

## Syllabus

### Course Information

Course Number: POLS 328  
Course Title: Globalization and Democracy  
Section: 500  
Time: Tuesdays and Thursdays from 1:15 - 2:30 p.m.  
Location: ALLN 3072  
Credit Hours: 3 LEC

### Instructor Details

Instructor: Nicholas Ray  
Office: ALLN 3103  
E-Mail: [nrray@tamu.edu](mailto:nrray@tamu.edu)  
Office Hours: 10 a.m. - 12 p.m., Mondays

### Course Description

“Examination of the political and economic origins of globalization; effects of globalization on advanced industrial democracies; effect on less developed nations; evaluation of the economic, social, cultural and political consequences of globalization” (<https://catalog.tamu.edu/undergraduate/course-descriptions/pols/>).

### Course Prerequisites

Junior or senior classification (<https://catalog.tamu.edu/undergraduate/course-descriptions/pols/>).

### Course Learning Outcomes

1. Understand and explain key political and economic concepts underlying the relationship between globalization and democracy
2. Apply theoretical frameworks to assess the consequences of globalization and democracy across diverse contexts
3. Analyze contemporary political dynamics shaped by globalization, including electoral behavior, party strategies, and the rise of populist movements
4. Evaluate and forecast political developments related to globalization and democracy

### Textbook and/or Resource Materials

There is no required textbook. All readings will be freely available on Canvas.

## Grading Policy

### *Letter Grade Scale*

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

### *Reading Quizzes – 20%*

There are 24 class periods where we will have lecture. At the beginning of each I will ask you a question about the reading(s) and give you about 5 minutes to answer on a sheet of paper.

I will consider it cheating if you use AI to answer the reading quiz question (see the AI statement at the end of the syllabus). My intention is not to make these quizzes stressful but to encourage you to read and glean more from this class than you otherwise might.

I will grade each of these quizzes as pass/fail and each quiz will be worth 1% of your final grade (for a max total of 20%). Therefore, there will be up to 4 quizzes that you can either skip (e.g., be absent for) or drop. For example, if you attend 22 of the 24 lectures and do the reading quiz each time, I will drop your 2 lowest quizzes and count the remaining 20 towards your grade.

### *Midterm Exam – 30%*

We will have a midterm exam right before Spring Break (March 5<sup>th</sup>). By that time, we will have covered the origins of globalization and democracy and understood much of how they may affect one another. After the midterm, we will turn to extending much of this understanding to other contexts and questioning the future.

I anticipate that the midterm will consist of multiple choice and short answer questions. We will likely use Respondus' "LockDown Browser," and the use of AI or outside resources during the exam will be considered cheating.

### *Group Project – 30%*

One of the ways I hope we can apply what we have learned is through a group project. In groups of 4, each group will study a country and make a presentation answering questions about that country relating to our class. In particular, I want you to answer: 1) what is that country's experience with globalization and democracy (i.e., are they a democracy? how exposed to globalization are they?), 2) how does globalization affect democracy in that country, 3) how does democracy (or the lack thereof) affect how exposed to globalization they are, and 4) does your group predict that the country will remain as democratic or exposed to globalization as they currently are or not, and why?

I anticipate that each group will have up to 15 minutes to present on these questions during our last two class periods (see the course schedule). I invite you to be creative and execute this project in a way that seems fun and interesting to you (and your group). The only requirements are that your group has some sort of presentation, everyone does their fair share of work, and your group tries their best to answer these questions using what they have learned in the class.

Feel free to use AI to aid in making your presentation or collecting information about your country, but I would suggest that you do most of the heavy intellectual lifting using your own minds. I will not consider it cheating if you use AI on this assignment, but you will likely answer the questions better (and earn a higher grade) using your own knowledge of the readings and lectures.

### ***Final Paper – 20%***

The final component of your grade will be a paper written during our final exam time (see the course schedule). I will give you a prompt to answer during our final exam time that I expect could be well answered in 2-4 handwritten pages. As with the midterm, no AI or outside resources should be used in the writing of the final paper.

### **Late Work Policy**

Late work will hopefully not be a problem for our class since most assignments will be done during class time. However, I will not accept late work, defined as assignment material that is turned in after the respective deadline. Delays in submitting material due to an excused absence are not considered late work ([Student Rule 7](#)).

### **Course Schedule**

Below is the course schedule, which is subject to change if I deem necessary. Lecture content is broken into four rough topic areas that correspond to the course description.

#### ***"Examination of the political and economic origins of globalization..." (Course Description)***

Tuesday, January 13<sup>th</sup>: Course Introduction

Thursday, January 15<sup>th</sup>: Before Globalization and Democracy 1 (~200,000 BCE – ~3000 BCE)

- Scott, James. 2017. "Introduction." *Against the Grain*. Yale University Press.

Tuesday, January 20<sup>th</sup>: Before Globalization and Democracy 2 (~200,000 BCE – ~3000 BCE)

- Scott, James. 2017. "The Golden Age of the Barbarians." *Against the Grain*. Yale University Press.
- Smith, Adam. 2000 (1776). "Of the Natural Progress of Opulence." *The Wealth of Nations*. Generic NL Freebook Publisher.

Thursday, January 22<sup>nd</sup>: Globalization Between Then and the First Golden Age (~3000 BCE – ~1700 CE)

- Wilkinson, Toby. 2018. "Cloth and Currency." *Trade and Civilisation*. Kristian Kristiansen, et al., eds. Cambridge University Press.

Tuesday, January 27<sup>th</sup>: Democracy Between Then and the First Golden Age (~3000 BCE – ~1700 CE)

- Stasavage, David. 2020. "Origins of Democratic Rule." *The Decline and Rise of Democracy*. Princeton University Press.
- Stasavage, David. 2020. "Democracy and Economic Development over the Long Run." *The Decline and Rise of Democracy*. Princeton University Press.

*"... effects of globalization on advanced industrial democracies..." (Course Description)*

Thursday, January 29<sup>th</sup>: The First Golden Age of Globalization and Democracy 1 (~1700 – 1914)

- Frieden, Jeffry. 2020. "Prologue." *Global Capitalism*. W. W. Norton & Company, Inc.
- Rodrik, Dani. 2011. "The Rise and Fall of the First Great Globalization." *The Globalization Paradox*. W. W. Norton & Company, Inc.

Tuesday, February 3<sup>rd</sup>: The First Golden Age of Globalization and Democracy 2 (~1700 – 1914)

- Rogowski, Ronald. 1987. "Political Cleavages and Changing Exposure to Trade." *The American Political Science Review*.

Thursday, February 5<sup>th</sup>: Technical Drudgery Day 1 (Modern Trade)

- Oatley, Thomas. 2019. "The Political Economy of International Trade Cooperation." *International Political Economy*. Routledge, Taylor & Francis.

Tuesday, February 10<sup>th</sup>: Technical Drudgery Day 2 (Modern Capital Flows, Flows of People)

- Oatley, Thomas. 2019. "The International Monetary System." *International Political Economy*. Routledge, Taylor & Francis.

Thursday, February 12<sup>th</sup>: Technical Drudgery Day 3 (Democracy)

- Acemoglu, Daron and James Robinson. 2006. "What Do We Know about Democracy?" *Economic Origins of Dictatorship and Democracy*. Cambridge University Press.

Tuesday, February 17<sup>th</sup>: The Second Golden Age of Globalization and Democracy 1 (1945 – ?)

- Deaton, Angus. 2013. "Globalization and the Greatest Escape." *The Great Escape*. Princeton University Press.

Thursday, February 19<sup>th</sup>: The Second Golden Age of Globalization and Democracy 2 (1945 – ?)

- Frieden, Jeffry. 2020. "Globalizers Victorious." *Global Capitalism*. W. W. Norton & Company, Inc.

Tuesday, February 24<sup>th</sup>: The Second Golden Age of Globalization and Democracy 3 (1945 – ?)

- Frieden, Jeffry. 2020. "Countries Catch Up." *Global Capitalism*. W. W. Norton & Company, Inc.

Thursday, February 26<sup>th</sup>: The Second Golden Age of Globalization and Democracy 4 (1945 – ?)

- Lijphart, Arend. 2012. "Thirty-Six Democracies." *Patterns of Democracy*. Yale University Press.

Tuesday, March 3<sup>rd</sup>: Review

Thursday, March 5<sup>th</sup>: Midterm

Tuesday, March 10<sup>th</sup>: Spring Break

Thursday, March 12<sup>th</sup>: Spring Break

*“... effect on less developed nations...” (Course Description)*

Tuesday, March 17<sup>th</sup>: Economic Development

- Stiglitz, Joseph. 2007. “The Promise of Development.” *Making Globalization Work*. W. W. Norton & Company, Inc.

Thursday, March 19<sup>th</sup>: Economic Development and Democracy

- Przeworski, Adam, Michael Alvarez, Jose Cheibub, and Fernando Limongi. 2000. “Economic Development and Political Regimes.” *Democracy and Development*. Cambridge University Press.
- Milner, Helen and Keiko Kubota. 2005. “Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries.” *International Organization*.

Tuesday, March 24<sup>th</sup>: Problems with Economic Development (and Democracy?) 1

- Stiglitz, Joseph. 2007. “Making Trade Fair.” *Making Globalization Work*. W. W. Norton & Company, Inc.

Thursday, March 26<sup>th</sup>: Problems with Economic Development (and Democracy?) 2

- Stiglitz, Joseph. 2007. “The Burden of Debt.” *Making Globalization Work*. W. W. Norton and & Company, Inc.

*“... evaluation of the economic, social, cultural and political consequences of globalization.”*  
(Course Description)

Tuesday, March 31<sup>st</sup>: Democracy’s Initial Response to Globalization

- Rodrik, Dani. 1997. “Trade and the Demand for Social Insurance.” *Has Globalization Gone Too Far?* Institute for International Economics.
- Hays, Jude. 2009. “Economic Globalization and Domestic Politics in the Developed Democracies.” *Globalization & The New Politics of Embedded Liberalism*. Oxford University Press.

Thursday, April 2<sup>nd</sup>: Will Globalization Kill Democracy? Or Vice Versa? 1 (The Financial Crisis)

- Tooze, Adam. 2018. “The Worst Financial Crisis in Global History.” *Crashed*. Penguin Books, Penguin Random House.

Tuesday, April 7<sup>th</sup>: Will Globalization Kill Democracy? Or Vice Versa? 2 (The Losers from Free Trade)

- Milanovic, Branko. 2016. “The Rise of the Global Middle Class and Global Plutocrats.” *Global Inequality*. The Belknap Press of Harvard University Press.

Thursday, April 9<sup>th</sup>: Will Globalization Kill Democracy? Or Vice Versa? 3 (The Rise of Populism)

- Rodrik, Dani. 2018. "Populism and the economics of globalization." *Journal of International Business Policy*.

Tuesday, April 14<sup>th</sup>: Will Globalization Kill Democracy? Or Vice Versa? 4 (Rodrik's Trilemma)

- Rodrik, Dani. 2011. "The Political Trilemma of the World Economy." *The Globalization Paradox*. W. W. Norton & Company, Inc.

Thursday, April 16<sup>th</sup>: Will Globalization Kill Democracy? Or Vice Versa? 5 (Frieden's Conclusion)

- Frieden, Jeffry. 2020. "And Fall Again?" *Global Capitalism*. W. W. Norton & Company, Inc.

Tuesday, April 21<sup>st</sup>: Will Globalization Kill Democracy? Or Vice Versa? 6 (Rodrik's Conclusion)

- Rodrik, Dani. 2011. "A Sane Globalization." *The Globalization Paradox*. W. W. Norton & Company, Inc.
- Rodrik, Dani. 2011. "Afterword : A Bedtime Story for Grown-ups." *The Globalization Paradox*. W. W. Norton & Company, Inc.

Thursday, April 23<sup>rd</sup>: Group Project Presentations

Tuesday, April 28<sup>th</sup>: Group Project Presentations

Tuesday, May 5<sup>th</sup>: Final Paper during our Final Exam Time (8:00 - 10:00 a.m.)

## University Policies

### Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

### Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

### Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

### Notice of Nondiscrimination

Texas A&M University is committed to providing safe and non-discriminatory learning, living, and work environments for all members of the University community. The University provides equal opportunity to all employees, students, applicants for employment or admission, and the public regardless of race, color, sex (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, or veteran status. Texas A&M University will promptly, thoroughly, and fairly investigate and resolve all complaints of discrimination, harassment (including sexual harassment), complicity and related retaliation based on a protected class in accordance with System Regulation 08.01.01, University Rule 08.01.01.M1, Standard Administrative Procedure (SAP) 08.01.01.M1.01, and applicable federal and state laws. In accordance with Title IX and its implementing regulations, Texas A&M does not discriminate on the basis of sex in any educational program or activity, including admissions and employment. The following person has been designated to handle inquiries and complaints regarding the non-discrimination policies: Jennifer M. Smith, TAMU Associate VP & Title IX Coordinator at YMCA Ste 108, College Station, TX 77843, 979-458-8407, or email [civilrights@tamu.edu](mailto:civilrights@tamu.edu). For other reporting options, visit <https://ocrcas.ed.gov/contact-ocr> to locate the address and phone number of the office that serves your area, or call 1-800-421-3481.

### Civil Rights, Free Speech, and Title IX Policies

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit discrimination and harassment based on an individual’s race, color, sex, (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, veteran status, or any other legally protected characteristic. This includes forms of sex-based violence, such as sexual assault, sexual harassment, sexual exploitation, dating/domestic violence, and stalking.

Students can report discrimination/harassment, access supportive resources, or learn more about their options for resolving complaints on the [University's Civil Rights & Title IX webpage](#).

Students should be aware that all university employees (except medical or mental health providers) are mandatory reporters, which means that if they observe, experience or become aware of an incident that they reasonably believe to be discrimination/harassment alleged to have been committed by or against a person who was a student or employee at the time of the incident, the employee must report the incident to the university.

### **Americans with Disabilities Act (ADA) Policy**

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

To request academic accommodations, contact the designated ADA office based on your location:

- Texas A&M University, College of Nursing, College of Dentistry, Irma Lerma Rangel College of Pharmacy College Station, College of Medicine, School of Public Health, Institute of Biosciences and Technology, EnMed Program, Bush School in Washington DC, Mays Business School – CityCentre, TAMU Engineering Academies, Texas A&M University Higher Education Center at McAllen and Texas A&M University at Galveston should contact [Disability Resources](#) at (979) 845-1637 or [disability@tamu.edu](mailto:disability@tamu.edu).
- Texas A&M University School of Law should contact the Office of Student Affairs at (817) 212-4111 or [law-disability@law.tamu.edu](mailto:law-disability@law.tamu.edu) to request accommodations.
- Irma Lerma Rangel College of Pharmacy in Kingsville should contact the Disability Resource Center at Texas A&M University - Kingsville at (361) 593-3024 or [drc.center@tamuk.edu](mailto:drc.center@tamuk.edu) to request accommodations.
- Texas A&M University College of Veterinary Medicine & Biomedical Sciences in Canyon should contact the Office of Student Accessibility at West Texas A&M University – Canyon at (806) 651-2335 or [osa@wtamu.edu](mailto:osa@wtamu.edu).
- Texas A&M University at Qatar (TAMUQ) should contact the campus psychologist, Dr. Steve Wilson +974-4423-0047 or [stephen.wilson@qatar.tamu.edu](mailto:stephen.wilson@qatar.tamu.edu).

If you are experiencing difficulties with your approved accommodations, contact the office responsible for approving your accommodations or the Texas A&M ADA Coordinator Julie Kuder at [ADA.Coordinator@tamu.edu](mailto:ADA.Coordinator@tamu.edu) or (979) 458-8407.

### **Pregnancy Accommodations**

Texas A&M provides reasonable accommodations to students due to pregnancy and/or related conditions, such as childbirth, recovery and lactation. Students should contact the University's [Pregnancy Coordinator](#) as soon as they become aware of the need for accommodation. Depending on the circumstances, accommodations could include extended time to complete assignments or exams, changes in course sequence, or modifications to the physical classroom environment. Texas A&M will

also allow a voluntary leave of absence, ensure the availability of lactation space, and maintain grievance procedures to provide for the prompt and equitable resolution of complaints of sex discrimination. For information regarding pregnancy accommodations, email [TIX.Pregnancy@tamu.edu](mailto:TIX.Pregnancy@tamu.edu).

### **Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#) on its [mental health webpage](#). The [TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or [988lifeline.org](http://988lifeline.org).

Students needing a listening ear can contact University Health Services (979.458.4584) 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at [988lifeline.org](http://988lifeline.org).

### **Statement on the Family Educational Rights and Privacy Act (FERPA)**

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items can do so within [howdy.tamu.edu](http://howdy.tamu.edu) using the Directory Information Withholding Form. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage. Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

### **College and Department Policies**

#### **Statement on Controversial Topics from the Department of Political Science**

"As a department, we are committed to scholarly rigor, open inquiry, and the scientific study of politics. Political science, as an academic discipline, seeks to understand the political world through systematic analysis, empirical evidence, and theoretical frameworks—not through partisan or ideological advocacy.

In our courses, you may encounter readings, data, or arguments that challenge your assumptions or present perspectives from across the political spectrum. These materials are included not as

endorsements of any viewpoint, but because they help illuminate how political questions can be analyzed, debated, and understood through evidence-based inquiry.

Our goal is to help you develop the skills to evaluate claims critically, identify assumptions and limitations, and engage constructively with competing arguments. We value respectful, rigorous discussion and welcome questions about how knowledge in political science is produced, contested, and applied.

If you have concerns about course content or the framing of particular materials, we encourage you to discuss them with your professors in class or during office hours. By fostering a learning environment grounded in intellectual curiosity and academic integrity, we aim to prepare students to think analytically, argue persuasively, and engage in political debate with both openness and rigor.”

## Optional Syllabus Statements

### Statement on Artificial Intelligence

It is my personal belief that you should only use Artificial Intelligence (AI) for things that you are willing to become worse at. For example, if you want to be a better writer than I would suggest not using AI in your writing. This is because I suspect that relying on AI for certain tasks or skills may reduce our own ability to do them (e.g., see Microsoft’s own report on this <https://doi.org/10.1145/3706598.3713778>). However, I do not wish to push my personal beliefs onto others. You should use AI in the ways that are most helpful to you (e.g., summarizing readings during your own time or making presentation slides), but I will consider it cheating if you use AI to generate ideas and claim them as your own. As such, I would encourage you to be familiar with the Aggie Code of Honor and Student Rule 20 (<https://aggiehonor.tamu.edu/rules-procedures/sr20.html>). I will try to be as clear as possible about my expectations of AI use in assignment descriptions but please do not hesitate to ask me if something is unclear.