

**University of Georgia**  
**INTL 4230: International Political Economy**  
**Spring 2015, TR 5:00-6:15 PM**  
**MLC 247**

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Office: Candler 323  
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Office Hours: Thursdays, 10:00 AM - 12:00 PM, and by appointment  
Prerequisites: INTL 3200 or INTL 3300 or permission of department.

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**COURSE DESCRIPTION & OBJECTIVES:**

The aim of this class is to provide you with a greater understanding of the political foundations in international economic relations, including foreign investment, international monetary relations, trade issues, and economic sanctions. As such, by the end of this course, you should:

- Have an improved understanding of the basic principles of international trade, investment, and monetary systems
- Gain a stronger grasp on the ways in which international economic relations interact with international and domestic politics
- Be capable of understanding and participating in the public debate over the many issues discussed in this class
- Have an improved ability to make logical, convincing oral and written arguments

**REQUIRED BOOKS:**

Oatley, Thomas. 2011. *International Political Economy*. 5<sup>th</sup> ed. New York: Longman.

Oatley, Thomas. 2011. *Debates in International Political Economy*. 2<sup>nd</sup> ed. New York: Longman.

**COURSE EXPECTATIONS**

**Midterm (20% of your grade) & Final Exam (30% of your grade)**

There will be two major tests given this semester. The midterm will cover material in the first half of the semester, while the material on the final will be drawn from the entire term. The midterm will be given on Thursday, February 19, and the final will be given on Thursday, April 30.

### **Debate Discussion Leadership (10% of your grade)**

Over the course of the semester, you will be expected to read 12 chapters from Oatley's *Debates in International Political Economy* reader. Each chapter in this book presents two sides of an important current in IPE. When these chapters appear on the syllabus, it will be the job of a group of students to lead class discussion about the topic. As such, you will be assigned one of the debate chapters. You will then be expected to be prepared to lead class discussion on the topic of that chapter on the day (and in the days after) that chapter appears on the syllabus. Your grade on this assignment will depend on how well you facilitate discussion, including your own participation in the conversation. Keep in mind, this does NOT mean you are responsible if your peers fail to prepare; their grades, rather than yours, will suffer if the whole class comes ill-prepared. Instead, you are expected to come to class ready to engage in debate on the topic at hand, with several questions for the class, and with knowledge on the topic extending beyond that found in the readings. Further, I encourage discussion leaders to (1) plan and cooperate with the other leaders assigned to their chapter and (2) be creative in the way they engage the material and the class. There will be no set format for these discussions; rather, I want to see how YOU engaged with the material.

Your assignment will be determined, to some extent, by your preferences, which you will have the opportunity to share with me in the first week of class. This assignment will also be discussed in greater detail over the course of the first few weeks of the semester.

### **International Labor Rights Project (25% of your grade)**

Much of this course will focus on the interaction between domestic politics and international economics. One area in which domestic politics and the pressures of international economic processes obviously collide is in the area of labor rights. Indeed, IPE scholars are increasingly interested in questions like: Which states respect labor rights? Which do not? How do the pressures of international trade and investment affect the state's willingness to enforce workers' legal protections? Do states' treat labor groups differently during periods of international economic crisis? Indeed, in this period of rising interdependence, such questions are increasingly salient.

In order to answer such questions, however, data on the cross-national protection of labor rights is needed. As such, as part of this course, you will gain experience assessing government protection of labor rights as a coder for the Worker Rights in Law and Practice (WRLP) Data Project. The WRLP provides standards-based quantitative data on the protection of 7 different worker rights in law and practice for 195 countries since 1993. For your coding assignment, I will ask you to read the worker rights information contained in the US State Department's *Country Reports on Human Rights Practices* and, using a set of coding guidelines I will provide, to determine the extensiveness of government respect for a certain right (or rights) in both law and in practice. Later in the semester, you, other students who are coding the same countries and rights as you (for reasons I will explain in class), and I (or my graduate assistant) will meet to go over each of your assessments and reconcile differences where necessary. Then, finally, you and the other students who worked on the same human right will prepare a poster presentation

summarizing the state of the world with regard to government respect for the particular right that you coded. Your grade for all of this will be divided into three components:

Coding Timeliness (10% of your grade): This grade is primarily based on (1) whether all coding assignments are completed and turned in on time, (2) class attendance on coding training days, and (3) on-time completion of all other coding-related assignments. Successfully meeting these three requirements should result in a perfect score for timeliness. Some of the coding deadlines can be found in the class schedule below; however, I retain the right to change this schedule as necessary.

Coding Conscientiousness (10% of your grade): I will evaluate how conscientious you were when you made your coding decisions by reviewing your coding notes and by taking note of your preparedness for our reconciliation meetings. You should keep careful notes of why you coded countries the way you did in the initial round of coding. These notes will be used during the reconciliation meetings with your coding partner and me, so you should bring a hard copy of those notes to the meetings where reconciliation will take place.

State of the World Poster Presentation (5% of your grade): After coding has been completed, you will be grouped with the other people who worked on the same labor right as you to prepare a poster presentation summarizing the state of the world with regard to government respect for the particular right that you coded. This poster can contain information regarding the geographic distribution of respect, the overall level of world-wide respect, and/or information about individual cases, along with other information that you believe successfully conveys where respect and enjoyment for your particular right currently stands. We will talk more about this presentation in class as the semester progresses.

You will encounter much more material and discussion about all aspects of the labor rights coding project over the course of the next few months, much of which will occur in class.

### **Attendance & Participation (15% of your grade)**

Attendance and participation are a necessary condition for satisfactory achievement in this class. I am here for guidance and to share knowledge with you, which I will do extensively on the days that I lecture. However, the best way for you to learn in this course is to engage with the material and to debate and discuss it at length with your peers in class. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality *and* quantity. In order to pull this off, you should do your best to be a *critical reader*. Critical readers are (Schumm, J. S., and Post, S. A. 1997. *Executive Learning*, 282; Richards 2006):

- willing to spend time reflecting on the ideas presented in their reading assignments
- able to evaluate and solve problems while reading rather than merely compile a set of facts to be memorized
- logical thinkers
- diligent in seeking out the truth
- eager to express their thoughts on a topic

- seekers of alternative views on a topic
- open to new ideas that may not necessarily agree with their previous thought on a topic
- able to base their judgments on ideas and evidence
- able to recognize errors in thought and persuasion as well as to recognize good arguments
- willing to take a critical stance on issues
- able to ask penetrating and thought-provoking questions to evaluate ideas
- in touch with their personal thoughts and ideas about a topic
- willing to reassess their views when new or discordant evidence is introduced and evaluated
- able to identify arguments and issues
- able to see connections between topics and use knowledge from other disciplines to enhance their reading and learning experiences

I will regularly take attendance in class. I will also take note of both the quantity and the quality of your contributions to class discussions. If necessary, I may also intermittently give brief quizzes in class in order to gauge the degree to which you are engaging with and understanding the material. As a result, it is important that you stay caught up on the readings at all times.

Finally, I should note that points for attendance and participation are not simply given out; they are earned. Grades in my classes are often raised by attendance and participation. However, others have found their grade lowered when they paid attendance and participation little attention. As such, it is in your best interest to attend class and participate in discussion where appropriate.

## **COURSE POLICIES**

### **1. Attendance**

As explained above, attendance and participation make up a sizable portion of your grade for the class. However, I am aware that, at times, events beyond our control conspire to keep us from meeting our normal, everyday obligations; in these cases, I grant excused absences. An excused absence is one where you have an officially documented college-sanctioned event (sports / conference / trip), a documented medical excuse (for **you** only) or proof of a deceased *direct* relative. For our purposes, “direct relative” includes mother, father, sister, brother, or grandparent living anywhere, or other relative (aunt, uncle, cousin) living at the student’s permanent residence. *UNEXCUSED ABSENCES WILL RESULT IN THE RECEIPT OF A ZERO FOR ATTENDANCE & PARTICIPATION FOR THAT DAY.*

In the event that an excused absence keeps you from attending class on the day a test is given, the test will be made up at the nearest possible time to the quiz date. Once again, an excused absence is one where you have an officially documented college-sanctioned event (sports / conference / trip), a documented medical excuse (for **you** only) or proof of a deceased *direct* relative. For our purposes, “direct relative” includes mother, father, sister, brother, or grandparent living anywhere, or other relative (aunt, uncle, cousin) living at the student’s permanent residence. *Excused absences are the only reason I will accept for offering a make-up*

*exam. UNEXCUSED ABSENCES ON TEST DAYS WILL RESULT IN THE RECEIPT OF A ZERO FOR THE TEST.*

## **2. Cell Phones, Pagers, and Other Noise-Making Devices**

*All cell phones, pagers, and other devices that make noise must be turned off or put on silent/vibrate upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices may negatively affect a student's grade.*

## **3. Academic Honesty**

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

## **4. Class Discussion and Debate**

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated.

## **5. Communicating with the Instructor**

My primary method of communicating with you outside of class time/office hours will be thorough email. You have each been assigned an email address by the university and will be held responsible for regularly checking this account. Assignment changes, important dates, and other valuable information may be sent to this account over the course of the semester. Please check it regularly.

I have posted office hours from 10 am until 12 pm on Thursdays. During this time period, you should feel free to come by my office at Candler Hall 323 and discuss any questions you may have about the class. If these times do not work for you, I would be more than happy to set up an appointment.

## **6. Staying Informed**

In this course, we will often discuss current political events and issues. It is therefore important that you stay informed. Your ability to take the news of the day and view it through the lens of what you are learning will be a vital component of your success in this class. You may get your information from whatever outlet you choose. However, it is recommended that at least some of your information comes from a national news source, such as *The New York Times* ([www.nytimes.com](http://www.nytimes.com)), *The Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), CNN ([www.cnn.com](http://www.cnn.com)),

or NPR ([www.npr.org](http://www.npr.org)). Also, academic blogs are often great places to encounter discussions of current events through the lens of the things we are talking about in class. A few political science blogs that may be useful for this course are The Monkey Cage (<http://www.washingtonpost.com/blogs/monkey-cage/>), The Quantitative Peace ([www.quantitativepeace.com/](http://www.quantitativepeace.com/)), IPE @ UNC ([ipeatunc.blogspot.com/](http://ipeatunc.blogspot.com/)), The Duck of Minerva (<http://duckofminerva.blogspot.com/>), Chris Blattman (<http://chrisblattman.com/>), and Why Nations Fail (<http://whynationsfail.com/>), among others.

## **7. Changes to the Syllabus**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) check your email regularly.

## **PRELIMINARY COURSE SCHEDULE**

In the following schedule:

IPE = Oatley, *International Political Economy*, 5<sup>th</sup> Ed.

DEBATES = Oatley, *Debates in International Political Economy*, 2<sup>nd</sup> Ed.

### **Section 1: What is International Political Economy?**

Reading (Due Thursday, January 8):

IPE, Chapter 1

### **Section 2: Introduction to International Trade & International Institutions**

Reading (Due Tuesday, January 13):

IPE, Chapters 2 & 3

Reading (Due Thursday, January 15):

Goldstein, Judith, Douglas Rivers, and Michael Tomz. 2007. "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade." *International Organization* 61 (1): 37-67.

Reading (Due Tuesday, January 20):

DEBATES, Chapters 1 & 5

### **Section 3: Domestic Politics of International Trade**

Reading (Due Thursday, January 22):

IPE, Chapter 4

Reading (Due Tuesday, January 27):

DEBATES, Chapters 2 & 3

Reading (Due Thursday, January 29):

IPE, Chapter 5

Milner, Helen. 1999. "The Political Economy of International Trade." *Annual Review of Political Science* 2: 91-114.

## **Section 4: Trade & Development**

Reading (Due Tuesday, February 3):

IPE, Chapters 6 & 7

Reading (Due Thursday, February 5):

DEBATES, Chapter 12

## **Section 5: The Multinational Corporation**

ASSIGNMENT (Due Tuesday, February 10):

Labor Rights Project Preferences (Ranked Preferences)

Readings (Due Tuesday, February 10):

IPE, Chapters 8 & 9

Readings (Due Thursday, February 12):

Jensen, Nathan. 2008. "Political Risk, Democratic Institutions, and Foreign Direct Investment." *Journal of Politics* 70 (4): 1040-1052.

DEBATES, Chapter 8

## **Section 6: Midterm**

February 19:

Midterm Exam!

## **Section 7: Worker Rights Measurement & Training**

Reading (Due Tuesday, February 24):

WRLP Coding Guide

## **Section 8: The Monetary System & Exchange Rates**

Reading (Due Tuesday, March 3):

IPE, Chapters 10 & 11

Reading (Due Thursday, March 5):

DEBATES, Chapter 10

March 9 – March 13: Spring Break

Reading (Due Tuesday, March 17):

IPE, Chapters 12 & 13

Reading (Due Thursday, March 19):

DEBATES, Chapter 11

### **Section 9: Development, Crisis, & Reform**

Reading (Due Tuesday, March 24):

IPE, Chapters 14 & 15

Reading (Due Thursday, March 26):

DEBATES, Chapter 14

Reading (Due Tuesday, March 31):

Acemoglu, Daron, and James Robinson. 2006. "Economic Backwardness in Political Perspective." *American Political Science Review* 100 (1): 115-131.

Hellman, Joel. 1998. "Winner Takes All." *World Politics* 50 (1): 203-234.

ASSIGNMENT (Due Thursday, April 2):

Initial Coding Assignment Due!

Reading (Due Thursday, April 2):

Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91 (5): 1369-1401.

## **Section 10: Economic Aid, Conflict, & Coercion**

### Reading (Due Tuesday, April 7):

Keohane, Robert, and Joseph S. Nye. 1989. *Power and Interdependence*. 2<sup>nd</sup> Ed. Boston: Scott, Foresman, and Company. Chapter 1.

Drezner, Daniel. 2003. "The Hidden Hand of Economic Coercion," *International Organization* 57: 643-659.

### Reading (Due Thursday, April 9):

Alesina, Alberto, and David Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?" *Journal of Economic Growth* 5: 33–63

Bueno de Mesquita, Bruce, and Alastair Smith. 2007. "Foreign Aid and Policy Concessions." *Journal of Conflict Resolution* 51 (2): 251–84.

DEBATES, Chapter 13

## **Section 11: Globalization – Consequences & Controversies**

### Reading (Due Tuesday, April 14):

IPE, Chapter 16  
DEBATES, Chapters 6 & 7

### Reading (Due Thursday, April 16):

Richards, David L., Ronald D. Gelleny, and David H. Sacko. 2001. "Money with a Mean Streak? Foreign Economic Penetration and Government Respect for Human Rights in Developing Countries." *International Studies Quarterly* 45 (2): 219-239.

Barry, Colin M., K. Chad Clay, and Michael E. Flynn. 2013. "Avoiding the Spotlight: Human Rights Shaming and Foreign Direct Investment." *International Studies Quarterly* 57: Pages TBA.

## **Section 12: Recap & Final**

Thursday, April 23 – State of the World Presentations in Class!

Thursday, April 30 – **Final Exam (7:00 PM)**