COURSE OVERVIEW
This course is a Ph.D-level research seminar in international political economy (IPE). Its purpose is to review classic and recent research in IPE and gain insight into the international and domestic politics of trade, money, finance, and migration. A central goal of the course is to identify the welfare effects and distributional consequences of governments’ foreign economic policy decisions, and to use the tools of political science to analyze how interest groups, voters, institutions, ideas, and power politics interact to shape policy outcomes (both domestically and internationally). The ultimate purpose of this course is to generate ideas for your own research, including papers and dissertation topics.

COURSE LEARNING GOALS AND OUTCOMES
This course has three main goals:

1. Knowledge of the field of IPE

As in any subfield, it is critical to understand what we already know before we try to answer an existing question or explore new puzzles. You may have lots of interesting theories about how the world works, but before you spend (literally) years of your life working to get a paper published on a particular question, you should be sure that someone else hasn’t already provided a compelling answer. To help with this goal, I’ve included a “further reading” list containing many “classics” in the field – works that have been heavily cited, and that serve as a touchstone for more general discussion among scholars. While we will not always discuss these in detail during class, they will be invaluable resources for you in your research paper work.

2. Capacity to critique existing work

The published works we will read in this course represent classics and the state of the art in IPE. However, merely because a paper or book has been assigned in this class does not mean that it is the final word on the subject. No paper is perfect – sometimes this happens because newer
methodological approaches supplant prior ones, or because new events suggest that our prior theoretical models were incomplete. The purpose of science is to refine our accumulation of knowledge about the world, and it is impossible to do this if you are incapable of recognizing the shortcomings of existing work.

3. Ideas for new research

While learning to effectively identify problems with work done by others is a critical piece of developing your own capacity to conduct research, this is not the final destination for training in graduate school. It is very common for students in their first few years of a Ph.D. program to become adept at tearing down the work of others, but never learn the step which is actually the most important for your success as an academic: What can we do better? How do we push forward to increase our understanding of the answers to both existing puzzles and new questions. In the years ahead, you will be much better regarded by other scholars if you not only identify issues, but also propose solutions. This, fundamentally, is the heart of what we should do as scholars and social scientists, and so you should always try to think of ways that existing approaches could be improved.

The main learning outcome of this course is to prepare students, by meeting each of these three goals, for successful completion of the departmental preliminary examination in International Relations and successful pursuit of their own future research projects, including the dissertation.

COURSE CREDIT
This is a 3-credit course. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the courses learning activities (at least 45 hours per credit), which include class seminar time, reading, writing, and other student work as described in the syllabus.

COURSE REQUIREMENTS
Grades in the course will be based on the following (% of total grade):

Participation (30%)
This is a graduate seminar, with the emphasis on careful reading and intensive discussion. I expect you to come to class having done all of the reading, which I have kept as manageable as possible for this reason. I strongly suggest that you print out all and read hard copies of the articles, that you take handwritten notes while you read, and that you go back and review both your notes and the readings before class, so that we can have a focused, detailed seminar discussion. We will not spend class simply summarizing the arguments in the material. Rather, the goal of our discussions will be to analyze, critique, and compare the readings, with an eye toward identifying and discussing the major issues/themes of the week.
We will discuss how to think about the main pieces of a research paper during the first week of class, but in general you should try to answer the following set of questions as you read each piece on the syllabus:

- **Research question**: What is this paper about? What is the topic/puzzle that the authors explore?
- **Argument**: What is the main theory developed in the piece? What assumptions does it make? Are these reasonable?
- **Evidence**: How do the authors test their theory? Do their measures match well the main components of their argument? Are there issues with the way the data are analyzed (either quantitatively or qualitatively)?

**Seminar discussion format**
To facilitate discussion, we will be running the first hour of seminar each week in a format similar to that of an abbreviated APSA conference panel. We will proceed as follows:

- Each week (beginning in week 2), two of you will serve as discussants (each for half of the readings), while 5-6 other individuals will serve as “panelists” (i.e., role-playing the author(s) of one of the assigned readings).
- Each “panelist” will each give a brief (~2-3 minute) summary of her assigned reading, as if she had written the paper herself. The goal will be to describe the puzzle; summarize the theoretical argument, research design, and empirical findings; and summarize the implications of the research.
- Following the “panelists” presentations, the two discussants will each offer a brief (~4-5 minute) analysis/discussion of the papers as a group. These discussant presentations should raise both specific theoretical and empirical points/questions about each individual paper and broader questions about the “panel”/topic that will shape discussion for the remainder of class.
- Following the discussants’ presentations, we will move into a 10-15 minute Q&A/discussion among the “panelists” and audience.
- For the second hour of class, we will then break character and discuss the readings and topics in a more traditional seminar-style discussion.

**Article referee report (20%)**
- Due on **February 23** (~4-5 pages, double spaced). Your first assignment is to “review” one of the papers presented at the International Political Economy Society (IPES) conference in November 2017. The papers are available here: [https://www.internationalpoliticaleconomy.org/conference-2017-program](https://www.internationalpoliticaleconomy.org/conference-2017-program). The goal is to write this like a review for an academic journal. At a minimum, this should include: 1) a very brief review of the main argument, 2) comments and criticisms of the theory, 3) comments and criticisms on the empirical analysis, 4) some suggested changes; and 5) a recommendation (reject, revise and resubmit, publish). I will circulate examples of article reviews from professors in the department for you to use as
templates. You may pick any paper from the conference that is not already assigned on the syllabus.

Research paper

- **First draft/research design (20%, ~15 pages, double spaced), due March 24.** Final paper due on May 15 (30%, ~25-35 pages, double spaced). Students will write an original research paper on a topic related to IPE (broadly defined). Most successful papers take many months and often years to reach their final stage. Thus, the paper for this course should be well-advanced but is not expected to be fully complete by the end of the semester. Students should meet with me to discuss what this means in each of their specific cases. In general, the expectations as to what papers should look like at the end of the semester include:

1) Introduce and identify a puzzle related to international political economy.
2) Situate the puzzle in the relevant literature. In particular, the student should focus on existing explanations for the identified puzzle. This means the student must read and review literature beyond the scope of the syllabus.
3) Offer a theory or explanation of the puzzle. Often theory sections also draw on the literature for inspiration or support.
4) Articulate testable hypotheses.
5) Articulate a full research design. This should include explanations as to why specific quantitative and/or qualitative methods are chosen and measurement strategies for the variables under consideration.
6) Provide summary statistics relevant to the research puzzle and methodological approach. Note that authors can and do provide kinds of summary statistics for quantitative or qualitative research approaches.
7) Carry out the research design at least in part by doing preliminary tests of the hypotheses. Again, students should discuss specifics with the professor.
8) Spell out in detail what additional research is necessary to complete the paper.

For the first draft, students should aim to complete 1)-5). Given time and workload constraints, I do not expect that students will fully complete their papers (in terms of producing a paper ready for journal submission) by the end of the semester. This is for professionalization reasons. Like faculty, students must learn how to balance their short-term tasks (TA work, coursework, etc.) with long-term ones, like completing this paper. I will be as responsive as possible to proposals, partial drafts, discussions, etc. throughout the semester, but the onus is on you to set and follow your own path. I will not be helpful with “last minute” questions or requests for extensive draft reviews in the last days of the semester. Papers written at the last minute – whether for this course or for future conferences – are almost universally of low quality.

Given the assignment’s focus on theory and research design, you should minimize data collection work such as coding. The expectations are that this paper will have a well-developed front-half and more of an initial empirical analysis than a fully implemented analysis in the
second half. In aid of this, I encourage you to draw on a comprehensive database of variables common to political economy research. This data will surely prove useful for students pursuing quantitative and/or qualitative research designs:


**Background**
The course assumes knowledge of the material covered in PS 857, Theories of International Relations or the equivalent. Some prior course background in international economics is also extremely helpful, but not required. Students without such background (e.g., undergraduate courses in micro/macroeconomics), or in need of a refresher, are encouraged to consult a basic international economic textbook, such as Krugman, Obstfeld, and Melitz’s *International Economics*, or Caves, Frankel, and Jones’ *World Trade and Payments*. The *Penguin Dictionary of Economics* is also a useful summary reference. I will also make available the lectures from my undergraduate IR/IPE classes for students to use as a resource. If you have questions or concerns about background or want additional reading, please meet with me.

**Readings**
All of the readings are available online, either through public sources or UW’s library e-journals. I will make some of the readings available on Canvas, as well. If you cannot locate a reading via the library website or the course website, a quick Google search will usually lead you to the right place.

Three books are suggested for purchase:


CLASS POLICIES AND IMPORTANT NOTES

- The best way to reach me is via email at copelowitch@wisc.edu or to speak with me before/after class.

- **Attendance**: If you know that you will be absent from class for religious or other reasons that can be known in advance, please let me know. Remember that participation is fully 30% of your grade, and unexcused/unexplained absences will be noted accordingly.

- **Computers and other electronic devices**: The research evidence is overwhelming that students’ recall and absorption of material is inferior when reading electronically. Likewise, there is now abundant evidence that the use of electronic devices have a “second hand smoke” effect on others’ ability to absorb information in class. My past experience strongly suggests that laptop use has a large, negative effect on students’ participation in graduate seminars and our ability to generate meaningful discussion. Consequently, I strongly suggest that you do not use laptops or other electronic devices for note-taking during class. I also strongly suggest that you print out all readings that you print and read hard copies of the articles, that you take handwritten notes while you read, and that you go back and review both your notes and the readings before class, so that we can have a focused, detailed seminar discussion. If technology use becomes a serious block to discussion in class, I will reserve the right to restrict or ban use, with exceptions only for documented medical or learning-related reasons.

- **McBurney accommodations**: Students needing special accommodations to ensure full participation in this course should contact me and your TA as early as possible. All information will remain confidential. You also may contact the McBurney Disability Resource Center regarding questions about campus policies/services.

- **Cheating** and **plagiarism** are very serious offenses that will not be tolerated in the course. You will receive a failing grade for the class, and the reason for the grade will be noted in your transcript.
**INTRODUCTION**

**January 24: Background: theory, history, and evolution of IPE**

The majority of this class session will focus on answering substantive questions about the topics covered in IPE. Please come prepared with any questions – the bar is very low and the goal is to cover background topics on the economics and history of trade, money, and finance that will serve as foundations for the rest of the semester. You might prepare by noting unfamiliar topics in the Frieden book; looking through the syllabus; looking at the news; etc.

*Background readings on the economics of international trade and exchange rates:*


*Background on history of the global economy, 1850-present:*

- (*) Jeffry A. Frieden. 2007. *Global Capitalism: Its Fall and Rise in the Twentieth Century*. This book will be a continually useful reference to understand the historical context of the issues at stake in IPE as well as applications of the theories we will study.

*Background on the intellectual history of IPE as a field within PS/IR:*


Finally, some thoughts on graduate seminars:

- [https://twitter.com/FabioGhironi/status/946991989202944000](https://twitter.com/FabioGhironi/status/946991989202944000)
- [https://twitter.com/JustinEsarey/status/947918602048606209](https://twitter.com/JustinEsarey/status/947918602048606209)
- [https://twitter.com/TrevonDLogan/status/947535807841230848](https://twitter.com/TrevonDLogan/status/947535807841230848)
- [https://twitter.com/SeanDEhrlich/status/948240717754880000](https://twitter.com/SeanDEhrlich/status/948240717754880000)
- [https://twitter.com/jrpjrjrpjr/status/893474409767256064](https://twitter.com/jrpjrjrpjr/status/893474409767256064)
Further reading


  [https://www.gutenberg.org/files/15776/15776-h/15776-h.htm](https://www.gutenberg.org/files/15776/15776-h/15776-h.htm)

SECTION 1: INTERNATIONAL TRADE

January 31: Domestic politics: interests, preferences, and ideas

Background theory


Research articles


*Further reading*


February 7: Domestic politics: institutions


Further reading


**February 14: International trade institutions**


*Further reading*


SECTION 2: EXCHANGE RATES AND MONETARY POLICY

February 21: Political economy of exchange rates

Article review paper due Friday, February 23

Background theory: exchange rates and the Mundell-Fleming trilemma


Research articles


**Further reading**


February 28: Political economy of monetary and fiscal policy

**Background**


**Research articles**


- Kathleen McNamara. 2002. Rational Fictions: Central Bank Independence and the Social Logic of Delegation. *West European Politics* ([https://docs.google.com/a/georgetown.edu/file/d/0B3zaCmyJADI2SWdxX0JZV2c1Q2s/edit?pli=1](https://docs.google.com/a/georgetown.edu/file/d/0B3zaCmyJADI2SWdxX0JZV2c1Q2s/edit?pli=1)).


**Further reading**

SECTION 3: INTERNATIONAL FINANCE

March 7: International finance and domestic politics

Background: capital controls and capital flows


Research articles


Further reading


March 14: Political economy of financial crises

**Background**


**Research articles**


  
  o Skim rest of CPS special issue on the Political Economy of the Euro Crisis: [http://journals.sagepub.com/toc/cpsa/49/7](http://journals.sagepub.com/toc/cpsa/49/7).


Further reading


Research design/first draft of paper due on Saturday, March 24

March 28: NO CLASS (Spring break)

April 4: The IMF and sovereign debt

Background
- Randall Stone and Martin Steinwand, 2008. “The International Monetary Fund: A Review of the Recent Evidence.” *Review of International Organizations* 3: 123-149. ([https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtYXJ0aW5jc3RIaW53YX5kfGd4OjU1OWFZjJmNTItZmU4MDQ](https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtYXJ0aW5jc3RIaW53YX5kfGd4OjU1OWFZjJmNTItZmU4MDQ))


Research articles


*Further reading*


**April 11: Foreign direct investment**


Further reading


• Li, Quan, & Adam Resnick. 2003. “Reversal of Fortunes: Democratic Institutions and Foreign Direct Investment Inflows to Developing Countries.” *International Organization* 57(1): 175–211.


April 25: Aid, migration, and remittances

Background


Research articles


Further reading


May 2: IPE – New research paths and the state of the subfield


- IPES 2017: [https://www.internationalpoliticaleconomysociety.org/conference-2017-program](https://www.internationalpoliticaleconomysociety.org/conference-2017-program). *Please pick and read one additional paper*


*Research papers due May 15*