GOV312L Issues & Policies in American Government: US and Globalization

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Office hours sign-up link

Semester: Fall 202X
Class Room: WAG 201
Office: RLP 4.608 or Zoom by appt.
Office Hours: M 2-5PM

Course Description

Globalization is a broad and interdisciplinary subject, but in this course we will focus on its relationship to US foreign economic policy and the ways in which American political institutions shape and respond to the global economy. We will examine how the Constitution allocates powers over trade and foreign economic policy between Congress and the executive branch, including historical developments such as the Reciprocal Trade Agreements Act. We will analyze the politics of tariffs, trade agreements, and foreign direct investment, as well as how U.S. policies influence and are influenced by global markets. While our primary emphasis will be on the United States, we will also consider broader issues such as theories of international relations, global trade patterns, and the rise of recent anti-globalization movements. Because the scope of globalization and U.S. foreign policy is so wide, we cannot cover every relevant topic in class. To help fill this gap, research presentations at the end of the semester will give you the opportunity to explore specific globalization-related topics and their connection to U.S. policy and institutions in greater depth.

In this course we will ask some major questions:

- How has globalization shaped U.S. foreign economic policy, and how have U.S. policies in turn shaped globalization?
- What does the U.S. Constitution say about the powers of Congress and the President over trade and foreign economic policy, and how has this separation of powers worked in practice?

- How have U.S. policies on tariffs, trade agreements, and foreign direct investment affected American workers, firms, and communities?
- How do debates over globalization connect to broader issues of inequality, labor, gender, race, and political behavior in the United States?
- What are the major opportunities and challenges globalization poses for U.S. leadership in the world?

We will examine several topics central to globalization, in three modules: globalization and the historical antecedents; globalization and creating the global economy; and globalization and its impact. We will draw on examples from the United States as well as developed and developing countries around the world. We will regularly address current events that are linked with our course content. We will also examine historical material that provides context and background necessary to understand globalization.

Required Materials

All required materials will be uploaded to the course Canvas page.

Prerequisites/Corequisites

Prerequisites: There are no prerequisites for this course.

Course Objectives

1. Develop an in-depth understanding of how globalization intersects with **U.S. foreign economic policy**, focusing on the constitutional allocation of powers and the role of American political institutions.
2. Introduce students to the subfields of **political economy, U.S. foreign policy, and global governance**.
3. Use the material to evaluate historical and contemporary **U.S. government policy choices**, including tariffs, trade agreements, and foreign aid.
4. Recognize the policy tradeoffs that generate "winners" and "losers" within the United States and assess how these outcomes shape **American political behavior and debates over globalization**.

Grade Components and Important Dates

Details	Weight	Due Date
Exams (60%)		
Exam 1	20%	Fri. Sept. 19th, 1PM
Exam 2	20%	Wed. Oct. 22nd, 1PM
Exam 3	20%	Fri. Nov. 14th, 1PM
Globalization City Project (30%)		
Presentation	10%	Presentation material should be uploaded to Canvas in advance
Reflection Paper	15%	Upload to Canvas by Mon. Dec. 8th, 5PM
Participation (10%)	10%	

Class Structure

The course will be consisted of lectures. Students are required to have read the assigned reading materials prior to the start of the class.

Exams

The course is arranged around Modules. There will be an exam following each Module that covers the material from that Module. There is no comprehensive final exam. **All exams to be completed during class time, in-person.** You should expect to be tested on your understanding of concepts and your ability to critically examine and apply those concepts. Exams will consist of a series of multiple choice and short answer questions but, changes to the format may be made throughout the semester in which case the instructor will notify students in advance. Exams will also be timed.

Exam conflicts: If you have a legitimate conflict with your assigned testing time, you can request an alternative time slot on that same evening. Legitimate conflicts include religious holidays; childcare responsibilities; work; and a conflicting class, exam, or lab. All requests for taking an exam outside of the scheduled exam must be approved in advance. Requests should be sent to the instructor's email address. Please provide documentation of the conflict (e.g. a screenshot of your schedule on the registrar's page, an email from a supervisor) along with your request for an alternative testing period.

Makeup exams will only be granted under extreme and unavoidable circumstances. You must have documentation of this emergency and must secure approval from the instructor in advance. The format of the makeup may differ significantly, including

some identification terms and short essay questions.

Globalization City Project

Students are required to do a 5-7 minute presentation during the last weeks of class. For this project we will research a city and how it has been transformed by globalization over the past two decades. You may choose any city, small or large, inside or outside the U.S. You should investigate how the city is situated relative to globalization and systems of economic transformation. We might look at changes in the city's labor force or in its industrial composition. Alternatively, we might look at migration or cultural conflict or the influence of foreign powers. It will be up to you to identify and narrate the most interesting patterns. You may choose to take either a more theory-driven or a more empirics-driven approach. It is strongly advised to meet with me in advance to discuss your presentation.

You may choose to present this argument in a standard presentation format, a documentary (digital storytelling), a skit, or other means approved by the instructor in advance. Regardless of how you choose to present this project, you will be asked to write and submit a double-spaced, 2 to 3 page reflection of your research and narrative.

Extra Credit

Participation in any of the events uploaded to Canvas will count as extra credit towards your participation grade. Additional extra credit opportunities will be announced on Canvas.

Grading Policy

93 and above	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
Below 60	F

I will round up half points (e.g. 92.5 = A, but 92.49 = A-).

Artificial Intelligence Use Policy

You may use generative AI tools (e.g., ChatGPT, Claude, Gemini) for limited support tasks such as brainstorming topics, checking grammar, or clarifying concepts from the readings. However, all submitted work, including your presentation and reflection paper, must reflect your own ideas, analysis, and writing. You may not submit text, slides, or other content generated by AI as your own, and AI tools may not be used during exams. If you use AI in any part of an assignment, briefly note how you used it at the end of your submission. AI tools often produce inaccurate or fabricated information, so you are responsible for verifying anything you take from them. Undisclosed or inappropriate use of AI will be treated as a violation of academic integrity. When in doubt, please ask me.

My commitment to you

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please communicate with me as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. I am deeply committed to your learning and success, and I promise to help you navigate every aspect of this class with clarity and confidence. If you find yourself struggling with any aspect of the course, please reach out. I'm here to help you succeed and learn.

Land Acknowledgement

We acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, and Tigua Pueblo, on whose ancestral lands this university is located. We also acknowledge and welcome all American Indian and Indigenous Peoples and communities who are from or have become a part of these lands in Central Texas. We are committed to remembering how we are connected through the land on which our space now stands, and to amplifying the voices and work of Indigenous communities who remind us of these connections. We resolve to maintain open dialogue with, and mutual respect toward, all American Indian and Indigenous Peoples and communities now and into the future. We welcome you and we thank you for being here.

Course Schedule

The schedule is tentative and subject to change. The learning goals below should be viewed as the key concepts you should grasp after each week, and also as a study guide before each exam, and at the end of the semester. The instructor reserves the right to change the content of the course when necessary.

Week 1, 08/25 - 08/29: Session 1(1): Globalization Old and New?

Date(s)	**Class Topic**
Mon Aug 25	Introduction and Overview
Wed Aug 27 & Fri Aug 29	What is Globalization?

Reading & Requirements:

- Read syllabus
- How to Read in Political Science (Canvas)
- Robert O. Keohane & Joseph S. Nye (2000). Globalization: What's New? What's Not? (And So What?) *Foreign Policy* (Canvas)

Week 2, 09/01 - 09/05: Session 1(2): Globalization Old and New?

Date(s)	**Class Topic**
Mon Sept 1	No Class; Labor Day
Wed Sept 3 & Fri Sept 5	Theorizing Globalization and US Foreign Policy Traditions

Reading & Requirements:

- Stephen M. Walt (1998). "One world, many theories." *Foreign Policy* (Canvas)
- Pevehouse & Goldstein, *Ch. 1, The Globalization of International Relations* (Canvas)

Week 3, 09/08 - 09/12: Session 1(3): Globalization Old and New?

Date(s)	**Class Topic**
	Theorizing Globalization and US Foreign Policy Traditions (cont'd)

Reading & Requirements:

- Amartya Sen (2002). How to Judge Globalism (Canvas).

No in-person class on Friday, Sept 12

Week 4, 09/15 - 09/19: Session 2(1): Creating the Global Economy

Date(s)	**Class Topic**
Mon Sept 15	US and the Creation of the Liberal International Order (The President and US Foreign Policy)
Wed Sept 17	Review Session
Fri Sept 19	**Exam 1**

Reading & Requirements:

- Woodrow Wilson, "The Fourteen Points," Address to the U.S. Congress, January 8, 1918. (Canvas)

Week 5, 09/22 - 09/26: Session 2(2): Creating the Global Economy

Class Topic
US and the Creation of the Liberal International Order (US Congress and FP)

Reading & Requirements: Read U.S. Constitution and War Powers Act

In-Class Simulation: Congressional Hearing on the War Powers Resolution
This week we will hold a mock congressional hearing on whether Congress should repeal the War Powers Resolution of 1973. Each student will be assigned a stakeholder (e.g., members of Congress, executive branch officials, military leaders, interest groups, and legal scholars) and will research that stakeholder's position before class. During the hearing, you will present and defend your stakeholder's position, respond to questions from the committee, and engage respectfully with those who disagree. Stakeholder assignments will be posted on Canvas in advance. Participation in the simulation counts toward your participation grade.

Week 6, 09/29 - 10/03: Session 2(3): Creating the Global Economy

Class Topic
Global Economic Flows (US Tariff Policy)

Reading & Requirements:

- Diana Mutz (2021). How Americans Think About Trade Winners, Losers, and the Psychology of Globalization. *Foreign Affairs* (Canvas)
- Paul Krugman. What do undergrads need to know about trade? (Canvas)

Week 7, 10/06 - 10/10: Session 2(4): Creating the Global Economy

Class Topic
US Domestic Institutions, the Constitution, and the Global Economy

Reading & Requirements:

- Tariffs on Trading Partners: Can the President Actually Do That?
- Excerpt on the Reciprocal Trade Agreements Act (RTAA) (Canvas)

Week 8, 10/13 - 10/17: Session 2(5): Creating the Global Economy

Class Topic
US and Foreign Direct Investment

Reading & Requirements:

- Nathan M. Jensen (2006). Nation-States and the Multinational Corporation: A Political Economy of Foreign Direct Investment. (Ch. 1: Introduction). (Canvas)
- Texas Governor's Trade/FDI report

Supplementary Readings:

- City of Austin and Samsung (Canvas)

Week 9, 10/20 - 10/24: Session 3(1): Globalization and its Impact

Date(s)	**Class Topic**
Mon Oct 20	Review Session
Wed Oct 22	**Exam 2**
Fri Oct 24	Globalization and its Impact

Reading & Requirements:

- Dani Rodrik (2011). *The Globalization Paradox: Democracy and the Future of the World Economy.* (Ch. 7. Poor Countries in a Rich World). (Canvas)

Week 10, 10/27 - 10/31: Session 3(2): Globalization and its Impact

Date(s)	**Class Topic**
Mon Oct 27	Globalization, labor, gender, race, and ethnicity
Wed Oct 29	Globalization and inequality
Fri Oct 31	Globalization, climate change, and technology

Reading & Requirements:

- Jagdish Bhagwati. (2002) "Coping with Antiglobalization: A Trilogy of Discontents." *Foreign affairs* (Canvas)
- A Grim Anniversary for Survivors of the Rana Plaza Disaster. *New York Times*
- Read "A Global Semiconductor Shortage" (Canvas)
- Read and explore Economic Inequality

Week 11, 11/03 - 11/07: Session 3(3): Globalization and its Impact

Class Topic
Globalization and the US Political Behavior

Reading & Requirements:

- How Trade Can Serve the American Worker. *Foreign Affairs* (Canvas)
- Watch "NAFTA explained by avocados. And shoes."
- Public Opinion on Trade in Texas and the US

Week 12, 11/10 - 11/14: Session 3(4): Globalization and its Impact

Date(s)	**Class Topic**
Mon Nov 10 & Wed Nov 12	Globalization and the US Foreign Economic Policy
Fri Nov 14	**Exam 3**

Reading & Requirements:

- Read "What is U.S. Foreign Aid?"
- Watch or read "Special Message to the Congress on Foreign Aid."

Week 13, 11/17 - 11/21: Presentations

Please make sure to upload all presentation materials to Canvas prior to start of class.

Week 14, 11/24 - 11/28: Fall Break: No Class

Week 15, 12/01 - 12/05: Presentations

Please make sure to upload all presentation materials to Canvas prior to start of class.

Week 16, 12/08 - 12/12: Presentations and Reflection Paper

Date(s)	**Class Topic**
Mon Dec 8	Last Class Day; Work on Reflection Paper

Please submit reflection paper to Canvas by Mon. Dec. 8th, 5PM

Course Policies

Policies on Incomplete Grades and Late Assignments

For late assignments, they will be penalized by 10 points for each day late (so 10 points off if it's 1 minute late, 20 points off if it's 24 hours and one minute late, etc.).

Attendance Policy

Attendance and participation are highly important in our collaborative class. If you must be absent because of an emergency or illness, please make every effort to speak with me about it beforehand, if possible, or after the next class. I will excuse such absences with a doctor's note or other form of official documentation. Please notify me of absences due to religious observance or University sporting events as soon as you can. Keep in mind that more than two unexcused absences will begin to affect your final grade.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Academic Integrity and Honesty

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from a written warning, probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: https://deanofstudents.utexas.edu/conduct/

Sharing of Course Materials

Sharing of Course Materials is Prohibited. No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have our explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. We are well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Accommodations for Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, https://diversity.utexas.edu/disability/. All students needing special accommodations should email the instructor as soon as possible at the start of the semester so that we can work out accommodations to help you succeed.

Emergency

In case of emergency that will disrupt your ability to be successful in the course: Students are expected to use Student Emergency Services (SES). It is SES's job to work with you and then notify your instructors on your behalf. Once notified by SES, the instructor will work with you to determine the best course of action and whether additional accommodations can be made, on a case-by-case basis. Accommodations are ultimately at the instructor's discretion.

1. More details on Student Emergency Services (SES): Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources.

2. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your instructors. Additional information is available at: deanofstudents.utexas.edu/emergency/ or by calling 512- 471-5017.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.

2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.

3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. We are Responsible Employees and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with us, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit https://titleix.utexas.edu/ or contact the Title IX Office at titleix@austin.utexas.edu.

University Resources and Supports for Students

For a list of university resources that may be helpful to you as you engage with and navigate your courses and the university, see the University Resources Students Canvas page. Here are some additional resources that may be helpful:

1. Wellbeing Resources
    - If you are experiencing signs of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your well-being – you are strongly encouraged to connect with CMHC. Visit https://cmhc.utexas.edu/ or call 512-471-3515.
    - University Health Services is the on-campus medical facility providing high quality medical care and patient education to UT students. For additional information, visit https://healthyhorns.utexas.edu/ or call 512-471-4955.
2. Undergraduate Writing Center: http://uwc.utexas.edu/