

PSC 423
Globalization and Development
MSSU, Spring 2020
TR 11:00 AM - 12:15 PM

1 Class Information

- ⇒ **Professor:** Nicholas P. Nicoletti, Ph.D.
- ⇒ **Office:** Webster Hall 212, Center for Law and Politics and Taylor 210
- ⇒ **Phone:** (417) 625-9572¹
- ⇒ **Email:** nicoletti-n@mssu.edu
- ⇒ **Class Time:** Tuesday and Thursday 2:30 - 3:45 PM
- ⇒ **Room:** Taylor Hall 217
- ⇒ **Office Hours:** Monday from 11:00 AM 2:00 PM (3 hours) will be located in my Webster Hall 212 Office. Wednesday from 11:00 AM 2:00 PM (3 hours) will be located in my Taylor 210 Honors Office (Office Door is Always Open, Please Stop By).

2 Course Description

Credit Hours: 3 CR

Prerequisites: PSC 120

Course Type: Face-to-Face

This course focuses on economic Globalization, which Bhagwati (2004, p. 3) defines as, “the integration of national economies into the international economy through trade, direct foreign investment (by corporations and multinationals), short-term capital flows, international flows of workers and humanity generally, and flows of technology...” Globalization is not a new phenomenon. In fact, there have been two recognized eras of Globalization. The first began in 1846 when Great Britain repealed the Corn Laws. The Corn Laws were a series of trade protections (tariffs) on grain which prevented domestic grain prices in Britain from dropping. Once these laws were repealed an era of free trade ensued. However, with the onset of World War I, this era of unprecedented trade collapsed into autarky. The second era of Globalization begins shortly after World War II. However, this era was different in that the winners of WWII institutionalized global trade with the introduction of the Bretton Woods System. This system brought about a new gold standard and several intergovernmental organizations including, the General Agreement on Tariffs and Trade (now the World Trade Organization), the International Monetary Fund, and the International Bank for Reconstruction and Development (now the World

¹If you leave a voicemail, please leave your name, what class you are in, a description of the problem/question, and slowly leave a number where I may reach you. The best way to reach me is by email.

Bank). This new system began the Globalization era we know today, but has changed significantly since 1945. Most recently, in the 1980s and 1990s Globalization became quite controversial as nations and businesses began to reap the extreme benefits of comparative advantage, free trade, and the free flow of goods and services.

Even more recently, global trade, and the consequences it produces for domestic interests, have come under serious attack from both the American Left (i.e. Bernie Sanders) and Right (i.e. President Donald Trump). Free trade inevitably creates winners and losers; Sanders and Trump have resonated with the losers in a big way. There is a strong argument to be made that Trump won the 2016 U.S. Presidential election by focusing on swing states that have been historically disadvantaged by free trade - namely states in the "Rust Belt" that had significant manufacturing job loss (e.g. Wisconsin, Michigan, Ohio, and Pennsylvania). But is free trade really bad for the United States? Most economists - classical and modern - would say absolutely not. Free trade benefits more people than it hurts and brings a country closer to the Pareto Frontier - a state of allocation where it is impossible to make anyone better off without making at least one individual worse off. In other words, an efficient allocation of resources where, barring a zero-sum game (where a new allocation makes some people better off at the expense of others), everyone is doing the best they can possibly do. In fact, Jagdish Bhagwati will argue that trade and Globalization writ large, not only benefits countries economically, but also in terms of the environment, preventing child labor, enhancing the economic and social situation for women, and even inspiring democracy. Of course this is not to say that Globalization is perfect. It is not. It has deep flaws that manifest in ways that have produced massive global protests; protests so effective, that they have stalled some of the most important WTO free trade summits. Many of these flaws come from the politics of Globalization, not necessarily the economics. We visit this tension many times in this course.

This course will explore the various issues concerning Globalization and economic development. Students are encouraged to develop their own ideas regarding the subject and debate various points of view in class discussion.

3 Learning Objectives

1. Students will be introduced to the major questions, concepts, theories, and methodologies regarding Globalization and Development.
2. Students will improve in their verbal communication skills by orally discussing issues raised by the assigned readings and by presenting the findings of their research to the class for critique.
3. Students will analyze selected topics and issues in Globalization from a historical and contemporary perspective.
4. Students will hone writing, speaking, and critical thinking skills.
5. Students will compare and contrast political institutions within the global trade system.

6. Students will demonstrate the ability to describe the interrelationship between social, political and economic institutions and how Globalization has influenced and altered these traditional structures.
7. Students will develop skills in utilizing historical and contemporary political science sources and techniques to gain a better understanding of Globalization and Development.

4 Course Expectations

I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day.** Some of the readings are theoretically and analytically rigorous. Simply put, much of what is read in this course is difficult and will require students to do more than skim through the pages. Remember, there is no traditional textbook, so many of the basic concepts will be taught in lecture. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class and especially on examinations.

Taking attendance is required by university policy and by U.S. federal government regulations. Attendance will be taken regularly at the start of class. However attendance is not enough to earn credit. I expect that students participate in class. Participation is worth 10% of your final grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. **If you do not participate you will not be able to earn a major portion of your grade.** Part of your participation grade will be calculated using the *Top Hat Monocle* Internet software. See the section on *Top Hat* for more information on this class tool.

Late arrivals are annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all.** Late students will be taking a chance. This class will include pop quizzes that I call *D.I.R.T.* quizzes, which stands for “Did I Read Today”. *D.I.R.T.* quizzes are given at the very beginning of class via the *Top Hat* system. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. I never allow makeup quizzes for any reason. Thus, there are consequences for being late. Please give the class and I the courtesy of refraining from perpetual late arrivals.

Unexcused absences on exam day will result in a forfeiture of all points for that exam. Make-ups can be scheduled only for students who pre-excuse their absences (that means before the exam, **not after**). An absence is only excused if supported by documentation from either University personnel or your physician. **There are absolutely no make-ups for pop quizzes; if you miss class on a day that I give a quiz, you will lose the quiz points for that day — NO EXCEPTIONS.**

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, SnapChating, Yik Yaking, Whispering, using any other computer application (mobile or otherwise), or typing assignments for other courses during this class. Cell Phones should only be used for the Top Hat software. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the "Discussion Board" tab in Blackboard, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

All students in my classes are expected to check their school email regularly (I suggest once per day). I communicate solely via email sent to your **school email address** and announcements via Blackboard. Students are expected to use their school email address when sending messages to the professor. I will NOT make special accommodations for students that want to use personal email addresses. All email communications will be sent and received via your school email address.

No form of video/audio recording or photography will be permitted in my class without permission. I reserve the right to request copies of any recordings in any form taken in my class.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window. *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible educator I can be. I will often ask for your feedback during the course and I take your input seriously.

5 Required Texts

- ◇ Frieden, Jeffery A., David A. Lake, and J. Lawrence Broz (2017) *International Political Economy: Perspectives on Power and Wealth, 6th Edition*. Norton. [ISBN: 978-0-393-60388-0].
- ◇ Bhagwati, Jagdish. (2007). *In Defense of Globalization*. New York, NY: Oxford University Press. [ISBN: 978-0-19-533093-9].
- ◇ TopHat Monacle Subscription - About \$26 for the semester (depending on where you buy the code, as the bookstore marks up the subscription). To use this software you will need a mobile device such as, a laptop, tablet, smart-phone, or a cell phone with texting capabilities (Subscription card purchased at Bookstore or online).
- ◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on Blackboard. A “†” indicates that the reading is posted on Blackboard. A “∇” indicates that the reading is in the physical Course Reserve in the MSSU Libraries.
- ◇ I reserve the right to add readings at any time during the semester.
- ◇ The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style.

6 Grading

Students can earn a total of 100 (non-extra credit) points per semester. Up to 15 points can be earned from successfully answering weekly D.I.R.T. quizzes correctly. Up to 40 points can be earned from the two examinations, which are worth 20 points each. Up to 10 points can be earned from participating in class discussions throughout the semester and participating in *Top Hat* participation questions. Up to 15 points can be earned from each of the class simulations, for a total of 30 points. Finally, up to 2.5 points can be earned from each of the article presentations and response papers, for a total of 5 points. This means that each point in the class is literally worth one percent of your final grade. In other words, the denominator for your grade will change throughout the semester as points are accumulated. For example, by mid-semester students will have the possibility to earn approximately 50 points in the class. Let's say that you earned 41 total points by mid-semester. To figure out your grade simply divide 41 by 50 and multiply by 100: $(\frac{41}{50}) * 100 = 82$. This would mean that you earned a B halfway through the semester. By the end of the semester - when all assignments are turned in - there will be 100 total points that could have possibly earned in the course. Thus, if you earned 75 points out 100 possible points, your grade would be a 75 which is a C. Extra credit points also count directly toward your final grade just like regular points do. However, these points are not included in the final grade denominator. For example, let's say that by the end of the semester a possible 5 extra credit points could have been earned. Technically, this means

that there was a possible 105 points that students could have earned. However, no matter how many of those extra credit points you earned, the grade is still out of 100, not 105.

- * D.I.R.T. Quizzes on the Readings Due that Day worth 15% of the Final Grade.
- * Simulations and Simulation Response Papers each worth 15% for a total of 30% of the Final Grade.
- * Midterm and Final Examinations each worth 20% of the Final Grade, for a Total of 40% of the Final Grade.
- * Two Article Presentations and Response Papers, worth 2.5 points each, for a total of 5% of the Final Grade.
- * Participation: 10%.

7 Grading Distribution

- ✓ A = 90-100
- ✓ B = 80-89
- ✓ C = 70-79
- ✓ D = 60-69
- ✓ F = 0-59

8 Time on Task Statement

For every one credit hour in which you are enrolled, you will spend approximately two to three hours outside of class studying. Therefore, to help determine the course load most appropriate for you, use the formula: 3 credit hours (1 course) = 3 hours in class per week = 6-9 hours study time per week.

9 Library Materials

There are a vast array of resources on this topic that can be found using the MSSU Spiva Library search tools including, SUMMONS, JSTOR, individual journal subscriptions, Interlibrary Loan (ILL), and many more. Please visit the MSSU Library website to search through relevant materials.

9.1 Inclement Weather and Course Cancellation Policy

If inclement weather occurs during Finals Week resulting in a closing, the printed and online versions of the Schedule of Classes contain information about a contingency plan for finals. If the professor cancels class for any reason during the semester, an alternative online assignment (Top Hat or Blackboard) will be posted.²

²***Note:** Professor Nicoletti is the Coach of the Mock Trial Team. There may be times where classes need to be canceled due to competitions. Please be aware, if the schedule changes an announcement will be

9.1.1 Proper Email Etiquette

This is the format I expect all emails to be sent in:

To: nicoletti-n@mssu.edu

From: Your Email Address Here

Subject: Always Include a Subject Line with Your Class Title and Time of Day

Dear Professor Nicoletti,

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),

Jane/John Doe Student

10 Academic Integrity Statement

Cheating and plagiarism (using someone else's work or ideas without proper citation) will not be tolerated. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, tablets, laptops, digital cameras or electronic devices of any kind (calculators can be utilized if necessary) are banned from all quizzes, except for the use of the Tot Hat software. Students using electronic devices during quizzes for anything other than Top Hat will fail the assignment. If you are taking a quiz and are found using an electronic device inappropriately, I will be forced to fail your assignment and you will receive a zero. Of course there are other ways to cheat and all of them will result in the same consequence, complete failure of the assignment. I also reserve the right to fail students for the entire course for some instances of academic integrity violations. The MSSU's policy on Academic Integrity and the plagiarism judicial process is as follows:

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty,

placed on Blackboard and sent to student email.

the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

11 Similarity Detection Software

To prevent and detect plagiarism, I may require students to use similarity detection software (e.g. SafeAssign) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software (including my class assignments from previous semesters). When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

12 Disability Accommodation Statement (ADA)

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Coordinator of Student Disability Services, at the Student Success Center (417) 659-3725. I will make every effort to assist students with special needs. Students dealing with stress-related or other medical issues should visit the Willcoxon Health Center, Billingsly Room 242.

13 Non-Discrimination Statement

Missouri Southern State University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, students, third parties on campus, and applicants for employment and admissions. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally protected class, in employment or in any program or activity offered or sponsored by the University, including, but not limited to, athletics, instruction, grading, the awarding of student financial aid, recruitment, admissions, and housing. Questions, concerns, and reports about Title IX, including sexual misconduct or pregnancy educational planning, should be directed to the Title IX Coordinator in the

Student Affairs Office at (417) 625-9532.

I will seek to keep information private to the greatest extent possible. However, as an instructor, I have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred related to Title IX. Students may speak to someone confidentially by contacting a counselor in the Advising, Counseling, and Testing Services Office (ACTS) at (417) 625-9324. Crime reports to law enforcement can be made at (417) 623-3131.

14 Basic Needs Statement

Students experiencing personal or academic distress, food insecurity, and/or difficulty navigating campus resources are encouraged to contact the Office of Student Affairs (417.625.9392 or studentaffairs@mssu.edu) for support. If you are uncomfortable making this contact, please notify your instructor so they can assist you in locating the needed resources.

15 Academic Impact for University-Sponsored Academic and Athletic Absences

Students participating in University sponsored academic and athletic events are considered representatives of the University and scheduled activities/competitions resulting in a missed class may be considered excused absences. Missed classes qualify as excused absences if the student informs the instructor(s) in advance, is responsible for all information, tests, materials and assignments, and completes assigned work prior to the departure, unless the instructor has agreed to other arrangements.

Faculty are encouraged to work with students, whenever possible, to facilitate their participation in University sponsored academic and athletic events; however, in some cases, it is not possible to replicate missed course content. In these cases, students may need to attend class.

Whenever possible, students participating in University sponsored academic and athletic events should work with their advisor to create a schedule that will avoid missed class time.

Students should not be penalized if absent from a test, lecture, lab or other activity because of an excused absence. Policies should be fair and equitable in application. For example, excused absences should not be penalized with point reductions or require students utilize the dropped grade option for a University sponsored activity or athletic event. Inclement weather and other factors may preclude a student's ability to provide notification in advance and/or to complete assigned work prior to departure or return to campus. It may be necessary to provide make-up opportunities in these cases.

No class time shall be missed for practices or home events except for time required to prepare or warm-up before the activity/competition. Logistics necessary for home activities or competitions will vary by activity/sport so students and instructors should collaborate to handle this missed class time as part of the absence if possible. For away competitions students shall not miss class prior to 30 minutes before the scheduled time of departure.

Students who will miss class due to participation will identify themselves to their instructors at the beginning of each semester using the approved documentation and provide a schedule with departure times to identify class meetings in conflict with event dates. In addition, the student is responsible for reminding the instructor by e-mail and/or in person of each upcoming absence. The student who fails to properly communicate with her/his instructor in this regard may be penalized for an absence per the course syllabi. The amount of lead time for upcoming absences should be discussed by the instructor and student as this may vary with the situation. Sponsors and coaches are asked to confirm an accurate roster of students traveling for each event.

Students who are unable to participate or have not been cleared to play should attend class.

16 Copyright Statement

You are encouraged to use the materials from these courses to learn. You can listen, read, view and interact with the pages. You can print them out for your own use. You may not, however, let others not registered in the courses hear audio, view or read pages, either on the screen or printed out. You may not make copies of these copyrighted and all rights reserved materials electronically or optically without express permission from the copyright holder. You may not incorporate these copyrighted materials or derivatives into other works. The copyright includes the course artwork. Some portions of the courses use material from other copyrighted material. These materials are noted and are used with permission of the author, or under compliance with federal guidelines. You are encouraged to use materials you create as part of the course, however, you may not use materials created by others taking the course without their written permission. This includes but is not limited to written assignments submitted to the instructor, postings to discussion groups or any online comments or other collaborative events. MSSU will not use any of your work for purposes other than your learning without getting your written permission. If we use your materials with your permission, we will credit your work if you so desire.

17 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to par-

ticipate in the form of answering and asking questions. Participation is worth 10% of your grade. This will be a combination of your personal in-class participation and your participation in *Top Hat Monocle* exercises given during class.

17.1 TopHat Monocle Subscription

TopHat Monocle Software is a digital subscription for students that cost approximately \$35 for the semester (4 months). The software allows your professor to: (1) Take attendance each class, (2) Give pop quizzes, and (3) intermittently ask questions throughout lecture. These questions will count toward your participation grade which is worth 10% of your final grade. Each class you will need to have your mobile device ready so that you can answer the questions pertinent to the lecture. I expect that students will not abuse the privilege of using their mobile device during class. The software is intended to make lecture more interactive and fun, not to give students an excuse to text.

The first week of classes I will send each person an email inviting them to access the TopHat Software. When you receive the email please use the subscription code purchased in the bookstore to access and enroll in the course.

18 Course Schedule

19 Part One: The Global Economy - Getting the Basics

19.1 Week 1: January 13 — 19, 2020

19.1.1 ⇒ Tuesday, January 14: Course Introduction

- ★ Course Introduction and Administrative Review.
- ★ Acquire Texts.
- ★ Acquire Access to Top Hat Monocle Internet Participation Account (I will begin using this immediately during Week 2, so please do not delay setting up your account).

19.1.2 ⇒ Thursday, January 16: International Politics and International Economics

- ★ Frieden, Lake, and Broz (2017), *Introduction: International Political Economy and International Economics* (pp. 1-17).
- α January 21 - Drop/Add & Late Registration Charges Begin.

19.2 Week 2: January 20 — 26, 2020

19.2.1 ⇒ Tuesday, January 21: What is Globalization?

- ★ Franko and Stamos (2017), *Chapter 1: Twenty-First-Century Globalization* (pp. 1-20).†

19.2.2 ⇒ Thursday, January 23: Debating Globalization

- * Bhagwati (2007), *Chapter 1: Anti-Globalization: Why?* (pp. 3-27).
- * Chapter 2: Sen, “How to Judge Globalism” (pp. 19-24), in Lechner and Boli (2015).†
- * Chapter 3: Hamelink, “The Elusive Concept of Globalisation” (pp. 25-31), in Lechner and Boli (2015).†
- α January 24 - Last Day for Full Refund of Charges.

19.3 Week 3: January 27 — February 2, 2020

19.3.1 ⇒ Tuesday, January 28: Understanding Free Trade

- * Franko and Stamos (2017), *Chapter 3: A New Dynamic of Global Trade* (pp. 41-60).†.

19.3.2 ⇒ Thursday, January 30: Free Trade Continued...

- * Franko and Stamos (2017), *Chapter 3: A New Dynamic of Global Trade* (pp. 60-82).†.

20 Part Two: The Politics of Free Trade

20.1 Week 4: February 3 — 9, 2020

⇒ Tuesday, February 4: Who Favors Free Trade?

- * Rogowski, *Chapter 1: Commerce and Coalitions: How Free Trade Affects Domestic Political Alignments* (pp. 20-29), in Frieden, Lake, and Broz (2017).
- * Schonhardt-Bailey, *Chapter 5: Free Trade: The Repeal of the Corn Laws* (pp. 81-91), in Frieden, Lake, and Broz (2017).
- α February 5 - Withdrawal after this Date No Refund of Charges.

⇒ Thursday, February 6: Historical Institutionalism

- * Eichengreen, *Chapter 18: The Political Economy of the Smoot-Hawley Tariff* (pp. 286-296), in Frieden, Lake, and Broz (2017).
- * Hicks, Milner, and Tingley, *Chapter 19: Trade Policy, Economic Interests, and Party Politics in a Developing Country: The Political Economy of CAFTA-DR* (pp. 297-314), in Frieden, Lake, and Broz (2017).

20.2 Week 5: February 10 — 16, 2020

20.2.1 ⇒ Tuesday, February 11: The Politics of Skilled and Unskilled Labor

- * Baker, *Chapter 20: Who Wants to Globalize? Consumer Tastes and Labor Markets in a Theory of Trade Policy Benefits* (pp. 315-327), in Frieden, Lake, and Broz (2017).

20.2.2 ⇒ Thursday, February 13: Protectionism and Elections

- ★ Conconi, Facchini, and Zanardi, *Chapter 21: Policymakers' Horizon and Trade Reforms: The Protectionist Effect of Elections* (pp. 328-338), in Frieden, Lake, and Broz (2017).
- ★ Mansfield and Mutz, *Chapter 33: US versus Them: Mass Attitudes toward Offshore Outsourcing* (pp. 535-563), in Frieden, Lake, and Broz (2017).

21 Part Three: Globalization, What's it Good for ?

21.1 Week 6: February 17 — 23, 2020

21.1.1 ⇒ Tuesday, February 18: The Upside to Globalization

- ★ **Think critically about Bhagwati's arguments when reading the next few sections. Be sure not to take his word for it. We will analyze, discuss, and critique his arguments in class.**
- ★ Bhagwati (2007), *Chapter 2: Globalization: Socially, Not Just Economically, Benign* (pp. 28-31).
- ★ Bhagwati (2007), *Chapter 3: Globalization is Good but Not Good Enough* (pp. 32-35).
- ★ Bhagwati (2007), *Chapter 4: Non-Governmental Organizations* (pp. 36-48).

21.1.2 ⇒ Thursday, February 20: Globalization's Human Face

- ★ Bhagwati (2007), *Chapter 5: Poverty: Enhanced or Diminished?* (pp. 51-67).
- ★ Bhagwati (2007), *Chapter 6: Child Labor: Increased or Reduced?* (pp. 68-72).
- ★ Bhagwati (2007), *Chapter 7: Women: Harmed or Helped?* (pp. 73-91).
- ★ Chapter 23: Milanovic, "Global Income Inequality by the Numbers: In History and Now" (pp. 197-201), in Lechner and Boli (2015).†

21.2 Week 7: February 24 — March 1, 2020

21.2.1 ⇒ Tuesday, February 25: Defending Globalization

- ★ Bhagwati (2007), *Chapter 8: Democracy at Bay?* (pp. 92-105).
- ★ Bhagwati (2007), *Chapter 9: Culture - Imperiled or Enriched* (pp. 106-121).
- ★ Chapter 4: Barber, "Jihad vs. McWorld" (pp. 32-40), in Lechner and Boli (2015).†
- ★ Chapter 5: Huntington, "The Clash of Civilizations?" (pp. 41-49), in Lechner and Boli (2015).†

21.2.2 ⇒ Thursday, February 27: Globalization - Defending Globalization Further

- ★ Bhagwati (2007), *Chapter 10: Wages and Labor Standards at Stake?* (pp. 122-134).
- ★ Chapter 24: Collier, "The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It" (pp. 202-207), in Lechner and Boli (2015).†
- ★ **Midterm Exam TBA.**

21.3 Week 8: March 2 — 8, 2020

21.3.1 ⇒ Tuesday, March 3: Simulation 1

- ★ **Simulation 1 Response Paper Due Tuesday, March 3 - Upload Paper to Blackboard Dropbox.**

21.3.2 ⇒ Thursday, March 5: Simulation 1 Continued

- ★ Simulation 1 Continued...

22 Part Four: Economic Forces of Globalization

22.1 Week 9: March 9 — 15, 2019

22.1.1 ⇒ Tuesday, March 10: Foreign Direct Investment

- ★ Caves, *Chapter 9: The Multinational Corporation as an Economic Organization* (pp. 144-155), in Frieden, Lake, and Broz (2017).
- ★ Pandya, *Chapter 10: Labor Markets and Foreign Direct Investment* (pp. 156-166), in Frieden, Lake, and Broz (2017).

22.1.2 ⇒ Thursday, March 12: Democracy and Foreign Direct Investment

- ★ Li and Resnick, *Chapter 12: Reversal of Fortunes: Democratic Institutions and Foreign Direct Investment Inflows to Developing Countries* (pp. 184-205), in Frieden, Lake, and Broz (2017).
- ★ Bhagwati (2007), *Chapter 13: The Perils of Gung-ho International Financial Capitalism* (pp. 199-207).

22.2 Week 10: March 16 — 22, 2020

22.2.1 ⇒ Tuesday, March 17: No Class, Spring Break

- ★ No Class, Spring Break.

22.2.2 ⇒ Thursday, March 19: No Class, Spring Break

- ★ No Class, Spring Break.

22.3 Week 11: March 23 — 29, 2020

22.3.1 ⇒ Tuesday, March 24: Money and Finance

- ★ Frieden, *Chapter 14: Globalization and Exchange Rate Policy* (pp. 221-231), in Frieden, Lake, and Broz (2017).

- ★ Broz, *Chapter 17: Political System Transparency and Monetary Commitment Regimes* (pp. 267-281), in Frieden, Lake, and Broz (2017).

22.3.2 ⇒ Thursday, March 26: MNCs and Their Impact

- ★ Bhagwati (2007), *Chapter 12: Corporations: Predatory of Beneficial?* (pp. 162-180).

22.4 Week 12: March 30 — April 5, 2020

22.4.1 ⇒ Tuesday, March 31: MNCs and Their Impact Continued...

- ★ Bhagwati (2007), *Chapter 12: Corporations: Predatory of Beneficial?* (pp. 180-195).
- α April 3 - Last Day to Withdraw from a Class with a "W."

22.4.2 ⇒ Thursday, April 2: Economic Development

- ★ Acemoglu, *Chapter 7: Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development* (pp. 113-118), in Frieden, Lake, and Broz (2017).
- ★ Rodrik, *Chapter 27: The Past, Present, and Future of Economic Growth* (pp. 428-448), in Frieden, Lake, and Broz (2017).

22.5 Week 13 April 6 — 12, 2020

22.5.1 ⇒ Tuesday, April 7: Economic Development Continued

- ★ Sokoloff and Engerman, *Chapter 28: History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World* (pp. 449-458), in Frieden, Lake, and Broz (2017).

22.5.2 ⇒ Thursday, April 9: Migration

- ★ Freeman and Kessler, *Chapter 23: Political Economy and Migration Policy* (pp. 359-377), in Frieden, Lake, and Broz (2017).

23 Part Five: Governing Globalization

23.1 Week 14: April 13 — 19, 2020

23.1.1 ⇒ Tuesday, April 14: More on Humanity Flows

- ★ Bhagwati (2007), *Chapter 14: International Flows of Humanity* (pp. 208-218).

23.1.2 ⇒ Thursday, April 16: Globalization and the Environment

- ★ Bhagwati (2007), *Chapter 11: Environment in Peril?* (pp. 135-161).

23.2 Week 15: April 20 — 26, 2020

23.2.1 ⇒ Tuesday, April 21: Globalization and the Environment Continued...

- ★ Keohane and Victor, *Chapter 31: Cooperation and Discord in Global Climate Change* (pp. 506-517), in Frieden, Lake, and Broz (2017).

23.2.2 ⇒ Thursday, April 23: Governing Globalization

- ★ Bhagwati (2007), *Chapter 15: Appropriate Governance: An Overview* (pp. 221-227).
- ★ Bhagwati (2007), *Chapter 16: Coping with Downsides* (pp. 228-239).
- ★ Chapter 28: Strange, “The Declining Authority of States” (pp. 232-238), in Lechner and Boli (2015).†
- ★ Chapter 30: Rodrik, “Has Globalization Gone Too Far?” (pp. 245-251), in Lechner and Boli (2015).†

23.3 Week 16: April 27 — May 3, 2020

23.3.1 ⇒ Tuesday, April 28: Simulation 2

- ★ **Simulation 2 Response Paper Due Tuesday, April 28 - Upload Paper to Blackboard**
α April 27 is the Last Day for Complete Withdrawal with all “W’s.”

23.3.2 ⇒ Thursday, April 30: Simulation 2

- ★ Continue Simulation 2.

23.4 Week 17: May 4 — 10, 2020

23.4.1 ⇒ Final Exam Week

- ★ **Official Final Exam Time:** Monday, May 4 from 1:00 - 3:00 PM. Final Exam must be completed by 3:00 PM on this date.

References

- Bhagwati, Jagdish. 2004. *In Defense of Globalization*. New York, NY: Oxford University Press.
- Franko, Patrice and Stephen C. Stamos Jr. 2017. *The Puzzle of Twenty-First-Century Globalization: An International Economic Primer*. Lanham, Maryland: Rowman and Littlefield.
- Frieden, Jeffrey A. and ands J. Lawrence Broz David A. Lake. 2017. *International Political Economy: Perspectives on Global Power and Wealth Sixth Edition*. New York, NY: Norton.

Lechner, Frank J. and John Boli. 2015. *The Globalization Reader*. Malden, MA: Oxford University Press.