

***Kia Ora and Welcome to the UGA Spring Study Abroad***  
*Comparative Political Economy*  
INTL 4310 (3 credits)

*This is a sample syllabus intended as a general guide only and deviations may be necessary (a final syllabus will be included in the course-book or available by contacting the office)*

Lead Instructor: TBA  
Office Address: 322 Candler  
UGA Campus  
Athens, GA 30602  
Telephone: 706-542-2984  
Website: [www.discoverabroad.uga.edu](http://www.discoverabroad.uga.edu)  
Contact Email: discoverabroad@uga.edu

Course Description

This course is an analysis of the intersection of politics and markets, government and the economy, citizens and consumers. As we can see from recent news, the economic crisis that is affecting the world's economies, is also a substantial political problem. There is an almost inexhaustible collection of issues that we could examine in this context. This course, therefore, takes a different approach. We are in the South Pacific and the classroom portion of the course lasts only a week. We will be looking at a limited range of issues, all of which have direct relevance to the South Pacific's relationship with the intersection of economic and political issues, broadly defined. Each of the readings engages questions of domestic as well as international politics. Each is also *political* in itself, in that it has an argument to make, rather than presenting a dry summation of the facts. The readings were chosen to cover a wide range of political approaches, specific issues and relevant actors. They were also chosen because they are well written and (mostly) do not require particular background knowledge.

The goal of the course is to get you interested in thinking about the economy and politics. We want to try to understand why political actors make the choices they do in dealing with economic issues, what is at stake in these choices, and what the implications of their choices are, in the short, medium and long term. This means not just thinking about what goes on today, but also how we got to this point, and about where we are likely to (or should!) go next. Furthermore, it means thinking about politics within countries (comparative politics) as well as politics between countries (international relations). This course serves as one of the courses that comprise the major in the Department of International Affairs. However, it is set up so that even if you have no intention of choosing this major, you will still learn a lot about the relationship between economics and politics in the world around us and, hopefully, also acquire an ongoing interest in (and ability to think critically about) how understanding the relationship between them helps actors shape that world.

Finally, you will also be clarifying your own values. Anytime you learn about other countries and their policies you all but inevitably call your own expectations and preferences into question. By implicitly using the U.S. as a frame of reference and dealing with controversial issues and ideas, we hope to spark lively and enjoyable arguments about the ideological questions that are at the heart of politics. To help us do that, we use a problem centered approach by asking questions and having extended discussions about global issues and the South Pacific.

Course Objectives

The course is organized around four themes that we will address in each of our four full days: I - The Politics of Natural Resources; II - Globalization and its Discontents; III - "Brave New 'Genetically Engineered' World"; and IV - Political Participation and Democratic Representation. Our final day will consist of an open discussion and review of our four themes in preparation for writing your essay which will be due <date TBA>.

This is not a course that requires you to supply the "correct" answers in your written assignments or in classroom discussions. Rather, a basic principle of the course is that learning must be a challenge and that you must pull material together on your own, and you must use your own values, imagination and other material you have learned to draw conclusions. In that sense, your writing must develop hypotheses, state clearly what you are trying to explain, develop a clear line of inquiry for your essays, and analyze as well as defend your argument. We will meet for interactive, Socratic style lectures for our 4 days, with two 8-10 minute breaks at one hour intervals through the session. The fifth day will be a review session in preparation for the essay. Every day, we will have one of my (infamous) *Vox Populi* sessions, a debate/discussion period in which class members will put forth a contentious position and attempt to defend it. In these discussions, a small group of students will be selected, briefly prepare their presentation; and then to lead the rest of the class in discussion. A significant portion of your class participation grade will depend on your performance in these sessions. Those students not leading the presentation are expected to participate in an open discussion of these selected themes.

Last but not least, the readings are designed to supplement and not repeat what is covered in lecture. Some of the readings appear more directly related to the lectures than are others, yet you will be responsible for all of them. Responsibility, however, does not mean memorization of facts. You will do much better if you can understand the broad themes and the spirit of the readings and then be able to use them in your discussions and papers. It should be obvious that your written work should draw on lectures, discussions, and the readings.

Conduct yourself in a manner consistent with Discover Abroad's Professional, Academic, and Ethical Code of Conduct (refer to the *Program Manual* for a description and course-related implications).

#### Course Credit

Credit is offered for a total of 3 semester hours at the undergraduate level in INTL 4310.

#### Prerequisites

All students in good academic standing are eligible to take the course. There are no prerequisites.

#### Attendance

Punctual attendance at all scheduled program-related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities. Participation in field activities (such as hiking, snorkeling, swimming, etc.) is voluntary and at the discretion of the student; however, should you wish not to participate you must inform the instructor. An excused absence or decision not to participate in one or any of these field activities will not affect your course grade. During the field studies, no student may leave the group without the consent of the faculty supervisor. Unless an absence is approved by one of the instructors or the program director, students will lose 10% of their final grade for each day or part-day they fail to participate. Unexcused absences or chronic late arrival to program activities may, at the discretion of the Program Director, be grounds for dismissal from the program.

#### Late and Missed Assignments

Because of the nature of this course and the tight schedule, assignments are not accepted late without prior approval from the instructor.

#### Academic Honesty

All academic work must meet the standards contained in the University's Culture of Honesty policy ([www.uga.edu/honesty](http://www.uga.edu/honesty)). All students are responsible for informing themselves about those standards before

performing any academic work. The penalties for academic dishonesty include (but are not limited to) award of a failing grade for the course, suspension, notification placed on the student's transcript of their having been found guilty of cheating, and expulsion from the university, and ignorance is not an acceptable defense. Academic dishonesty will be reported to the University Academic Policy Panel.

### Special Accommodations

Any student(s) who require special accommodation(s) or other requirements in this course must contact the instructor before or at the UGA on-campus orientation and register with UGA Disability Resource Center ([www.drc.uga.edu](http://www.drc.uga.edu)). Some activities include moderate exercise, such as hiking and snorkeling.

### Course-book

You are required to bring a laptop or notebook with Microsoft Word software (ipads, kindles, or other similar electronic reading devices are not acceptable for course assignments). The course-book will be provided electronically via jump drive, which is available for purchase at Bel-Jean's Copy/Print Service, 163 East Broad St, Athens, GA 30601. To purchase, please order online from <http://www.bel-jean.com/study-abroad-uga.php>, via phone at 706.548.3648 or via email at [campusrep@bel-jean.com](mailto:campusrep@bel-jean.com). An optional hardcopy is also available, though not required. The program accepts no responsibility for lost or stolen items and we recommend that you consider purchasing insurance for any expensive personal items before bringing them on the course.

The following readings are included:

The primary readings are drawn from Robert M. Jackson, *Annual Editions: Global Issues 07/08*, 23rd ed. (McGraw Hill, 2007). The book's website is here: <http://www.dushkin.com/text-data/catalog/0073397288.mhtml?SECTION=TOC#toc>

#### Session I - The Politics of Natural Resources.

Readings: Pauline Jones Luong and Erika Weinthal (2006). "Rethinking the Resource Curse: Ownership Structure, Institutional Capacity, and Domestic Constraints." *Annual Review of Political Science* 9(1): 241-263.  
Peter Gourevitch (2008). "The Role of Politics in Economic Development." *Annual Review of Political Science* 11(1): 137-159.

#### Session II - Globalization and its Discontents.

Readings: Kenneth M. Roberts (2008). "The Mobilization of Opposition to Economic Liberalization." *Annual Review of Political Science* 11(1): 327-349.  
Wayne A. Cornelius, Wayne A. and Marc R. Rosenblum (2005). "Immigration and Politics." *Annual Review of Political Science* 8(1): 99-119.

#### Session III - "Brave New World:"Nanotechnology, Biotechnology, Information Technology and Cognitive Science

Readings: Alain Pottagen (2007). "The Socio-Legal Implications of the New Biotechnologies." *Annual Review of Law and Social Science* 3(1): 321-344.

Amy L. Fletcher , "[Race to the Bottom: Information Superiority and the Human Soldier in the NBIC Era.](#)" Paper prepared for the 2004 Command and Control Research and Technology Symposium, San Diego, CA.  
Amy L. Fletcher & Christopher S. Allen, "[BioBricks or BioConflicts? Building Public Trust in European Governance of Synthetic Biology.](#)" Paper prepared for the Annual Meeting of the American Political Science Association, Chicago, IL, August 28 – September 2, 2007.

#### Session IV - Political Participation and Representation

Readings: Arend Lijphart, "[Unequal Participation: Democracy's Unresolved Dilemma.](#)" *American Political Science Review*. Vol. 91 No. 1 (1997), pp. 1-14;

Jack Voles, "[Comparing Electoral Systems Over Time: An Appraisal after New Zealand's Fourth Election Under MMP](#)." Paper Presented at the Annual Meeting of the American Political Science Association, Philadelphia, 2006.

Readings as assigned in the field modules packet.

Readings as handed out in lectures.

### Course Requirements

#### *Field modules (20%)*

The field modules are location-based questions to be answered as individually written 250-word essays, peer-reviewed essays, group debates, site quizzes, and/or research projects (due at intervals throughout the program – see the *Itinerary*). Refer to the *Field Modules Introduction and Overview* for details on assessment expectations and submission requirements for each of the various forms of modules.

#### *In-class discussion (30%)*

Participation is an important part of your grade. Therefore you must be actually be in class – and verbally participate – in order to be eligible to receive full credit for this portion of the course's requirement.

#### *12 – 14 page essay (50%)*

The subject matter of which will be given to you at the end of my week with you and due <date TBA>. You will need to answer a specific question by using the course material as the "evidence" you use to make and support your argument. In other words, I want to see if you can read this material, think about it, and come up with some coherent understanding of its significance for understanding global politics. 80% of your grade will be determined by your week with me. The paper will represent 50% of the total grade and your participation in our discussions will represent 30% of your grade. If you have not done much writing since you have been at UGA, I highly recommend consulting [Writing in Political Science](#). Not all of the criteria will apply for your short essays, but you will find much that is useful here in making and supporting an argument.

I understand that there may be some initial concern among you prior to my arrival. You have much less to worry about than you think. Yes, there is considerable reading, but one of the most important life skills you can learn in my class is to take a large amount of reading and figure out what is: 1) absolutely essential; 2) relatively significant; and 3) not fundamentally crucial for the task at hand. You should have completed the other readings BEFORE we are scheduled to discuss them in class. The *Annual Editions: Global Issues* reader is a series of short essays that do not presuppose prior knowledge of these issues. You will have an overview of the political system on our first day, and 3 days before we discuss the Lijphart and Voles articles. Finally, you will have an introduction to the Biotechnology/Genetic Modification issue before we discuss the Fletcher article, you will be much better prepared to discuss these articles than you thought you were when you arrived.

As Franklin D. Roosevelt once said, "the only thing to fear is fear itself." My classroom sessions are always very Socratic and interactive and have a series of extended conversations about the themes in the readings. If you could actually talk to my current and former students here in Athens, you would be much less concerned than you were at the start of the trip.

This is a course will be more time-consuming than most ones that you will take. To do well, students must put in a great deal of effort. Please be certain that you are prepared to work hard! Late papers are not acceptable. They are a burden for me and are unfair to your colleagues who do their work on time. Therefore, I will deduct a FULL letter grade for each day a paper is late. Extensions may be given but only if they are requested well in advance

of the deadline, and if there is a compelling reason. The use of sources is essential. On the final paper, you must make reference to the sources from which you drew your information. The accepted format is: (Lijphart, p. 11), (Gourevitch, p. 140); or (Class Notes, February 10).

I do not expect that the views and perceptions of global issues by me or by all of you to be identical, either now or at the completion of the course. Our course on these themes is a place for the free and perhaps even heated exchange of ideas. Thus I expect you to challenge viewpoints that differ from your own, but I also expect you to substantiate your arguments from the readings, lectures and discussions. In other words, you will be penalized if you simply agree with my lectures or the readings for no apparent reason other than the fact that I am your professor.

### Grade Assessment

Final grades will be assigned as follows:

A	93 –100 percent
A-	89.5 – 92.9 percent
B+	87 – 89.4 percent
B	83 – 86.9 percent
B-	79.5 – 82.9 percent
C+	77 – 79.4 percent
C	73 – 76.0 percent
C-	69.5 – 72.9 percent
D	59.5 - 69.4 percent
F	below 59.4 percent

### Course Itinerary

Refer to the sample itineraries available online. Final itineraries will be distributed on arrival in-country or contact the office for the most recent version.