

ECON 0420 – Globalization and U.S. Inequality – Spring 2019
Professor Wolcott

Seminar: 11:00-12:15am, T/R, Pearsons Max Kade (PRS KAD)
Website: Course Hub or go/wolcott420/
Office Hours: Mondays and Tuesdays 2:00-3:30pm, 502B Warner
Email: wolcott@middlebury.edu (response within 24 weekday hours)

COURSE DESCRIPTION & OBJECTIVES:

Does globalization increase inequality in the United States? This course examines how trade, automation, immigration, and financial integration relate to the distribution of income, wealth, and employment in the U.S. over the last century. We will analyze peer-reviewed articles, discussing evidence for and against globalization increasing inequality and debate policy prescriptions. You will master communicating complex economic and policy ideas through writing, discussion, data, and formal debates.

CLASS PARTICIPATION:

You are expected to read all papers (unless otherwise noted), articles, books, and listen to all podcasts prior to class. *Before Tuesday classes*, prepare a two-slide presentation on one of the papers. The first slide should cover what you found convincing about the paper, the second slide what you found unconvincing. You will then field questions from the class and help facilitate discussion. I will randomly call on students to present their slides. *Before Thursday classes*, prepare a typed response describing what you took away from the assigned podcasts/articles. This may include a summary, criticism, or questions you have, but it must be concise! Submit these responses on Canvas by 9am Thursday. Finally, I will evaluate your involvement during in-class discussions on all assignments.

DEBATES:

You will partake in two Oxford style Debates. I will assign topics and groups at least 10 days in advance. With your group, you will find 3-4 studies to support your position. You will write opening and closing statements. At least one class period before the debate you will reveal your research to the class, which the class will read.

FINAL PROJECT

You are a journalist at the New York Times for [TheUpshot](#). You are tasked with writing an article about the interaction between globalization and inequality in the U.S. You have the option of writing about a particular dimension of globalization (e.g. trade, automation, immigration, financial integration) and relating it to a particular dimension of US inequality (e.g. opportunity, income, wealth, employment). You may also take a broader approach and write about many dimensions or compare and contrast different drivers and outcomes of inequality. Articles should include original eye-catching charts, and cite at least three academic papers. Examples are available on Canvas. [Quoctrung Bui](#) from The Upshot will visit Middlebury April 19 to provide feedback on your articles. Note that this is a Friday so plan to meet with him outside of class this day. Prior to his visit you will give a 10-minute presentation in class.

GRADES:

Tuesday Paper Presentations (10%), Thursday Responses (10%), Debates (20%), Participation (30%), Final Project (30%).

READINGS:

Below is a list of the readings and podcasts for the course. You are expected to read and listen to all (unless otherwise noted) listed material *before* class. This list is subject to change, so please check Canvas. You are also responsible for reading *Economical Writing* by Deirdre McCoskey (see next page).

T Feb 12	Introduction.
R Feb 14	Income and wealth inequality: Piketty and Saez (2014).
T Feb 19	Employment inequality: Wolcott (2018).
R Feb 21	Employment inequality: The Conversation; EconTalk with Hurst.
T Feb 26	Mobility, choose one: Chetty et al. (2014); Chetty et al. (2017).
R Feb 28	Mobility: Raj Chetty Lecture, TheUpshot: Colleges.
T Mar 5	Debate.
R Mar 7	Debate.
T Mar 12	Trade, choose one: Autor, Dorn, and Hanson (2013); Pierce and Schott (2016).
R Mar 14	Trade: EconTalk with Autor, NY Times: Global Trade's Impacts.
T Mar 19	Trade: Pierce and Schott (2018).
R Mar 21	Cancelled
T Apr 2	Robots, choose one: Autor Dorn Hanson (2015); Jaimovich and Siu (2018).
R Apr 4	Robots: NY Times: Robots; Planet Money Interactive; Planet Money Podcast
T Apr 9	Immigration, choose one: Card (2009), Peri and Sparber (2009).
R Apr 11	Immigration: Planet Money: When the Boats Arrive; The Atlantic: Immigration Data Debate.
T Apr 16	Final project presentations.
R Apr 18	Final project presentations.
T Apr 23	Monopsony Power, choose one: Azar, Marinescu, and Steinbaum (2017); Hershbein et al. (2019).
R Apr 25	Monopsony Power: EPI Report; Krueger's Jackson Hole Speech.
T Apr 30	Debate.
R May 2	Debate.
T May 7	Financial Globalization: Furceri and Loungani (2015).
R May 9	Wrap up and CRF

OTHER DATES

Date	Final Project	Debate Preparation
R Feb 21	Read <i>Economical Writing</i>	Topic and groups assigned
R Feb 28	Topic due	Sources due
R Mar 7	Literature review due	N/A
R Mar 14	Outline due	N/A
R Mar 21	Data sources due	N/A
R Apr 4	Graphic due	N/A
R Apr 11	First draft due	N/A
T Apr 16	In-class presentations	N/A
R Apr 18	In-class presentations	Topic and groups assigned
R Apr 25	N/A	Sources due
Sat, May 18	Final Project due	N/A

OTHER DETAILS:

1. Please take care of yourself. College is a demanding (and rewarding) experience. If you or one of your friends, peers, classmates is facing mental health problems, please consider seeking help. Resources include your Common's Dean, Resident Life Staff, Middlebury College Counseling center, and ULifeLine website.
2. You must sign the Honor Code on all written assignments. Directly copying someone else's work, ideas, or answers is an Honor Code violation with serious consequences.
3. Students who have Letters of Accommodation in this class are encouraged to contact me as early in the semester as possible to ensure that such accommodations are implemented in a timely fashion. For those without Letters of Accommodation, assistance is available to eligible students through Student Accessibility Services. Please contact Jodi Litchfield, the ADA coordinator: litchfie@middlebury.edu. All discussions will remain confidential.
4. At Middlebury, we strive to make our campus a respectful, engaged community that embraces difference with all the complexity and individuality each person brings. Each student in this course is expected to contribute to an inclusive and respectful class environment. Students of all backgrounds including gender, sexual orientation, race, ethnicity, and religion are to be treated fairly and with honesty, integrity, and respect. Civil discourse without degrading, abusing, harassing, or silencing others is required of all students in this class.