

**University of Georgia**  
**INTL 8240: International Political Economy**  
**Fall 2015, Thursday 6:30-9:15 PM**  
**Candler Hall 117**

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Instructor: K. Chad Clay  
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Office: Candler 323  
Phone: (706) 542-9810  
Office Hours: Tuesdays, 4 PM – 5 PM (One-on-One in Candler 323)  
                  Tuesdays, 5 PM – 6 PM (Group Research Hour in Candler 115)  
                  & By Appointment  
Prerequisites: INTL 6300 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
- Design, and be capable of conducting, original research on the topic of international political economy
- Be able to effectively critique and communicate information about both your research and the work of others

**REQUIRED BOOKS:**

Hiscox, Michael J. 2002. *International Trade & Political Conflict: Commerce, Coalitions, and Mobility*. Princeton, NJ: Princeton University Press.

Tomz, Michael. 2007. *Reputation and International Cooperation: Sovereign Debt across Three Centuries*. Princeton, NJ: Princeton University Press.

Baldwin, David A. 1985. *Economic Statecraft*. Princeton, NJ: Princeton University Press.

**RECOMMENDED BOOKS:**

Baglione, Lisa A. 2012. *Writing a Research Paper in Political Science*. 2<sup>nd</sup> Edition. Los Angeles: CQ Press.

*Note: The following three books are recommended for students seeking a better foundation in international economics or the history of either the field of IPE or of the international economy itself.*

Cohen, Benjamin J. 2007. *International Political Economy: An Intellectual History*. Princeton, NJ: Princeton University Press.

Frieden, Jeffrey A. 2006. *Global Capitalism: Its Rise & Fall in the Twentieth Century*. New York: W. W. Norton.

Krugman, Paul R., Maurice Obstfeld, and Marc Melitz. 2011. *International Economics: Theory & Policy*.

## **COURSE EXPECTATIONS**

### **Response Papers & Discussion Leadership (20% of your grade)**

Over the course of the first half of the semester, you will be responsible for writing ONE response paper. These papers should provide a unique and detailed response to the week's required readings. Response papers should NOT be simple summaries of the readings' content. Instead, these papers should be argumentative in nature; you should strive to make ONE point in each paper and support it with evidence. In particular, response papers should point out a particular strength or weakness that exists in the weeks' readings, discuss the ways in which separate readings provide complementary or competing arguments, synthesize the information contained in the readings to present a new theory, or some combination thereof. That is, the key ingredient for a good grade on a response paper is original thought and strong argument from you. Response papers should be no more than 3 double-spaced pages in length. (A discussion of the structure of an argumentative essay can be found at:

<https://owl.english.purdue.edu/owl/resource/685/05/>).

Further, you will also be responsible for leading class discussion TWICE over the course of the semester (the first time aligning with your response paper date). Each time you lead class discussion you should turn in at least 4 questions aimed at facilitating discussion in class. If there is more than one person responsible for leading class in a given week, you should coordinate to ensure that you are not covering the same material in your questions. Further, I will be providing a topic at the beginning of class each week that we will use for a "brainstorming session." As discussion leader, you will also be expected to contribute heavily in these sessions.

Your response paper will be worth 10% of your final grade; each discussion leadership will be worth 5% of your grade. You are required to email response papers and discussion questions to the entire class by **5 PM on the Wednesday before class**. Decisions about the weeks for which you will be responsible will be made in the first class.

### **Research Paper (40% of your grade) – Due Thursday, December 10**

At the end of the course, you will turn in a research paper that will account for 40% of your final grade. This paper should rely on scholarly research, as well as research that you conduct on your

own, to address a research question concerning some aspect of political violence. This project will be a central focus of the class from the very beginning; thus, we will discuss it in greater detail over the duration of the course. By the end of the semester, each student in the class should have a paper containing *at least* introduction, literature review, theory, and research design sections, with some concluding thoughts about the value and prospects of the project. The goal is that this paper will provide solid footing for a future project suitable for presentation at a professional conference and, eventually, publication. This paper should be 10-20 pages in length (and likely longer if you manage to produce results by the end of the semester). However, we will be discussing the paper in phases in class as demonstrated by the calendar below.

A few additional things to note: First, students will be expected to talk to both the instructor and their classmates about their ongoing project. As such, you should **START WORKING ON YOUR PAPER EARLY**. We will spend time in several classes throughout the semester talking specifically about your progress (see calendar below).

Second, while you are more than welcome to produce results/analysis for your paper by the end of the semester, you should be aware that papers that have such sections will **NOT** be treated more favorably than those that do not. That is, the key to doing well on this paper is to identify an important question, review the existing literature well, provide a sound argument that produces testable propositions, and produce a feasible plan for testing those propositions. The completion of a results/analysis section will **NOT** make up for a lack of clarity in research question, a weak grasp of the literature, a poorly structured theoretical argument, or an infeasible research design.

Third, I found throughout my graduate career that co-authorship with fellow graduate students is a terrific way to get early experience with the publication process. As such, I want to encourage you to seek out fellow graduate students with whom you would like to work and co-author. That said, if you would like to co-author your final paper for this class, you should be aware that the expectations for the final product will be much higher, you will have to produce analysis/results by the end of the semester, and your final grade will be inexorably linked to that of your co-author, regardless of outcome. Thus, if you would like to co-author your class paper, you *must* receive prior authorization from the instructor.

Fourth, I find that students leave far too many papers from previous classes aside in order to write new papers for the courses they are currently taking. As a student, one of your goals when writing a seminar paper should be to produce something that may eventually be publishable. Sadly, it seems that many promising ideas are scrapped after the seminar is over due to the student's perception that he or she lacks the time to bring those ideas to fruition. As such, I am willing to let students continue to work on a pre-existing project for their research paper if (1) the topic of the paper fits with the overall topic of the class, (2) a copy of the previous version of the paper is turned in to me by **Thursday, October 8**, and (3) the student meets with me to discuss what will be expected on their final paper. As with co-authored papers, the expectations for the final product in these cases will be much higher, and you will be expected to produce analysis/results by the end of the semester.

Fifth, and finally, we will be working together diligently on the research paper over the course of the second half of the semester. This process will account for an additional 20% of your grade, as is described in the following section.

## **Research Progress & Peer Review (20% of your grade)**

At certain prescribed dates, you will turn in updates on your research paper to both one of your classmates (as a peer reviewer) and me. This will allow us to monitor our progress throughout the semester and ensure that all are making progress toward a publishable project. Further, when you serve as a discussion leader in the second half of the semester, you will be expected to send out the most recent version of your project to the class, along with your discussion questions. The class will be expected to review the draft for a discussion to take place in class the next day. The calendar for your papers is below; please note that this calendar will look slightly different for students picking up an ongoing project.

### **Research Paper Calendar**

**October 8** – Research Proposal Due

**October 15** – Research Proposal Peer Review Due

**October 22** – Literature Review Draft Due

**October 29** – Literature Review Peer Review Due

**November 5** – Theory Section Draft Due

**November 12** – Theory Section Peer Review Due

**November 19** – Research Design Draft Due

**December 3** – Research Design Peer Review Due

**December 10** – Final Draft Due!

As such, 20% of your final grade in the course will be based on your conscientiousness as an author and peer reviewer at each of the stages listed above. Clearly, this means that you will have something due EVERY WEEK in the second half of the semester, which is a lot of work. On the other hand, this should greatly reduce your stress at the end of the semester and leave you with a better project to carry forward after the class is over.

## **Attendance & Participation (20% of your grade)**

Attendance and participation are a necessary condition for satisfactory achievement in this class. This is a seminar course, which means that YOU should be doing the lion's share of talking. I am here for guidance and to share knowledge with you, but 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. As a graduate student, you are expected to be present at every seminar. 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.* Please recall that we only have 15 class days for the entire semester; thus, a single unexcused absence is guaranteed to cost you almost 2% of your final grade.

## **2. Writing Style Rules**

When writing papers for this class, you should follow these rules. Failure to do so could result in a reduction of your grade.

- All papers should be double-spaced and in 11 or 12-point font, printed on pages with 1” margins all around.
- Title pages, graphs, tables, figures, references, appendices, etc. do not count toward your paper’s length.
- You are required to use the American Political Science Association (APSA) style format for your papers. The full style guide can be found on our class’s ELC page.

## **3. 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.

## **4. 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.

## **5. 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.

## **6. 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 4:00 PM until 6:00 PM on Tuesdays. From 4 to 5 PM, you should feel free to come by my office at Candler Hall 323 and discuss any questions you may have about the class. During this time period, I will sit and discuss things with individual students one-on-one. From 5 to 6 PM, I will move downstairs to Candler 115 for what I like to call “Research Hour.” During this time period, I encourage students to come and work on assignments, ask about papers, and/or simply work in the same room with me and some other

students (both graduate and undergraduate). I usually move around the room and work with whoever is present on whatever they need. As such, these tend to be more relaxed group-oriented sessions where students can learn more about their own work, as well as that of others at various stages of their academic careers. This is a set-up that many find more comfortable than the one-on-one office setting; I encourage you to stop by research hour if you have questions that do not require the privacy of my office. Of course, if these times do not work for you, I would be more than happy to set up an appointment with you.

## 7. 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 Political Violence @ a Glance (<http://politicalviolenceataglance.org/>), The Monkey Cage ([themonkeycage.org/](http://themonkeycage.org/)), The Quantitative Peace ([www.quantitativepeace.com/](http://www.quantitativepeace.com/)), The Duck of Minerva (<http://duckofminerva.blogspot.com/>), and Why Nations Fail (<http://whynationsfail.com/>), among others.

## 8. 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

### Week 1: Introduction & Overview

#### READINGS:

- (1) Multiple Authors. 2011. "Commentary: International Political Economy & the Great Recession." *International Interactions* 35 (4): 418-444.  
<http://www.tandfonline.com/toc/gini20/35/4>
- (2) Read at least one of the following:
  - a. Lake, David A. 2009. "Open Economy Politics: A Critical Review." *The Review of International Organizations* 4 (3): 219-244.
  - b. Oatley, Thomas. 2011. "The Reductionist Gamble: Open Economy Politics in the Global Economy." *International Organization* 65 (2): 311-341.

## **Week 2: Power, Structure, & the Global Economy**

### READINGS:

- (1) Viner, Jacob. 1948. "Power Versus Plenty as Objectives of Foreign Policy in the Seventeenth and Eighteenth Centuries." *World Politics* 1 (1): 1-29.
- (2) Kindleberger, Charles P. 1973. *The World in Depression*. Berkeley: University of California Press. Ch. 14
- (3) Krasner, Stephen D. 1976. "State Power and the Structure of International Trade." *World Politics* 28(3): 317-347.
- (4) McKeown, Timothy J. 1983. "Hegemonic Stability Theory and 19th Century Tariff Levels in Europe." *International Organization* 37(1): 73-91.
- (5) Mansfield, Edward D. 1992. "The Concentration of Capabilities and International Trade." *International Organization* 46 (3): 731-764.

## **Week 3: The World Trade System**

### READINGS:

- (1) Rose, Andrew K. 2004. "Do We Really Know That the WTO Increases Trade?" *The American Economic Review* 94(1): 98-114.
- (2) 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.
- (3) Mansfield, Edward D. and Eric Reinhardt. 2008. "International Institutions and the Volatility of International Trade." *International Organization* 62 (4): 621-652.
- (4) Rosendorff, B. Peter, and Helen Milner. 2001. "The Optimal Design of International Institutions: Uncertainty and Escape." *International Organization* 55 (4):829-57.
- (5) Manger, Mark S. and Kenneth C. Shadlen. 2014. "Political Trade Dependence and North-South Trade Agreements." *International Studies Quarterly* 58(1): 79-91.
- (6) Gowa, Joanne, and Edward D. Mansfield. 2004. "Alliances, Imperfect Markets, and Major Power Trade." *International Organization* 58 (4):775-805.

## **Week 4: Domestic Interests & Trade**

### READINGS:

- (1) Rogowski, Ronald. 1987. "Political Cleavages and Changing Exposure to International Trade." *American Political Science Review* 81(4): 1121-1137.
- (2) Hiscox, Michael J. 2002. *International Trade and Political Conflict*. Princeton, NJ: Princeton University Press.
- (3) Mansfield, Edward D. and Diana C. Mutz. 2009. "Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-Group Anxiety." *International Organization* 63(3): 425-457

## **Week 5: Domestic Institutions & Trade**

### READINGS:

- (1) Bailey, Michael A., Judith Goldstein and Barry R. Weingast. 1997. "The Institutional Roots of American Trade Policy: Politics, Coalitions, and International Trade." *World Politics* 49(3): 309-338.



- (2) Hiscox, Michael J. 1999. "The Magic Bullet? The RTAA, Institutional Reforms, and Trade Liberalization." *International Organization* 53(4): 669-698.
- (3) Lake, David A. 1988. "The State and American Trade Strategy in the Pre-Hegemonic Era." *International Organization* 42 (1): 33-58.
- (4) Milner, Helen V., and Keiko Kubota. 2005. "Why Move to Free Trade? Democracy and Trade Policy in the Developing Countries." *International Organization* 59 (1):157-93.
- (5) Henisz, Witold J. and Edward D. Mansfield. 2006. "Votes and Vetoes: The Political Determinants of Commercial Openness." *International Studies Quarterly* 50(1): 189-211.
- (6) Kono, Daniel Y. 2006. "Optimal Obfuscation: Democracy and Trade Policy Transparency." *American Political Science Review* 100 (3):369-84.

## **Week 6: Exchange Rates & Monetary Policy**

### READINGS:

- (1) Bernhard, William, and David Leblang, 1999. "Democratic Institutions and Exchange Rate Commitments." *International Organization* 53 (1):71-97.
- (2) Bernard, William, J. Lawrence Broz, and William Roberts Clark. 2002. "The Political Economy of Monetary Institutions." *International Organization* 56(4): 693-723.
- (3) Frieden, Jeffrey A. 2002. "Real Sources of European Currency Policy: Sectoral Interests and European Monetary Integration." *International Organization* 56(4): 831-860.
- (4) Keefer, Philip, and David Stasavage. 2003. "The Limits of Delegation: Veto Players, Central Bank Independence, and the Credibility of Monetary Policy." *American Political Science Review* 97 (3): 407-423.
- (5) Guisinger, Alexandra, and Andrew David Singer. 2010. "Exchange Rate Proclamations and Inflation-Fighting Credibility." *International Organization* 64 (2):313-37.
- (6) Bearce, David H. 2014. "A Political Explanation for Exchange-Rate Regime Gaps." *Journal of Politics* 76(1): 58-72.
- (7) Fordham, Benjamin. 1998. "Partisanship, Macroeconomic Policy, and U.S. Uses of Force, 1949-1994." *The Journal of Conflict Resolution* 42 (4): 418-439.

## **Week 7: Foreign Direct Investment & the Multinational Corporation**

### READINGS:

- (1) Jensen, Nathan M. 2003. "Democratic Governance and Multinational Corporations: Political Regimes and Inflows of Foreign Direct Investment." *International Organization* 57 (3): 587-616.
- (2) Jensen, Nathan. 2008. "Political Risk, Democratic Institutions, and Foreign Direct Investment." *Journal of Politics* 70 (4): 1040-1052.
- (3) Li, Quan, and Adam Resnick. 2003. "Reversal of Fortunes: Democratic Institutions and Foreign Direct Investment Inflows to Developing Countries." *International Organization* 57 (1): 175-211.
- (4) Büthe, Tim, and Helen V. Milner. 2008. "The Politics of Foreign Direct Investment into Developing Countries: Increasing FDI through International Trade Agreements?" *American Journal of Political Science* 52 (4):741-62.
- (5) Elkins, Zachary, Andrew T. Guzman and Beth A. Simmons. 2006. "Competing for Capital: The Diffusion of Bilateral Investment Treaties, 1960-2000." *International Organization* 60(4): 811-846.

- (6) Malesky, Edmund J. 2008. "Straight Ahead on Red: How Foreign Direct Investment Empowers Subnational Leaders." *Journal of Politics* 70 (1): 97-119.
- (7) Scheve, Kenneth, and Matthew J. Slaughter. 2004. "Economic Insecurity and the Globalization of Production." *American Journal of Political Science* 48 (4): 662-674

### **Week 8: Diffusion & Space**

#### READINGS:

- (1) Beck, Nathaniel, Kristian Skrede Gleditsch, and Kyle Beardsley. 2006. "Space Is More than Geography: Using Spatial Econometrics in the Study of Political Economy." *International Studies Quarterly* 50: 27-44.
- (2) Simmons, Beth A., Frank Dobbin, and Geoffrey Garrett. 2006. "Introduction: The International Diffusion of Liberalism." *International Organization* 60: 781-810. (Part of a special issue that is worth checking out in its entirety - See also Simmons, Dobbin, & Garret, eds. 2008. *The Global Diffusion of Markets and Democracy*. New York: Cambridge University Press.)
- (3) Greenhill, Brian, Layna Mosley, and Aseem Prakash. 2009. "Trade-based Diffusion of Labor Rights: A Panel Study, 1986-2002." *American Political Science Review* 103 (4): 669-670.
- (4) Simmons, Beth A., and Zachary Elkins. 2004. "The Globalization of Liberalization: Policy Diffusion in the International Political Economy." *American Political Science Review* 98 (1): 171-189.
- (5) Franzese, Robert J, Jr., and Jude C. Hays. 2008. "Interdependence in Comparative Politics: Substance, Theory, Empirics, Substance." *Comparative Political Studies* 41: 742-780.
- (6) Neumayer, Eric, and Thomas Plümper. 2010. "Spatial Effects in Dyadic Data." *International Organization* 64: 145-166.

### **Week 9: Sovereign Debt & Lending**

#### READINGS:

- (1) Tomz, Michael. 2007. *Reputation and International Cooperation: Sovereign Debt Across Three Centuries*. Princeton, NJ: Princeton University Press.
- (2) Schultz, Kenneth A. and Barry R. Weingast. 2003. "The Democratic Advantage: Institutional Foundations of Financial Power in International Competition." *International Organization* 57(1): 3-42.
- (3) Archer, Candace C., Glen Biglaiser and Karl DeRouen Jr. 2007. "Sovereign Bonds and the 'Democratic Advantage': Does Regime Type Affect Credit Rating Agency Ratings in the Developing World?" *International Organization* 61: 341-365.
- (4) Oatley, Thomas. 2010. "Political Institutions and Foreign Debt in the Developing World." *International Studies Quarterly* 54: 175-195.

### **Week 10: Special Presentation**

READINGS: TBA

## **Week 11: Development & Reform**

### READINGS:

- (1) Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91 (5):1369-1401.
- (2) Bruton, Henry J. 1998. "A Reconsideration of Import Substitution." *Journal of Economic Literature* 36 (2):903-936.
- (3) Reuveny, Rafael, and Quan Li. 2003. "Economic Openness, Democracy, and Income Inequality." *Comparative Political Studies* 36 (5): 575-601.
- (4) Mihalache-O'Keef, Andreea, and Quan Li. 2011. "Modernization vs. Dependency Revisited: Effects of Foreign Direct Investment on Food Security in Less Developed Countries." *International Studies Quarterly* 55: 71-93.
- (5) Hellman, Joel. 1998. "Winner Takes All." *World Politics* 50 (2):203-34.
- (6) Acemoglu, Daron, and James Robinson. 2006. "Economic Backwardness in Political Perspective." *American Political Science Review* 100 (1):115-31.
- (7) Ahmed, Faisal Z. 2012. "The Perils of Unearned Foreign Income: Aid, Remittances, and Government Survival." *American Political Science Review* 106 (1): 146-165.

## **Week 12: Structural Adjustment**

### READINGS:

- (1) Przeworski, Adam, and James R. Vreeland. 2000. "The Effect of IMF Programs on Economic Growth." *Journal of Development Economics* 62 (2):385-421.
- (2) Stone, Randall. 2004. "The Political Economy of IMF Lending in Africa." *American Political Science Review* 98 (4):577-91.
- (3) Thacker, Strom C. 1999. "The High Politics of IMF Lending." *World Politics* 52 (1): 38-75.
- (4) Stone, Randall. 2008. "The Scope of IMF Conditionality." *International Organization* 62 (4):589-620.
- (5) Nooruddin, Irfan and Joel W. Simmons. 2006. "The Politics of Hard Choices: IMF Programs and Government Spending." *International Organization* 60 (4): 1001-1033.
- (6) Abouharb, M. Rodwan, and David L. Cingranelli. 2006. "The Human Rights Effects of World Bank Structural Adjustment, 1981-2000." *International Studies Quarterly* 50 (2):233-62.

## **Week 13: IPE & Human Rights**

### READINGS:

- (1) 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.
- (2) 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 (3): 532-544.
- (3) Mosley, Layna, and Saika Uno. 2007. "Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights." *Comparative Political Studies* 40 (8): 923-948.

- (4) Cutrone, Ellen A., and Benjamin O. Fordham. 2010. "Commerce and Imagination: The Sources of Concern about International Human Rights in the US Congress." *International Studies Quarterly* 54 (3): 633-655.
- (5) Murdie, Amanda, and Alexander Hicks. 2015. "Can International Nongovernmental Organizations Boost Government Services? The Case of Health." *International Organization* 67 (3): 541-573.
- (6) Peksen, Dursun. "Better or Worse? The Effect of Economic Sanctions on Human Rights." *Journal of Peace Research* 46 (1): 59-77.

#### **Week 14: Economic Coercion I**

##### READINGS:

- (1) Keohane, Robert, and Joseph S. Nye. 1989. *Power and Interdependence*. 2<sup>nd</sup> Ed. Boston: Scott, Foresman, and Company. Chapter 1.
- (2) Pape, Robert A. 1997. "Why Economic Sanctions Do Not Work." *International Security* 22 (2): 90-136.
- (3) Baldwin, David A. 1985. *Economic Statecraft*. Princeton, NJ: Princeton University Press.
- (4) Drezner, Daniel. 2003. "The Hidden Hand of Economic Coercion." *International Organization* 57: 643-659.

#### **Week 15: Economic Coercion II**

##### READINGS:

- (1) Drezner, Daniel W. 1998. "Conflict Expectations and the Paradox of Economic Coercion." *International Studies Quarterly* 41: 709-731.
- (2) Bueno de Mesquita, Bruce, and Alastair Smith. 2007. "Foreign Aid and Policy Concessions." *Journal of Conflict Resolution* 51 (2): 251-84.
- (3) Heinrich, Tobias. 2013. "When is Foreign Aid Selfish, When is it Selfless?" *The Journal of Politics* 75 (2): 422-435.
- (4) Allen, Susan H. 2008. "The Domestic Political Costs of Economic Sanctions." *Journal of Conflict Resolution* 52 (6): 916-944.
- (5) Marinov, Nikolay. 2005. "Do Economic Sanctions Destabilize Country Leaders?" *American Journal of Political Science* 49 (3): 564-576.
- (6) Barry, Colin M., and Katja B. Kleinberg. Forthcoming. "Profiting from Sanctions: Economic Coercion and US Foreign Direct Investment in Third-Party States." *International Organization*.
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