

Topics in Comparative Politics I: *Globalization, Automation, and Labour*

Winter 2024
Political Science 438H1S
Wednesdays 11:00 a.m. – 1:00 p.m.
SS 2114

(January 9, 2024 version)

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Office hours: Wednesdays 1:00 – 2:00 p.m. and by appointment

This seminar examines the prominent sources of labour precarity and how workers — across different institutional settings — respond to these threats. The course covers phenomena such as workplace technological change/automation, international trade, and the economic rise of China, as well as their consequences, including growing inequality, the revival of the radical right, protectionism, and demand for redistributive policies.

Course requirements

50% of your course grade will come from two short papers (2-3 pages, double spaced or roughly 500-750 words). These short paper assignments require that you produce op-ed style writing that facilitate the use of research knowledge beyond academia “in such a way that may benefit users and create positive impacts within Canada and/or internationally, and, ultimately, has the potential to enhance the profile, reach and impact of social sciences and humanities research” (language taken from the Social Sciences and Humanities Research Council of Canada). These articles should inform “public debate/policies as well as decisions and/or processes of people in businesses, government, the media, practitioner communities and civil society.”

Review the op-ed sections of prominent news outlets (e.g., WaPo, the New York Times), (the former) [Monkey Cage](#), [Good Authority](#), and [the Conversation](#) for examples. You are expected to select a topic related to the course and use the assigned readings. You are encouraged to use additional sources to support your arguments. Use hyperlinks to link readers to the sources you used. These papers should be submitted via Quercus. You must submit:

- 1) Short paper 1 by February 14
- 2) Short paper 2 by March 20

10% of your course grade will be based on an oral presentation of one of the short papers of your choice to the class during either week 11 or week 12.

The remaining 40% will be based on seminar participation (including the presentation weeks) (20%) and online discussion (20%). Students are required to use the online annotation tool

Perusall. Perusall allows students to interact and learn from each other as they complete the assigned readings. Students should aim to complete a minimum of 2 high-quality annotations per reading to receive full credit for this component (more is encouraged). Annotations must be completed prior to our scheduled class time to receive credit.

- To set up Perusall, create an account at <https://perusall.com/> and use access code WU-XJ7V7. Alternatively, use this link: <https://app.perusall.com/join/wu-xj7v7>.
- General Instructions about using Perusall: [link](#)

Required readings will be made available on Perusall.

Late penalty and re-marking policy

Late penalties for the paper assignments are 3 percent per day, including weekends. Days will be rounded up to the next whole number (e.g., 0.5 days late will be treated as 1 day late).

If you think you have been graded unfairly, you will have 72 hours to provide a written note to explain why a grade adjustment is warranted. A re-marking might result in a higher, the same, or a lower grade than what you have been initially awarded.

Annotations on Perusall must be completed prior to our scheduled class time to receive credit.

Inclusion and special accommodation

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach Accessibility Services (accessibility.services@utoronto.ca) and/or me as soon as possible. Developed jointly by you and your accessibility advisor, a letter of accommodation maintains confidentiality about the nature of your disability but informs me about relevant accommodations needed to help you be successful in the course.

Religious observances

Some students may wish to take part in religious observances that occur during the academic term. If you have a religious observance that conflicts with your participation in the course, please contact me to discuss appropriate arrangements.

Absences

Absences due to illness will not be penalized if appropriate documentation is provided. For illness: <https://registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury/#:~:text=The%20Verification%20of%20Illness%20or,based%20on%20illness%20or%20injury>.

Academic integrity

The University treats cheating and plagiarism very seriously. The University's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Normally, students will be required to submit their course assignments to the University's plagiarism detection tool website for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their material to be included as source documents in the University's plagiarism detection tool reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the University's plagiarism detection tool service are described on the company web site.

Use of generative AI in assignments

You are not explicitly prohibited from using generative AI in your paper assignments. However, you are accountable for the work you submit (e.g., factual accuracy as AI tools are known to "hallucinate"). If you used generative AI, you must submit, as an appendix with your assignment, documentation of what tool(s) were used, how they were used, and how results from the AI were incorporated into the submitted work. You must also identify your original contributions (versus the AI tool's output). Unedited outputs generated by AI based on generic prompts will typically not be evaluated favorably.

I consider the use of generative AI counterproductive to your learning if you rely heavily on AI tools for (1) summarizing readings (to avoid reading yourself or critically engaging with the texts), (2) generating a large portion of your submitted work (as opposed to synthesizing texts, coming up with arguments, and writing yourself), (3) generating responses in-class (as opposed to reacting organically to your peers; in real life, you do not always have access to a computer when engaging with others).

Copyright and privacy in instructional settings

If students wish to audio record, video record, photograph, or otherwise reproduce lectures, course notes or other similar materials provided by instructors, they must obtain the instructor's written consent beforehand. Otherwise, all such reproduction is an infringement of copyright and is prohibited. In the case of private use by students with accommodation needs, they must have registered for the accommodation through AccServ.

Tentative seminar schedule and readings (will be finalized by January 17)

Week 1 – Introduction (Jan 10)

No readings

Week 2 – Technological change I: Historical and economic perspective – Comparing technology in the past vs now vs future? (Jan 17)

Frey, Carl Benedikt. *The Technology Trap*. Princeton University Press, 2019. Chapter 5 and Chapter 9.

Autor, David H. “Why are there still so many jobs? The history and future of workplace automation.” *Journal of economic perspectives* 29, no. 3 (2015): 3-30. Download [here](#).

(No annotation needed on Perusal) Yan Wu and Sergio Paçanha. “Type in your job to see how much AI will affect it” (Washington Post):

<https://www.washingtonpost.com/opinions/interactive/2023/ai-artificial-intelligence-jobs-impact-research/>

Week 3 – Technological change II: Public Opinion and politics (Jan 24)

Gallego, Aina, Alexander Kuo, Dulce Manzano, and José Fernández-Albertos. "Technological Risk and Policy Preferences." *Comparative Political Studies* (2021): 1-33.

Wu, Nicole. "Misattributed blame? Attitudes toward globalization in the age of automation." *Political Science Research and Methods* (2021): 1-18.

Gallego, Aina, Thomas Kurer, and Nikolas Bahati Scholl. "Neither Left-Behind nor Superstar: Ordinary Winners of Digitalization at the Ballot Box." *Journal of Politics* (2020).

Week 4 – Politics of the new digital/tech economy (Jan 31)

Valdez, Jimena. "What capital wants: business interests and labor market reform in Portugal and Spain." *Comparative Politics* 53, no. 4 (2021): 571-596.

Hacker, Jacob S., Alexander Hertel-Fernandez, Paul Pierson, and Kathleen Thelen. "The American political economy: markets, power, and the meta politics of US economic governance." *Annual Review of Political Science* 25 (2022): 197-217.

Rothstein, Sidney A. *Recoding power: tactics for mobilizing tech workers*. Oxford University Press, 2022. Chapter TBD.

FIRST SET OF PERUSAL GRADES

Week 5 – Backlash against green technology and policies (Feb 7)

Quick background on electric vehicles and jobs: <https://www.axios.com/2023/11/02/uaw-contracts-electric-cars-batteries>

Voeten, Erik. “Is there a green policy backlash?”: <https://goodauthority.org/news/is-there-a-green-policy-backlash/>

Italo Colantone, Livio Di Leonardo, Yotam Margalit, and Marco Percoco. 2022. “The Political Consequences of Green Policies: Evidence from Italy.” *American Political Science Review*: 1-19.

Sarah Bush and Amanda Clayton. 2022. "Facing Change: Gender and Climate Change Attitudes Worldwide." *American Political Science Review* 117 (2): 591-608.

Gazmararian, Alexander F., and Dustin Tingley. *Uncertain Futures: How to Unlock the Climate Impasse*. Cambridge University Press, 2023. Chapter 7.

Week 6 – Globalization I: Open Economy Politics and Trade (Feb 14)

Recommended (not required): David A. Lake. 2009. "Open Economy Politics: A Critical Review." *The Review of International Organizations* 4 (3): 219-244.

Edward D Mansfield and Diana C Mutz. 2009. Support for Free Trade: Self-interest, Sociotropic Politics, and Out-Group Anxiety. *International Organization* 63 (3):425-457.

Iain Osgood and Hyeon-Young Ro. 2022. "Free Trade's Organized Progressive Opposition." *International Studies Quarterly* 66 (3).

Colantone, Italo, and Piero Stanig. "Global competition and Brexit." *American Political Science Review* 112, no. 2 (2018): 201-218.

Reading week (Feb 21)

Week 7 – Globalization II: Immigration and exclusionary pressures (Feb 28)

Hainmueller, Jens, and Michael J. Hiscox. "Attitudes toward highly skilled and low-skilled immigration: Evidence from a survey experiment." *American political science review* 104, no. 1 (2010): 61-84.

Banting, Keith, and Stuart Soroka. "A Distinctive Culture? The Sources of Public Support for Immigration in Canada, 1980–2019." *Canadian Journal of Political Science/Revue canadienne de science politique* 53, no. 4 (2020): 821-838.

Sara Wallace Goodman and Thomas B. Pepinsky. 2021. "The Exclusionary Foundations of Embedded Liberalism." *International Organization*, 75(2): 411-439.

SECOND SET OF PERUSAL GRADES

Week 8 – Crisis of embedded liberalism (and welfare)? (Mar 6)

Mansfield, Edward D., and Nita Rudra. "Embedded Liberalism in the Digital Era." *International Organization* 75, no. 2 (2021): 558-585.

Gingrich, Jane. "Did state responses to automation matter for voters?" *Research & Politics* 6, no. 1 (2019): 1-9.

Kim, Sung Eun, and Krzysztof J. Pelc. "The Politics of Trade Adjustment Versus Trade Protection." *Comparative Political Studies* (2020).

Week 9 – What do the people want (Mar 13)

Kim, Eunji. "Entertaining beliefs in economic mobility." *American Journal of Political Science* 67, no. 1 (2023): 39-54.

Banack, Clark. "Ethnography and Political Opinion: Identity, Alienation and Anti-establishmentarianism in Rural Alberta." *Canadian Journal of Political Science/Revue canadienne de science politique* 54, no. 1 (2021): 1-22.

Cramer, Katherine J. *The politics of resentment: Rural consciousness in Wisconsin and the rise of Scott Walker*. University of Chicago Press, 2016. Chapter 3 or 4.

Week 10 – Labour precarity and resistance in the developing world (Mar 20)

Lee, Ching Kwan. "Precarization or empowerment? Reflections on recent labor unrest in China." *The Journal of Asian Studies* 75, no. 2 (2016): 317-333.

Gallagher, Mary E. "Mobilizing the law in China: "Informed disenchantment" and the development of legal consciousness." *Law & Society Review* 40, no. 4 (2006): 783-816.

Dulay, Dean, Janica Magat, and Mateo Villamizar Chaparro. "Precarity and preferences for redistribution in weak states: Evidence from the Philippines" (working paper).

THIRD SET OF PERUSAL GRADES

Week 11 – Student presentations (Mar 27)

No readings

Week 12 – Student presentations (Apr 3)

No readings