School of Public & International Affairs
UNIVERSITY OF GEORGIA

INTL 4230
INTERNATIONAL POLITICAL ECONOMY

Term: Fall 2026
17 August – 10 December 2026
MWF 12:40pm – 1:30pm
Fine Arts 053

General Information			
Instructor	Dr. B. Bryan Barber bryan.barber@uga.edu	**Instructor's Student Hours**	Wed & Fri 11:15am – 12:15pm Candler Hall 217 Use Calendly to make appointment
Peer Learning Assistants (PLAs)	The PLA program is a university-wide initiative that provides selected courses with quality students who have previously completed the course to serve as leaders and mentors throughout the semester. PLAs improve student learning and content understanding, allowing instructors to expand and adopt active learning approaches in undergraduate courses. Please see this recent article to learn more.		

Course Description

The global economic growth model which has dominated international affairs for the last eight decades is over. Populations in rich countries are becoming older and smaller. The poor countries, which have relied on the rich for investments, lack the capital to develop infrastructure or consumer markets because more of that money is going into pensions and healthcare in the rich countries. The middle-income countries, led by China, are experiencing the worst of both worlds. In the 2020s, the globalized economy appears to be unwinding. States are near-shoring, re-shoring, and friend-shoring manufacturing of critical materials and technologies so that they are not vulnerable to geopolitical disruptions. How did we get here? And, what is the new model?

International Political Economy (hereafter, IPE) is the study of the reciprocal interaction between the pursuit of wealth and the pursuit of power in international relations. The fact is that most international relations, meaning most actual activity which takes place at the international level on a daily basis, is economic. Despite the abovementioned forming global economic crisis, the amount of goods and services crossing international borders each year remains over 11 times the world's total military spending. Indeed, IPE is at the center of globalization more than any other academic subfield. So, what is happening? A lot is happening, and a lot is changing in IPE.

Prerequisite Requirements

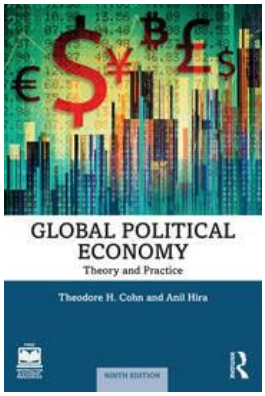
Successful completion of, or concurrent enrollment in, one departmental gateway course, either INTL 3200 Introduction to International Relations *or* INTL 3300 Introduction to Comparative Politics, is required for enrollment in this course. As a 4000-level, upper-division advanced course, it must be considered more challenging than 1000- and 2000-level introductory courses, and 3000-level gateway courses. Knowledge of political science and international affairs at more than a basic level is necessary to succeed in this course.

Student Learning Outcomes

Every aspect of this course is designed by me to help you successfully achieve the learning outcomes. Upon completion of this course, you will:

- assess the key issues, development, and evolution of structures of IPE;
- evaluate important perspectives and theories of IPE in historical and contemporary contexts;
- critique competing theoretical and empirical arguments regarding the consequences of globalization;
- apply the theoretical and analytical tools learned to predict the future growth potential of states, regions, and the international system in the twenty-first century.

Required Course Materials



Title: *The Global Political Economy*, 9th ed.

Authors: Theodore H. Cohn & Anil Hira

Publisher: Routledge

Year: 2025

ISBN: 978-1-032-76790-1 (paperback)

ISBN: 978-1-003-48661-9 (ebook)

How can you reduce the cost of this textbook?

- You are welcome to use the e-book if it is easier/more economical for you.
- Online booksellers such as Amazon *may* have more affordable prices for the paperback and e-book than the publisher.
- Consider splitting the cost by co-owning the book with a classmate (scanners are available in the Library).
- UGA Student Care and Outreach has support funds available for one-time hardships and unforeseen expenses, and textbook costs can be considered for this funding. They also manage a SPIA support fund, which is specifically for SPIA students in need of support for textbooks or unplanned bills. To request support funding, reach out to Student Care and Outreach via phone (706-542-8479), email (sco@uga.edu), walk-in (318 Tate Student Center), or by filling out their CARE Report Form.

Please be aware that earlier editions of the textbook are also available, of course at reduced prices, but use with caution as they will not contain all necessary information for this course. **Use of an earlier text edition does not excuse incompletion or misunderstandings of course assignments.**

Additional readings are available on the course eLC site.

Active Learning Statement

I seek to make this a course which is not only informative and enjoyable for you, but also serves as the basis for your further studies in International Affairs and related courses, and, lastly, provides you with distinct tools and knowledge applicable in your future careers. I aim for you to discover not only that the study of IPE is not all that challenging, but that, in fact, you enjoy it, and find it applicable in all your studies! Moreover, I want to provide you with the chance in this course to establish a network with others which will last well beyond your time at UGA and could result in professional opportunities in your future. I aim to do all of these through active learning. In this class, you play a more active role, with more engagement, greater responsibility, and frequent collaboration so

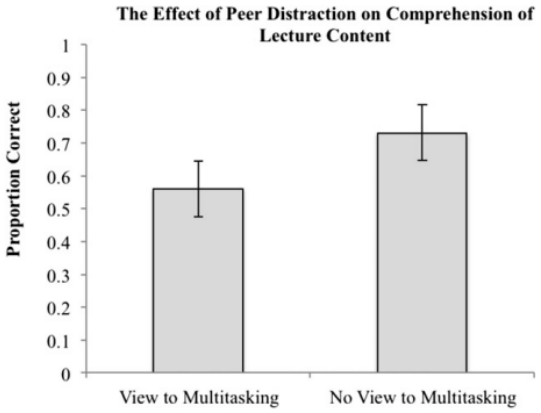
that you can attain these objectives. I hope to make this course an enjoyable experience for you, but in return, I need you to commit to providing your active participation throughout the course.

Analog Classroom

In this course, we take a break from the distractions of the digital life. This is an analog classroom course, meaning that **all electronic devices are prohibited**. By "digital," I mean any tool that is primarily constructed by software code, uses electronic hardware, and/or uses the internet. By "analog," I mean anything we can do without digital.

Laptops

Laptops are **not** welcome in class unless I instruct you to use one. Your laptop should stay off your desk. Now, allow me to explain why. A 2016 study at West Point found that classes where laptops were banned performed *significantly* better than the same classes where they were permitted.[1] The same study also concluded that students with high grade point averages at the beginning of their college careers are the most susceptible to their grades declining due to the use of devices![2] Other studies, such as a 2014 Princeton study, have demonstrated that laptop notetaking is less effective than longhand notetaking for learning.[3] Further research also suggests that a multitasking laptop user in class not only hinders his/her own academic performance, but also those with a direct view of his/her screen (see the graph below)![4]



I am committed to your academic success throughout this course (and thereafter), so given the abundance of evidence in the abovementioned studies, **laptops are not welcome in class unless I instruct you to bring one**. This rule can be waived only under the following circumstances:

(1) you provide proper documentation from UGA's office of Accessibility and Testing (formerly DRC), stating that the use of a laptop is required;
(2) you come to my student hours and make a case for why you want to use a laptop during class. I may or may not approve.

It is important to me that you improve your interpersonal skills in this course, and any technology is a distraction from that. By not using laptops, the setting in this classroom allows for more engagement and participation. You will also retain more information.

Phones

[1] Carter, S.P., Greenberg, K., and Walker, M.S. 2017. "Should Professors Ban Laptops? How Classroom Computer Use Affects Student Learning." *Education Next*, 17(4), p. 73. Access: https://www.educationnext.org/wp-content/uploads/2022/02/ednext_xvii_4_carter_etal.pdf
[2] Ibid.
[3] Mueller, P.A., and Oppenheimer, D.M. (2014). "The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Note Taking." *Psychological Science*, pp. 1-10.
[4] Sana, F., Weston, T., and Cepeda, N.J. (2013). "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers and Education* 62, p. 27.

Similarly, the use of phones and other electronic communication devices is not permitted in this class, unless I give you specific permission to do so. Repeated unpermitted use of such devices will negatively affect your grade, and I may ask you to leave and you will forfeit your ability to earn Attendance or Participation credit for that day.

All phones and other devices which make noise must be turned off or put on silent/vibrate upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices will negatively affect your grade. In such a case, I may ask you to leave and you will forfeit your ability to earn Attendance or Participation credit for that day.

Earbuds and Earphones
One thing I consider highly disrespectful is someone wearing earbuds or earphones (wired or wireless) during class. If you use earbuds or earphones during class, then you will *definitely* be asked to leave, and forfeit your ability to earn Attendance or Participation credit for that day.

Communication

Email
You are welcome to email me anytime about any issue you may be having in the class. I reply to your emails when I receive them to confirm that they got through. If I do not reply to your email within 48 hours, that means I did not receive it. Also, I am never offended by a follow-up email, so please do not hesitate!

I do have a few rules for email communication:

1. Please use proper email etiquette. Start your email "Dr. Barber," "Dear Dr. Barber," or "Dear Professor Barber" for initial contact. I will not answer emails that use an improper salutation.
2. Please include the course name and either the course meeting times or course reference number (CRN) in the email.
3. If an email was sent to me *during* class by a student present, I will not respond as this is an inappropriate use of class time and a prohibited use of electronic devices (see above). Instead, please talk with me in person before or after class, or email outside of class time.
4. For questions about groupwork assignments, always CC all group members.
5. I prefer corresponding via @uga.edu email rather than eLC email.
6. **Always ensure your question is not already addressed in this syllabus before emailing me.**

Student Hours
I do not keep "office hours"; rather, I keep "student hours," because this time is dedicated to you! Please make a 15-minute appointment time here: https://calendly.com/bbryanbarber/student-hours . If you believe you will need more than 15 minutes, feel free to reserve two slots (max.). If you would like to meet at a time outside of my Student Hours, contact me and I will work with you to arrange that.

eLC
*****Please register for Announcement Notifications!*****
I will keep you updated about the course and any changes to the syllabus through the "ANNOUNCEMENTS" board on the course eLC page. To sign up for Announcement Notifications: click your name on your eLC home page → click "Notifications" → look under "Instant Notifications" and check "Announcements - new announcement available" → click "Save." **Not seeing an announcement I shared with the class does not excuse incompletion or misunderstandings of course assignments.**

Assessment

Simulation Policy Briefs (25%)
There are four simulations throughout the course whereby you work in groups or pairs and prepare policy briefs for the actor you are roleplaying in the simulation. You must: (1) draft a Policy Proposal together with your groupmate(s); (2) participate in the simulation in class; then, finally, (3) write your Policy Briefs, individually, with

the purpose of crafting sound recommendations for real-world actors concerning the issues these actors are facing. You must take into consideration what worked and did not work from your Policy Proposal's stated objectives. Also, you must take into consideration the reaction of other groups to your ideas and the tenor of the simulation when crafting your Policy Brief. The content of these briefs should take into account all that was planned and negotiated (i.e., in lectures, in preparation for the simulation, during the simulation, and in the debrief session). The format for these briefs will be discussed before the first one is due (see schedule below for more details). Policy Briefs are assessed using a consistent rubric available on eLC and covered in class. These briefs are graded on quality, applicability, and contextual awareness for the recommendations made.

You are strongly recommended to reconfirm that you submitted the correct document prior to the deadline. Submitting the wrong document, or an incomplete version, without double-checking does not give you permission to submit an assignment late. If you missed the submission deadline, I am not interested in seeing a timestamp of your latest edit on the document as proof it was completed by the submission deadline. It is a *submission* deadline, not *completion* deadline. Late submissions are not accepted unless approved documentation outlined below (under "Attendance") indicates you could not complete and upload the work for a period spanning from when the submission dropbox was made available until the deadline (typically one week). Without said documentation, please do not contact me with any requests for late submissions. As a result, it is advised that you work well ahead of these deadlines.

Exams (40% = 2 @ 20% ea.)

The two exams cover material in both lectures and readings. The Midterm includes the following three stages: (a) an individual oral stage scheduled by the student outside of class and completed prior to the exam date for the subsequent two stages (40%); (b) multiple choice questions completed individually in class on the exam date (40%); (c) the same multiple choice questions completed in a small group, also in class on the exam date (20%). If your (c) multiple choice group stage grade ends up lower than your (b) multiple choice individual stage grade, it is not recorded and your (b) individual stage grade will account for both (60%). An exception to this rule is an incomplete, or no participation in the group stage, in which case (c) remains 20% of your exam grade. Having these two stages to the multiple-choice portion of the exam is utilized because not only do they assess your comprehension of course material, but they also significantly improve comprehension and longer-term retention of content. The structure of the Final Exam is the same as the Midterm except that the (a) individual oral stage is replaced by essay questions completed in class without access to course material, on the exam date together with stages (b) and (c). Students who arrive late to class on the exam date unexcused, after the group stage has begun, may join a group, but are not permitted to attempt the individual stages already completed, and must take a zero for that portion of the exam. Make-up exams are only considered if the absence is excused in accordance with the attendance excusal policy below. Do not ask to make-up an exam if your absence cannot be considered for excusal. Given the unlikelihood a group of your classmates can be formed for a make-up exam, expect make-up exams to include only the individual stages (in which case, for full credit). All exam stages are taken without access to course materials. With the exception of the Midterm (a) individual oral stage, all exam stages are taken in class.

Reading Assessments (15%)

As a way to equip you with the necessary information to engage in class with the content, Reading Assessments are completed for each unit of each module. For each, write: (1) a 100+ word summary of the assigned readings for the week (one summary for all) (4 pts); (2) a 100+ word personal reflection (4 pts); and finish with (3) one critical question (2 pts). I want to see evidence you have thought deeply about the authors' arguments. Reading Assessments are typically due by class time Wednesdays or Fridays.

You are strongly recommended to reconfirm that you submitted the correct document prior to the deadline. Submitting the wrong document, or an incomplete version, without double-checking does not give you permission to submit an assignment late. If you missed the submission deadline, I am not interested in seeing a timestamp of your latest edit on the document as proof it was completed by the submission deadline. It is a *submission* deadline, not *completion* deadline. Late submissions are not accepted unless approved documentation outlined below (under "Attendance") indicates you could not complete and upload the work for a period spanning from when the submission dropbox was made available until the deadline (typically one week). Without said documentation,

please do not contact me with any requests for late submissions. As a result, it is advised that you work well ahead of these deadlines.

Participation (10%)
Being an active-learning course, active participation from all students is essential. You are expected to come to class having completed the assigned readings and prepared to discuss and ask questions about the readings and lectures. You are expected to ask critical questions and respond to questions throughout the class based upon that week's lectures and readings. Generally, debate and simulation weeks are worth double the participation grade for other weeks (20 points per week versus 10 points per week). For debate and simulation weeks, mandatory peer assessments are collected to assist in my evaluation of each student's contribution within the group or pair. Participation grades are summed up biweekly. If you attend all class meetings, but do not ask or respond to questions, or make meaningful contributions to group activities, you have earned your attendance, but your participation grade for the two weeks is zero.

Attendance (10%)
Attendance is recorded in a binary 0 for absent and 1 for present for each class meeting. Students not fully engaging in classroom activities, or not present for the complete 50 minutes of the class session, cannot earn a "present" attendance grade. If you arrive late or leave class early, you cannot earn "present" for the attendance grade. If you want to speak to me regarding your late arrival, you must do so immediately when class ends, but know that Attendance cannot be excused without official documentation and under only the circumstances listed below. If you receive an absence for a class meeting which you believe you earned "present," notify me within 24 hours of the grade posting in eLC, else it cannot be contested. To put this attendance grade in context, for each marked absence throughout semester, this is a loss of approximately 0.225 percent of your final grade. That's it! However, bear in mind that the Participation grade is also affected by each absence. **If you are recorded present for less than 60 percent of class meetings throughout the semester, the attendance grade is an automatic zero.**

Out of respect to students who are habitually punctual and to prepare everyone for the "real world," **I make every effort to start class precisely on time**. For this course, budget extra preparation time to be present by the start time.

Absences can be excused **only** under the following circumstances, and with official documentation:

1. a university-sanctioned event (proper UGA letterhead is needed as documentation);
2. personal illness, when attendance in class would endanger your health or the health of others (you must provide medical documentation [a doctor's note] specifically indicating you could not attend classes on said date);
3. there is a serious illness in your *immediate family* (defined as parents, siblings, spouse, or children) which would reasonably necessitate absence from class (you must provide medical documentation [a doctor's note] specifically indicating you could not attend classes on said date);
4. a mandated court order by a governmental agency (with legal documentation clearly indicating your summon on the date conflicting with class);
5. special and recognized holidays of your religion (in which case, in accordance with UGA's Religious Holidays Attendance Policy, approval of such absences can only be granted if I receive written notice from you at least one week [seven days] *in advance* of the religious holiday);
6. the wedding or funeral of a *close relative* (defined as the abovementioned *immediate family*, plus grandparents, aunts, uncles, siblings-in-law, half-siblings, and first cousins) (requires documentation clearly indicating you cannot attend on said date).

Excusal requests for absences are not accepted any later than one week (seven days) from when the absence took place (#5 is an exception which must be made at least one week beforehand). When possible, I greatly appreciate receiving any excusal requests prior to the date in question.

Do not ask about having an absence excused without any of the aforementioned documentation which must include: (a) your first and last name and (b) the absence date(s). If you need support with the certification of the

legitimacy of an absence, the Office of the Vice President for Student Affairs can produce a letter on your behalf if the reason is determined legitimate. Note that the documentation, itself, does not excuse an absence; only the instructor has the authority to excuse you from class. In the case of an excused absence, you are not marked present for the missed class session; rather, the attendance grade for the missed class session is cancelled out of the total attendance average.

Student Care and Outreach (SCO) verifies when students are experiencing extenuating circumstances that may impact their abilities to engage with classes, and notifies instructors about these circumstances, but **SCO is clear that their notification to faculty does not excuse absences**. Official documentation, as outlined above, is still necessary for excusal.

Many live without health insurance, and many who have it still cannot afford a doctor's visit for routine illnesses. Know that if you are a full-time student at UGA, then you are paying a $211 health fee which allows you to use the University Health Center with no out-of-pocket costs for appointments to see a doctor. Also, know that many uninsured students qualify for the new Georgia Pathways to Coverage program. Georgia Pathways offers no-cost Medicaid coverage to eligible Georgians who meet the qualifying activities threshold. *Enrollment in higher education is one of these qualifying activities*. If you do not currently have health insurance, please visit here to learn more: https://dch.georgia.gov/georgiapathways.

The following are some circumstances (not exhaustive) which happen in life, some misfortunate, but are **not** grounds for an excused absence:

- Having a flat tire or any other transport complications on the way to class;
- Missing your bus, or your bus not arriving on time, on the way to class;
- Needing to work during class time;
- Volunteering for a charitable organization;
- Joining in a peaceful protest;
- Personal illness, but without visiting a physician and obtaining medical documentation;
- Taking care of a sick relative not in your *immediate family* (defined above), or a sick pet;
- Going to vote or registering to vote (if not registered in Athens, vote absentee!);
- Adverse weather conditions, such as snow or ice (absent of a university-wide cancellation of classes);
- Early travels for holidays (**including Thanksgiving Break and the final class meeting before Winter Break**).

Assessment	Graded Points	Percent of Final Grade
Simulation Policy Briefs (4)	50, ea.	25%
Midterm Exam (1)	100	20%
Final Exam (1)	100	20%
Reading Assessments (8)	10, ea.	15%
Participation (biweekly)	varies	10%
Attendance (daily)	1, ea.	10%
Total		**100%**

Grading Scale		
Grades	**Percentage**	**Performance**
Grade = A	100 - 93.00%	Excellent
Grade = A-	92.99 - 90.00%	Excellent
Grade = B+	89.99 - 87.00%	Good
Grade = B	86.99 - 83.00%	Good
Grade = B-	82.99 - 80.00%	Good
Grading Scale (cont.)		
Grades	**Percentage**	**Performance**
Grade = C+	79.99 - 77.00%	Satisfactory

Grade = C	76.99 - 73.00%	Satisfactory
Grade = C-	72.99 - 70.00%	Satisfactory

Grade = D	69.99 - 60.00%	Poor
Grade = F	59.99 – 0.00%	Fail

There is no rounding of grades beyond the **basis point** (1/100th of 1%, or 0.01%).

The above grading scheme is available so that you can keep track of your own standing in the course. If ever you want to find out, "What is my current grade in the course?" or "How much do I need to score on *x* in order to earn *y* in the course?" refer to these tables and the grades you receive in the eLC gradebook to calculate an answer for yourself.

Grade Appeals
Bottom line: faculty are human, too, and if I made a mistake in my grading, I want to make it right. If you believe you have received an inaccurate grade, please prepare a formal appeal. The appeal should consist of a typed email that identifies the problem and presents concrete reasoning to substantiate why the assignment should be re-evaluated. If the grade was for a group assignment, all group members must be CCed to the email, and individually indicate in writing their approval of the grade appeal. Note that a request for re-evaluation means that I examine your entire work for a second time and *may* lower your grade upon closer review. **Grade appeals are not accepted any later than one week (seven days) from when the grade was returned to you.**

Mercy Day
Sometimes things happen which prevent you from completing an assignment on time or attaining the quality of work you expect of yourself. Therefore, **December 5 is Mercy Day for this course**. You are permitted to either submit one Policy Brief late *or* resubmit it if not performed to the standards you expect of yourself, and I will accept and (re)assess it with no questions asked. Again, you are allowed **only one** late submission or resubmission of a Policy Brief, and it must be submitted by Mercy Day, December 5, 11:59PM. As a preliminary submission, group Policy Proposals are not accepted for Mercy Day (re)submission, and considered as separate graded item.

Extra Credit
Extra credit is not offered at any point in this course, including the end of the course after grades have been averaged. Requests for extra credit opportunities will be denied. Do your best on each assigned task.

Note on Final Grades
It is both highly unprofessional and unacceptable to negotiate grades with your professors. In the past, after submitting final grades at the end of the semester, I have experienced receiving emails from students wanting their final grades changed to reflect what is "needed" for one objective or another, and not what was actually earned. This practice of "grade-grubbing" is unfortunately increasing across universities nationwide. Know that I do not negotiate grades. I spend a great deal of time grading student work and find it extremely disrespectful when students approach me with such an unethical proposition. If you have an issue with a specific grade earned, please see "Grade Appeals" above for how to address this. But, simply "needing" a better final grade in no way entitles you to one. If you plan to graduate soon, or if you need an exceptional grade from this course for whatever reason, the only possible way of receiving this is to work hard and perform extraordinarily well. The grade you *earn* is the grade you will receive, meaning **the sole factor that matters in determining your grade is your performance in the course.** Awarding a student a better grade than the student deserves based on his or her official course performance is a violation of my professional ethics. Moreover, it is a crime deceiving the State of Georgia and your taxpaying fellow citizens.

Academic Honesty

Students must commit to the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

<u>The *minimum* penalty for any type of plagiarism or cheating will be an "F" on the assignment</u>. As commonly defined, plagiarism consists of passing off one's own ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues without which research cannot be safely communicated. Please review what the UGA Academic Honesty Policy says about plagiarism below:

> *Plagiarism is using another's work as your own without correct citations. Examples include, but are not limited to:*
>
> *i. Directly quoting another's written or spoken words without quotation marks.*
> *ii. Paraphrasing without attribution.*
> *iii. Presenting someone else's original idea or theory as your own original work without attribution.*
> *iv. Using statistics, images, or data without recognizing who compiled them.*
> *v. Turning in work that another wrote as your own work.*
> *vi. Self-Plagiarism: Submitting an assignment for credit that has already been submitted, unless the current instructor authorizes its use prior to submission.*
>
> *The bottom line:*
>
> - *If it's not your writing, thought, creation, or composition, cite it.*
> - *If it is your previous work, make sure you are allowed to use it.*
> - *If you had someone create or do this work on your behalf (paid or not), then it's contract cheating.*

As an instructor dedicated to academic integrity, I pledge that I always pursue the maximum penalty within the bounds of the university's code of disciplinary measures regarding students who engage in academic dishonesty with no exceptions.

AI Policy

To ensure you develop and master the foundational knowledge and skills in this course, the use of generative AI (GAI) tools is strictly prohibited. This includes all stages of your work process, even the preliminary ones. This prohibition extends to AI writing tools like Grammarly and Wordtune, as well as GAI tools such as ChatGPT, Copilot, Writesonic, Rytr, and Rtutor. If you are uncertain about using a particular tool to support your work, please consult with me before using it. This prohibition also extends to word mixing tools to attempt disguising AI writing.

The use of GAI to help with style, content, organization, or references is strictly forbidden. Since AI is already built into word processing programs, I cannot forbid the use of AI for catching typos or grammatical errors. However, any suspected substantive use of AI will be directly reported to the Office of Academic Honesty, and I will pursue the maximum penalty of no less than a failing grade for the course and a permanent note on your student record. I already have the unpleasant experience of reporting students who have plagiarized by using AI to pass as their original work on assignments, and seeing this do damage to their academic careers (to which I take no joy whatsoever!).

You must do all your drafting in Google docs and keep the version that has your revision history. Everyone is required to share your accessible Google doc link for all written assignments.

Copyright on Course Materials

All handouts used in this course, inclusive of digital materials, are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, PowerPoint slides, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Accessibility and Testing, you may not make a visual or audio recording of any aspect of this course. If you have a recording accommodation, you agree in writing that you:

- Will use the records only for personal academic use during the specific course;
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way;
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study;
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings, and also that you will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials;
- If you are reading the syllabus this closely, you are a very conscientious student who deserves an extra point on your Attendance Grade (one day's credit). Send me an email between August 19 and 21 with your name and course number in the subject line and in one sentence share what is the best product imported from Canada, and why. Early and late submissions will not be accepted. Mums the word!
- Will erase/delete all recordings at the end of the semester;
- Understand that violation of these terms may subject you to discipline under the Student Code of Conduct or subject you to liability under copyright laws.

In the last decade a certain powerful foreign government has enacted a law which puts at risk anyone whose recorded words or actions may be construed as criticism by said government, regardless of where you are located. This law violates the International Covenant on Civil and Political Rights as well as your academic freedom, but, alas, we live in a new age! Recording our class exposes to legal jeopardy me and all your classmates who may be recorded speaking negatively of said government. To protect myself and others in the class from such jeopardy is yet another reason why audio and video recordings are prohibited in our class. For this reason I have not specified which foreign government has done this, but if you are curious please feel free to ask me in person and I'll be glad to discuss it verbally.

Respectful Participation

We will all work to be great citizens in this course. Here are just a few ways in which this is achieved (and more may be added as we evolve in our expectations of each other):

- We will be respectful in our language and active engagement with each other and the ideas presented by others. Both personally and professionally, I value open discourses across the political spectrum. If at any time, you feel that others or I are not encouraging you to express your political opinions, please feel free to approach me so we can make sure to allow for this.
- We will all work to ensure that our contributions to the class discussion work to improve (rather than detract from) the quality of the course. Active engagement is prized, but we will not tolerate discourse that means to quiet, rather than encourage, others to contribute as well.

There may be uncomfortable moments in this course as we face mistakes and hold each other and ourselves accountable. I encourage you to "call in" when mistakes (intentional or not) occur, rather than "call out" or "cancel" so that we may learn from each other.

Commitment to Diversity

This course welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality, and those who hold unpopular political views. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students, and will engage in reasoned discussion that refrains from derogatory comments about other people, culture, groups, or viewpoints.

Preferred Address

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me with your legal names. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Accessibility Note

If you plan to request accommodations for a disability, register **within the first two weeks of class** with Accessibility and Testing, *then* make an appointment with me to discuss the accommodation. According to Accessibility and Testing, "accommodations **are not** applied retroactively" for lapsed course work, so act promptly. Accessibility and Testing can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting https://accessibility.uga.edu/.

Letters of Recommendation Policy

It is very important to me that students who work hard and develop intellectually in my classes succeed in future pursuits. Therefore, I am happy to write letters of recommendation for students who:

- address me properly and interact respectfully;
- earned good grades (B or higher) in at least one of my courses;
- make their initial request for the letter at least two weeks prior to the deadline.

Do not use any AI tools to make your letter request to me sound more "professional" or "formal." They are starting to all sound the same, and "sameness" is the last way you want to project yourself when preparing applications! Likewise, I can promise I will never use any AI tools in crafting a unique letter for you. If I accept your request for a letter, please tell me precisely for what you need the letter (e.g., an internship, a graduate program, a job application, etc.). The more information I have, the better I can tailor the letter to your needs. Give me a list of due dates, websites of programs or schools, etc. Supply a statement of purpose, your résumé or vita, and a copy of any of your best papers that you may have written. Lastly, if I am writing a letter of recommendation for you, let me know the outcome of your application(s). If you do not inform me, I will not continue to write letters for you.

CLASS SCHEDULE	
Module I: Theoretical Framework	
Week 1	
Aug 17, 19, 21	**Neomercantilism**
	□ Ch. 3 □ Steinberg 2023, "The Neo-Mercantilist Moment" □ "The Global Roots of Neomercantilism" podcast with Eric Helleiner https://www.youtube.com/watch?v=RQgdvUlvHXM **W2 Reading Assessment (Chs. 1, 3, & Steinberg article) due Wed 20 Aug class time**
Week 2	
Aug 24, 26, 28	**Liberalism**
	□ Ch. 4 □ Fallows 1993, "How the World Works" **W3 Reading Assessment (Ch. 4 & Fallows article) due Wed 27 Aug class time**
Week 3	
Au 31, Se 2, 4	**Critical Perspectives**

	□ Ch. 5 □ Talani **W4 Reading Assessment (Ch. 5 & Talani chapter) due Fri 5 Sep class time**
Week 4	
Sep 7 (M)	***Labor Day – *No Class******
Sep 9, 11	**Critical Perspectives** (cont.)
Module III: Application of Theory	
Week 5	
Sep 14, 16, 18	**Financial Crises**
	□ Ch. 7 □ "The Untouchables" documentary: https://www.youtube.com/watch?v=B4TWN54KqfQ □ "Age of Easy Money" documentary: https://www.pbs.org/wgbh/frontline/documentary/age-of-easy-money/ **W6 Reading Assessment (Ch. 7) due Fri 19 Sep class time**
Week 6	
Sep 21, 23, 25	**Class Debate: IPE Theorists on Financial Crises**
Week 7	
Se 28, 30, Oc 2	***MIDTERM EXAM***
Module III: Core Issues	
Week 8	
Oct 5, 7, 9	**International Monetary System**
	□ Ch. 6 □ "Cryptocurrencies II: Last Week Tonight with John Oliver": https://www.youtube.com/watch?v=o7zazuy_UfI □ Mark Blyth interview "Debunking Myths About the End of the US Dollar Dominance" https://www.youtube.com/watch?v=Bo2BxTcVp74 **W9 Reading Assessment (Ch. 6) due by Wed 8 Oct class time**
Week 9	
Oct 12, 14, 16	**Simulation I**
	Simulation I Policy Proposal due by Wed 15 Oct class time **Simulation I Policy Brief due by Mon 20 Oct class time**
Week 10	
Oct 19, 21, 23	**Trade, Regionalism, and Globalization**
	□ Chs. 8-9 □ "Trade and Globalization" website, by Ortiz-Ospina, Beltekian, and Roser https://ourworldindata.org/trade-and-globalization □ "Trade Show" podcast: https://www.npr.org/sections/money/2016/09/23/495226796/episode-725-trade-show □ "The Brexit Effect" documentary: https://www.youtube.com/watch?v=wO2lWmgEK1Y **W11 Reading Assessment (Chs. 8-9) due by Wed 22 Oct class time**
Week 11	

Oct 26 & 28	**Simulation II**
	Simulation II Policy Proposal due by Mon 27 Oct class time **Simulation II Policy Brief due by Mon 3 Nov class time**
Oct 30 (F)	*****Fall Break – *No Class******
Week 12	
Nov 2, 4, 6	**Multinational Corporations and Globalization of Production**
	□ Ch. 10 **W13 Reading Assessment (Ch. 10) due by Wed 5 Nov class time**
Week 13	
Nov 9, 11, 13	**Simulation III**
	Simulation III Policy Proposal due by Wed 12 Nov class time **Simulation III Policy Brief due by Mon 17 Nov class time**
Week 14	
Nov 16, 18, 20	**Political Economy of Development**
	□ Ch. 11 □ Fatton □ "How London Became the Dirty Money Capital of the World" documentary https://www.youtube.com/watch?v=gyk12Wf_TeQ □ "Guns, Germs, and Steel" documentary Part I: https://www.youtube.com/watch?v=i885hopsw6E&t=1s Part II: https://www.youtube.com/watch?v=dCBod2jFFyQ Part III: https://www.youtube.com/watch?v=aJ9espgY-Po **W15 Reading Assessment (Ch. 11 & Fatton chapter) due Wed 19 Nov class time**
Week 15	
Nov 23 – 27	*****No Class – *Thanksgiving Break******
Week 16	
Nov 30	**Simulation IV**
Dec 5 (F)	*****MERCY DAY***** **Simulation IV Policy Brief due by 11:59PM**
Finals Week	
Dec 10 (W)	*****FINAL EXAM***** **noon – 3:00 pm**

All dates and times in this syllabus and class schedule reflect the current time in Athens, Georgia (EDT until 2 November, EST thereafter, pending the outcome of the Sunshine Protection Act). **Time-related misunderstandings are not valid justifications for absences or late submissions**.

NOTE: This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.