – Becker, Sascha O, Thiemo Fetzer, Dennis Novy. “Who voted for Brexit? A comprehensive district-level analysis,” <i>Economic Policy</i>, Vol 32 No 92, (October) |
| 11/3 | <ul style="list-style-type: none"> • Election Day! <p style="text-align: center;">No Class - Don't Forget to Vote!</p> |
| 11/5 | <ul style="list-style-type: none"> • The Effects of Globalization: Inequality and Welfare State <ul style="list-style-type: none"> – FLB, p.461-488 – Joseph Stiglitz. “The Insider,” <i>The New Republic (April 17-24)</i>, p. 56-60. – Saez, Emmanuel and Zucman, Gabriel. “Exploding Wealth Inequality in the United States.” Washington Center for Equitable Growth, Oct. 20. |
| 11/10 | <ul style="list-style-type: none"> • Research Paper Workshop IV <p style="text-align: center;"><i>Peer Review</i></p> |
| 11/12 | <ul style="list-style-type: none"> • Group Presentations <p style="text-align: center;"><i>Groups 1,2</i></p> |
| 11/17 | <ul style="list-style-type: none"> • Group Presentations <p style="text-align: center;"><i>Groups 3,4</i></p> |
| 11/19 | <ul style="list-style-type: none"> • Group Presentations <p style="text-align: center;"><i>Group 5, Paper Writing Day</i></p> |
| 11/24 | <ul style="list-style-type: none"> • Conclusion - The Future of Economic Globalization <ul style="list-style-type: none"> – Will the world enter a period of further globalization or nationalization? – What aspects of globalization do you expect to be more prominent in the future? |

This syllabus is subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.