

**University of Georgia**  
**INTL 8240: International Political Economy**  
**Fall 2017, Monday 3:35-6:35 PM**  
**Candler Hall 117**

---

Instructor: K. Chad Clay  
Email: [kcclay@uga.edu](mailto:kcclay@uga.edu)  
Office: Candler 323  
Phone: (706) 542-9810  
Office Hours: Mondays & Fridays, 10 AM – 11 AM (& By Appointment)  
Prerequisites: INTL 6300 or permission of department

---

**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.

Oatley, Thomas. 2012. *International Political Economy*. 5<sup>th</sup> ed. New York: Longman.

**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 Questions & Discussion Leadership (30% of your grade)**

Each week (beginning in Week 2), you will be responsible for submitting at least 3 critical-thought questions based on that week's readings. These questions should be geared toward producing class discussion or scholarly research. As such, questions can include a preamble as needed, but overall, each question should not exceed 10 lines. These questions should be posted to our message board on eLC by **12 PM each Monday before class**. We will discuss the format of these questions more on the first day of class.

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. 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, and you should inform me of how you have chosen to break the material down. Further, I will often provide a topic at the beginning of class that we will use for a "brainstorming session." As discussion leader, you will also be expected to contribute heavily in these sessions.

Your response questions will be worth 20% of your final grade; each discussion leadership will be worth 5% of your grade. Decisions about the weeks for which you will be responsible will be made in the first class.

### **Research Paper (40% of your grade) – Due Friday, December 8**

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 IPE. 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).

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.

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 **Monday, September 25**, 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.

### **Attendance & Participation (30% 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 and Other Noise-Making Devices**

*All cell phones 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 10 to 11 AM on Mondays and Fridays. During these times, you should feel free to come by my office at Candler Hall 323 and discuss any questions you may have about the class. 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

In the following schedule:

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

#### **Week 1: Introduction & Overview**

No assigned readings

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

##### READINGS:

- (1) IPE, Chapter 1
- (2) Viner, Jacob. 1948. "Power Versus Plenty as Objectives of Foreign Policy in the Seventeenth and Eighteenth Centuries." *World Politics* 1 (1): 1-29.
- (3) Kindleberger, Charles P. 1973. *The World in Depression*. Berkeley: University of California Press. Ch. 14
- (4) Krasner, Stephen D. 1976. "State Power and the Structure of International Trade." *World Politics* 28(3): 317-347.
- (5) McKeown, Timothy J. 1983. "Hegemonic Stability Theory and 19th Century Tariff Levels in Europe." *International Organization* 37(1): 73-91.
- (6) 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) IPE, Chapters 2 & 3
- (2) Rose, Andrew K. 2004. "Do We Really Know That the WTO Increases Trade?" *The American Economic Review* 94(1): 98-114.
- (3) 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.
- (4) Mansfield, Edward D. and Eric Reinhardt. 2008. "International Institutions and the Volatility of International Trade." *International Organization* 62 (4): 621-652.
- (5) Rosendorff, B. Peter, and Helen Milner. 2001. "The Optimal Design of International Institutions: Uncertainty and Escape." *International Organization* 55 (4):829-57.
- (6) Manger, Mark S. and Kenneth C. Shadlen. 2014. "Political Trade Dependence and North-South Trade Agreements." *International Studies Quarterly* 58(1): 79-91.

### **Week 4: Research Paper Work Week**

No assigned readings

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

#### READINGS:

- (1) IPE, Chapter 4
- (2) Rogowski, Ronald. 1987. "Political Cleavages and Changing Exposure to International Trade." *American Political Science Review* 81(4): 1121-1137.
- (3) Hiscox, Michael J. 2002. *International Trade and Political Conflict*. Princeton, NJ: Princeton University Press.
- (4) 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.
- (5) Fordham, Benjamin O., and Katja B. Kleinberg. 2012. "How Can Economic Interests Influence Support for Free Trade?" *International Organization* 66 (2): 311-328.

### **Week 6: 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 7: Exchange Rates & Monetary Policy**

#### READINGS:

- (1) IPE, Chapters 10, 12, & 13
- (2) Bernhard, William, and David Leblang, 1999. "Democratic Institutions and Exchange Rate Commitments." *International Organization* 53 (1):71-97.
- (3) Bernard, William, J. Lawrence Broz, and William Roberts Clark. 2002. "The Political Economy of Monetary Institutions." *International Organization* 56(4): 693-723.
- (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 8: Foreign Direct Investment & the Multinational Corporation**

#### READINGS:

- (1) IPE, Chapter 8
- (2) Jensen, Nathan M. 2003. "Democratic Governance and Multinational Corporations: Political Regimes and Inflows of Foreign Direct Investment." *International Organization* 57 (3): 587-616.
- (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 9: 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 10: 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 11: Development & Reform**

#### READINGS:

- (1) IPE, Chapters 6 & 7
- (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.
- (3) Bruton, Henry J. 1998. "A Reconsideration of Import Substitution." *Journal of Economic Literature* 36 (2):903-936.
- (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) Clay, K. Chad, and Matthew R. DiGiuseppe. Forthcoming. "The Physical Consequences of Fiscal Flexibility: Sovereign Credit & Physical Integrity Rights." *British Journal of Political Science*. <https://doi.org/10.1017/S0007123415000502>
- (6) Barry, Colin, K. Chad Clay, and Matthew R. DiGiuseppe. 2017. "Who Competes Over What? Labor Rights, Economic Competition, & Policy Convergence." Working Paper.

## 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) Clay, K. Chad. 2017. "Threat by Example: Economic Sanctions & Global Respect for Human Rights." Working Paper.
- (5) Allen, Susan H. 2008. "The Domestic Political Costs of Economic Sanctions." *Journal of Conflict Resolution* 52 (6): 916-944.
- (6) Marinov, Nikolay. 2005. "Do Economic Sanctions Destabilize Country Leaders?" *American Journal of Political Science* 49 (3): 564-576.
- (7) Barry, Colin M., and Katja B. Kleinberg. 2015. "Profiting from Sanctions: Economic Coercion and US Foreign Direct Investment in Third-Party States." *International Organization* 69 (4): 881-912.
- (8) Bapat, Navin A., Tobias Heinrich, Yoshiharu Kabayashi, and T. Clifton Morgan. 2013. "Determinants of Sanctions Effectiveness: Sensitivity Analysis Using New Data." *International Interactions* 39 (1): 79-98.