

University of Georgia  
INTL 4230: International Political Economy  
Summer 2016, 9:15-11:30 AM  
Correll Hall 124

Instructor: Stephen Bagwell

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Office: Candler Basement B02

Office Hours: Tuesdays, Thursdays 1:30-2:30

**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*. 5th ed. New York: Longman.

**COURSE EXPECTATIONS:**

**Attendance & Participation (30% 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

### **Simulation:**

Two days during the course will be devoted to a simulation related to the prisoner's dilemma and international cooperation. More details will be provided in class. Simulation participation counts a great deal towards your attendance and participation grade.

### **Presentations (20%):**

Twice during the course students will be expected to give a 10-15 minute presentation on an IPE issue or IPE related current event. More details will be provided in class.

### **Reading Quizzes (20%):**

During the course, reading quizzes will be administered regularly. These quizzes are not designed to stump or trick students, but are designed to ensure students have read and understand the course material.

## **Issues Papers (30%):**

Students are expected to write 3 issue papers on the IPE topics of their choosing. Papers should directly tie course material to current/recent events by discussing policy, theory, or practice, and include the student's own thoughts about why the event is happening and any potential solutions. These papers should be approximately 5 pages long.

## **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. This is kind of a pet peeve, so take it seriously when I say that multiple disruptions will result in a lowered 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. Multiple infractions may result in a lowered grade.

## 5. Communicating with the Instructor

My primary method of communicating with you outside of class time/office hours will be through 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 1:30 pm until 2:30 pm on Tuesday and Thursday. During this time period, you should feel free to come by my office at Candler Hall B02 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 that fits both of our schedules.

## 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)). My personal favorite is Al Jazeera America (<http://america.aljazeera.com/>). 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 ([themonkeycage.org/](http://themonkeycage.org/)), The Quantitative Peace ([www.quantitativepeace.com/](http://www.quantitativepeace.com/)), IPE @ UNC ([ipeatunc.blogspot.com/](http://ipeatunc.blogspot.com/)), and Why Nations Fail (<http://whynationsfail.com/>), IPE Zone (<http://www.ipezone.blogspot.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 (will probably) be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) check your email regularly.

Grading Scale: A:94-100, A-:90-93, B+:87-89, B:84-86, B-:80-83, C+:77-79, C:74-76, C-:70-73, D+:67-69, D:64-66, D-:60-63, F<60

## PRELIMINARY COURSE SCHEDULE

In the following schedule:

IPE = Oatley, International Political Economy, 5th Ed.

## **What is IPE?**

Day 1: Introduction, Syllabus

IPE Chapter 3 (break)

Axelrod and Keohane "Achieving Cooperation Under Anarchy." *World Politics* 38: 226-254

## **Introduction to International Trade and International Institutions**

Day 2: IPE Chapter 2 (break)

Rose, Andrew. 2004. "Do We Really Know that the WTO Increases Trade?" *American Economic Review* 94 (1): 98-114

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

## **Domestic Politics of International Trade**

Day 3: IPE Chapter 4

Day 4: IPE Chapter 5; (break)

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

## **Trade and Development**

Day 5: IPE Chapter 6; (break)

IPE Chapter 7

## **The Multinational Corporation**

Day 6: IPE Chapter 8;

Garrett, Allison. 2008. "The Corporation as Sovereign" *Maine Law Review* 60:1

Day 7: IPE Chapter 9 (break)

Jensen, Nathan M. 2003. *Democratic Governance and Multinational Corporations: Political Regimes and Inflows of Foreign Direct Investment.* *International Organization* 57 (3): 587-616

Day 8: Presentations

**The Monetary System and Exchange Rates**

Day 9: IPE Chapters 10 & 11

Day 10: IPE Chapter 12; IPE Chapter 13

**Development, Crisis, and Reform**

Day 11: IPE Chapter 14 and Chapter 15

Day 12: Acemoglu, Daron, and James Robinson. 2006.

“Economic Backwardness in Political Perspective.” *American Political Science Review* 100 (1): 115-131.

Day 13: Hellman, Joel. 1998. “Winner Takes All.” *World Politics* 50 (1): 203-234.

Day 14: Acemoglu, Daron, Simon Johnson, and James Robinson. 2001.

“The Colonial Origins of Comparative Development: An Empirical Investigation.” *American Economic Review* 91 (5): 1369-1401.

Day 15: Presentations

Day 16: Simulation

Day 17: Simulation

**Globalization, Consequences, and Controversies**

Day 18: IPE Chapter 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.

Day 19: Wrap up/Writing Day

Day 20: Final issue paper due by noon!