Countless scholars and political observers celebrate our increasingly integrated world, a phenomenon referred to as globalization. A major aspect of globalization is the increase of global trade that has followed reduced trade barriers between nations. However, globalization in this respect has also caused real backlashes against it as many have been displaced from their homes and jobs, bringing economic hardships. The fact that some win from globalization, and others lose, begs the question – what leads people to support or oppose increased trade? We propose to address this question at the global level. We analyze the only dataset which contains survey questions about support for free trade from around the world -- the Gallup World Poll. As a senior research advisor for Gallup, Dr. Petrow has sole access to this dataset. For this project he will expand his agreement with Gallup to allow me to analyze the data, and we will test two hypotheses. First, the people in the nations that benefit more from international trade support such trade more. Second, in these nations, support for international trade leads people to approve more of their leaders.

Support for Free Trade:

I begin by noting that one of the goals of this research project is to complete a proper literature review. That said, I have reviewed enough of the literature to ascertain if something like this has been published before (it has not), and also to determine what scholars consider the major factors to be that cause people to support free trade.

Apparently, the dominant model explaining support for free trade is the Heckscher-Ohlin Model (Heckscher 1919/1949). The H-O Model theorizes that the correlation between worker skill and support for free trade should be positive in skill abundant countries and negative in skill – scarce countries. Other scholars find that people with stronger national identities oppose free trade on the grounds that it challenges national interests (Rankin 2004, 2001). Another scholar finds that nations' greater economic growth leads people in those nations to support free trade more, presumably because they consider free trade less of a threat (Drope 2007). In the U.S., more educated individuals support free trade more than others (Bain 2004), and this holds in other nations as well (Hainmueller and Hiscox 2006). The Pew Global poll finds that respondents in more developed nations are less supportive of free trade than those in developing nations because developing nation residents see more to gain, while developed nation residents see free trade as more of a threat (Kohut and Wike 2008). However, respondents in developing nations are more concerned that globalization threatens their culture than are respondents in the developed nations. Finally, the reason support for free trade is as high as it is in developed nations is the recognition that free trade greases the wheels of consumption by reducing prices (Baker 2005).

I haven't found any academic work that studies the relationships between national economies, trade flows, and support for free trade in those countries. As stated before, I begin this project with two hypotheses. First, the people in the nations that benefit more from international trade support such trade more. Second, in these nations, support for international trade leads people to approve more of their leaders. One of the key first steps in this project will be deciding how to define the degree to which a given nation benefits from free trade.

Methods:

The Gallup World Poll is the only survey that aspires to be representative of 95% of the world's population. Other international surveys all have a distinct regional focus – such as the Euro-barometer, or the Afro-barometer. These kinds of surveys cannot be generalized to the rest of the world because they involve different sampling frames, collected at different points in time, and using different questions. The Gallup World Poll solves all of these problems. The Gallup World

Poll began in 2006, and an additional wave of data is collected every year. Currently over 300,000 people in over 150 nations have been surveyed. Support for free trade is measured with these questions:

1. When foreign companies invest in (country in Sa), do you think it is more likely that they will help or hurt the (country in Sa) economy? "Country in Sa" is the respondent's country.
2. If foreign companies want to buy big companies in (country in Sa), do you think the (country in Sa) government should allow or should prohibit that from happening?

These questions were asked in 50 nations, in the following regions: Latin America, South Asia, Central Asia, and Eastern Europe and the Balkan states. The nations range from wealthy ones, like Japan, to poor ones, like Bangladesh. The wide variance in terms of national wealth and region should lend the results to being generalizable to all nations.

The Gallup World Poll also measures support for national leaders in a wide variety of ways. We will analyze both how the trade a nation engages in affects support for trade, but also how trade attitudes affect approval of a regime's national leaders.

Gallup releases each wave of data in April. In April 2012, the 2011 Gallup World Poll data will be released. During the summer I will code the previous waves of data, and the new wave of data, and I will also collect data on international trade. I will combine the datasets and then use multiple regression analysis to use international trade flows to predict support for free trade.

Timeline:

Semester(s)	Month(s)	Tasks
Spring 2012	April and May	Conduct a complete and exhaustive literature review on the topic.
Spring and Summer 2012	April to August	Write the "front end" of the paper: literature review, theory, hypotheses. Collect data on international trade and the international economy
Summer 2012	June to August	Code variables and prepare analysis
Fall 2012	September to November	Conduct statistical analysis
Fall 2012	November and December	Write "back end" of the paper: methods, results, and conclusions. We will present the paper at the April 2013 meeting of the Midwest Political Science Association.

Role of researcher and Professor:

I will complete the literature review, collect international economic data, and write much of the paper. Dr. Petrow will guide the process, especially the data analysis.

In the spring 2012 semester I am enrolled in Dr. Petrow's class Political Science 3000: Quantitative Analysis. He will train me in multiple methods of statistical analysis, including multiple regression analysis, and so I will be able to apply the knowledge from that class to this project when I begin working with the data in the summer.

Works cited:

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Drope, Jeffrey M. 2007. "The Political Economy of Nontariff Trade Barriers in Emerging Economies." *Political Research Quarterly* 60 (September): 401-414.

Hainmueller, Jens and Michael J. Hiscox. 2006. "Learning to Love Globalization: Education and Individual Attitudes Toward International Trade." *International Organziation* 60 (Spring): 469-498.

Heckscher, Eli. 1919/1949. "The Effect of Foreign Trade on the Distribution of Income." In *Readings in the Theory of International Trade, Volume 4*. Philadelphia: Blakiston Company.

Kohut, Andrew and Richard Wike. 2008. "Pew Presents Assessing Globalization: Benefits, and Drawbacks of Trade and Integration." *Harvard International Review* (Spring): 70-74.

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Budget Justification:

I am requesting $2000 for a stipend as financial support to work on this project.
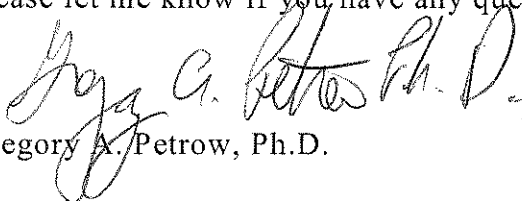
December 15, 2011

Gregory A. Petrow, Ph.D.
Associate Professor, Political Science
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University of Nebraska Omaha
6001 Dodge St.
Omaha, NE 68182

Dear FUSE Grant Committee,

I am writing to support Megan Liken's FUSE Grant application. Megan was a student of mine in Introduction to Political Inquiry -- a required course for all political science majors that covers the elements of research design and data analysis. It is probably one of the most challenging courses in the department. It proved a great opportunity for me to see how well Megan would apply herself to something like this research project. Allow me to explain.

Megan did well in the course, receiving an A-. Her initial assignments in the course were of middling quality, but her performance improved dramatically with time. She received one of the highest grades I have ever awarded on the final exam, which is all about statistical analysis. After she identified her weaknesses in the class, she met with me to discuss them. She took my guidance in those meetings to heart and doubled her effort, earning that excellent final exam grade. Consequently, I expect her to meet challenges in the project with gusto. In addition, when we met to discuss the topic of international trade, she brought innovative directions to take the analysis in, as well as expressing a strong intellectual interest in the topic. In fact, that conversation led me to mention this dataset, which eventually led to this application. Given all of this, I am excited to have the opportunity to work with her.

Please let me know if you have any questions I can assist with.

Gregory A. Petrow, Ph.D.