

## GOV 388L (38185) • International Political Economy

### Fall 2019 Graduate Seminar

**Meeting details:** W 9:30-12:30 (BAT 1.104)

**Professor:** Dr. Rachel Wellhausen

**Office hours:** M 9:30-12:30 (BAT 4.138)

**Email:** [rwellhausen@utexas.edu](mailto:rwellhausen@utexas.edu)

**Prerequisites:** None

### Grading Policy:

**Class participation (20%):** Students are expected to read each work on the syllabus closely and to come to class prepared to discuss and critique the readings. In general, students should be efficient readers. Students should spend time brainstorming critiques; additional researchable questions raised by the readings; research design questions; substantive questions on the topics covered; and connections between materials in and across weeks. Students should also be ready to speak about highlights and positive contributions of the papers – graduate school is about building up and not just tearing down. A student will be well-prepared for class if the student has both read and reflected on these kinds of questions. Students will regularly be asked to lead discussions and shape the agenda for the day.

Some strategies for preparing for class include:

- Understand the substantive concepts under study. Do background reading if necessary; feel free to reach out to the professor for resources.
- Identify the research question in each reading.
- Identify the dependent and explanatory variables of interest, as well as how the author(s) account for alternative explanations.
- Identify and comment on research methods. Think about additional pieces of evidence and methods that could further strengthen the reading.
- Identify and reflect on the strengths and weaknesses of the reading and how you could address those in your own work.
- Reflect on the short title on the syllabus for the week's readings. What other researchable questions fit in this area? What themes seem appropriate for research agendas in this area?

Students in the course are expected to have different levels of prior exposure to IPE. The course is intended to provide a low-stakes environment where questions on substantive topics are welcome. Students are also encouraged to pay attention to refining their participation skills. It is a good idea to take notes on what you learn, of course, but it is also a good idea to take notes on the questions you hope to ask and the points you intend to make, even in real time in the class. This will likely result in awkward pauses; that's ok.

Absence from class will be noted. Should a student be absent, the expectation is that the student will write a retrospective reaction paper for that week (see below). This will not

count as one of the required reaction papers. Multiple absences are highly frowned upon and will affect the student's grade and the written evaluation of the student's contributions to the course that the professor submits to the department. Presence without participation will be noted. This is nearly equivalent to an absence.

**Three reaction papers (30%):** Students are expected to write three reaction papers (approximately 3 double-spaced pages in length, but feel free to write more if you are so moved). Students are free to choose which three weeks' readings they would like to critique. While students need not make hard commitments *ex ante*, we will discuss this at the beginning of the course in hopes of having good student coverage for response papers throughout the course. Students who have written response papers for a given week will be asked to lead discussions in class.

Reaction papers are due by 8 AM on Wednesday mornings at the latest so that I can at least have the opportunity to skim them before class. I would much prefer receiving them by (early) Tuesday evening. It is easiest for me if you submit your documents on the Canvas site as PDFs, please.

The instructions for reaction papers are deliberately vague. This is because, as emerging, independent scholars, you are learning to follow your own path as opposed to living in a world with clear prompts to answer. This is also because I want you to be creative and bold in your responses, concepts which are by their very nature difficult for me to explain *ex ante*. Students are expected to learn from feedback on early reaction papers and improve throughout the course. Your engagement with feedback and improvement over time are what will be important in your progress as a scholar (as well as your final letter grade).

My tendency is to provide critical feedback so as to spur improvement in all (everyone can improve). Feel free to check in with me should my feedback prove confusing, unhelpful, or discouraging – that is never my intention. I will note that in some cases, students may be asked to revise their reaction paper in order to receive credit. For example, a reaction paper that summarizes a week's readings is inadequate.

Some general strategies for reaction papers include:

- Papers should demonstrate that the student understands the arguments in the readings but should have very minimal (if any) summary.
- Comments on how to prepare for class above also generally apply to how to write reaction papers.
- A non-exhaustive list of ideas for directions: discuss of questions raised but unanswered by the readings; disagree with the readings; agree with the readings; weigh the contributions and or importance of the readings in terms of research priorities in IPE and political science; discuss alternative research methodologies that the readings could have employed; discuss alternative data sources that you think the readings could have usefully employed; discuss questions otherwise suggested by the week's theme but not present in the readings; discuss the research agenda suggested (or not) by this body of readings; lay out a proposal for a new paper that builds on the readings or is tied to the topic of the week; etc.

**Mock peer review (5%):** Students are expected to pick one assigned article on which to write a mock peer review. (This article should come from a different week's readings than those covered in the reaction papers.) The student will pretend that the article has been sent to her/him by a journal for peer review. As is appropriate in a professional peer review, the student will briefly summarize the argument in the article (1 paragraph), comment on strengths, point out potential weaknesses, and provide suggestions for revision if appropriate. Reviews vary in length but are typically 1.5-2 single-spaced pages. The final document should include comments to the author and then a separate set of brief comments to the editor that recommend publication, revision, or rejection. Remember that all three of these outcomes are possible – the student is welcome to “accept” a paper and write a review that provides evidence to the editor and author as to why the paper should be accepted. (Authors love to receive these kinds of reviews!) Students may be asked to revise their peer reviews in order to receive credit. We will discuss this assignment at greater length in class and I will provide examples.

Your mock peer review is due by 8 AM on Wednesday morning at the latest so that I can at least have the opportunity to skim it before class. I would much prefer receiving it by (early) Tuesday evening. It is easiest for me if you submit your documents on the Canvas site as PDFs, please.

**Research paper (35%):** Students will write an original research paper on a topic related to international political economy. The paper submitted for this course will be well-advanced, with all components of a standard journal article present. Of course, successful papers often take years to reach their final stage. Students are expected to meet with the professor, and encouraged to meet early and often, to discuss what a successful paper for the purposes of this course will look like in each of your specific cases.

This list includes some expectations as to what papers should look like at the end of the semester:

- (1) Pose a research question. The research question should seek to understand some variation in the world broadly related to international political economy. You should be able to articulate the research question in a sentence, as an actual question. (Do not underestimate the effort it takes to formulate a precise research question – we will discuss this at length in the course.)
- (2) Situate the research question and the puzzle it examines in the relevant literature. This will require the student to read literature beyond the scope of the syllabus; you are encouraged to talk to the professor about how to go about this in your particular case. Existing literature will likely provide possible explanations for the identified puzzle. It will also likely provide stepping stones that you can use in developing your own theory and hypothesis. (We'll be talking at length in the course about how to use literature to advance your research.)
- (3) Articulate testable hypotheses. Aim to be able to format them like in journal articles as H1, H2, etc. In order to articulate hypotheses, you will need to build a theory from which those hypotheses follow. (Again, we'll talk about this in the course.)

- (4) Articulate a full research design necessary to properly test your hypotheses and alternatives. This should include explanations as to why specific quantitative and/or qualitative methods are chosen and measurement strategies for the variables under consideration.
- (5) Carry out (at least) a portion of your research design; you are encouraged to talk to the professor about how to go about this in your particular case.

Some general suggestions for the research paper:

- Even if you may already have hypotheses in mind, no one knows the “answer” to a research puzzle at the beginning of the project. That’s why we do research.
- You will only be successful with this paper if you pick a specific, answerable question. A topic area (such as the topic areas describing the different weeks of the course in this syllabus) is not a question. You will have the opportunity to ask and answer many questions in your career. You need to pick one for this project. Students are required to pick this question early in the semester. Talk to me if you’re stuck.
- The relationship to IPE in this course is interpreted broadly. Often IPE factors play a large role in conflict and other IR research questions as well as more CPE-type research questions. IPE is also closely related to questions of international and public law, aspects of American politics (a country for which there is often good data), etc. There are many topics and questions out there that we are not able to cover in this syllabus; feel free to explore them.
- If quantitative work will be important to carrying out your research design, take a look at the comprehensive database at the IPE data resource to get started. Even if you expect a qualitative research design to be more appropriate to answer your question, this resource will likely provide data that can feed into case selection or help substantiate process tracing.

Graham, Benjamin A.T. and Jacob R. Tucker. 2017. "The International Political Economy Data Resource." *Review of International Organizations*.

Available at the Harvard Dataverse: <https://doi.org/10.7910/DVN/X093TV>

*A comment on (the absence of) interim due-dates throughout the semester for this paper:* The syllabus deliberately does not spell out a full path for students to complete their papers throughout the semester. This is for professionalization reasons. Like faculty, students must learn how to balance their short-term tasks (TA work, etc.) with long-term ones, like completing this paper. The professor will be very responsive to proposals, partial drafts, discussions, etc. throughout the semester, but the onus is on students to set and follow their own path. While I will do my best to give comments in a matter of days, thorough responses might take up to a week. Students are welcome and encouraged to lay out their own proposed interim due dates to the professor; this will allow me to (literally) put these dates on my calendar and improve turnaround times for feedback. Papers written at the last minute are often not of high quality and, sometimes, embarrassing. The professor cannot be very helpful with “last minute” questions or requests for extensive draft reviews in the last days of the semester;

\*\* Students are not allowed to “double-dip” papers for this course. If a student is interested in building on a separate project for or from another course, the student must discuss this in

detail with the professor to receive approval. If a student is found to be double-dipping without discussion and approval, the student's grade and course evaluation will reflect this.

### **Conference-style Research Presentation (10%):**

At the semester's end, students will give a 12-minute conference-style presentation on their research papers. This will include slides and a presentation. Students will be organized into panels, and other students will participate in a Q&A session following each panel. (Participation in the Q&A contributes to a student's grade as well.) We will discuss in depth what these presentations should look like.

### **Grade scale:**

94 and above	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 and below	F

### **Plagiarism and Academic Misconduct:**

All violations of university academic conduct guidelines, including plagiarism, will be referred to the Dean of Students and will result in a zero on the assignment or exam in question. Plagiarism is the use of others' ideas or work without credit and/or presenting derivative work as one's own. This includes, but is not limited to, cutting and pasting from someone else's work or an internet source, failing to identify exact quotes, failing to cite a source for information that is only available from that source, failing to cite a source for an idea or argument you borrowed from that source, and turning in work that is not your own. When in doubt, cite. Please use in-text citations of the form (author year, page number). Include page numbers wherever possible, as journals increasingly require this.

### **University Honor Code:**

The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness and respect towards peers and community. Behavior Concerns Advice Line (BCAL): 512-232-5050.

### **Disability Accommodations:**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities (512-471-6259, <http://ddce.utexas.edu/disability/>).

**Notice regarding Accommodations for Religious Holidays:**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Emergency Evacuation Policy:**

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency).

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## **READINGS**

### **Required texts:**

Frieden, Jeffrey. 2006. *Global Capitalism: Its Fall and Rise in the Twentieth Century*. New York: WW Norton.

Peters, Margaret E. 2017. *Trading Barriers: Immigration and the Remaking of Globalization*. Princeton University Press.

Bastiaens, Ida and Nita Rudra. 2018. *Democracies in Peril: Taxation and Redistribution in Globalizing Economies*. Cambridge University Press.

Jensen, Nathan M., Glen Biglaiser, Quan Li, Edmund Malesky, Pablo M. Pinto, Santiago M. Pinto, and Joseph L. Staats. 2012. *Politics and Foreign Direct Investment*. Ann Arbor: Michigan Studies in International Political Economy.

## **SCHEDULE**

### **28 Aug: Overview**

Jeffrey Frieden. 2006. *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. It is also a very good source for inspiration for your own research questions, for the course assignment and otherwise.

\*\* The majority of this class session will focus on answering substantive questions about the topics covered in IPE. Please ask any questions – the bar is very low. You might prepare by noting unfamiliar topics in the Frieden book; looking through the syllabus; looking at the news; etc. Student questions will drive the discussion. Again, the bar for questions is very low.

### **4 Sept: Approaches to IPE**

Please read selections from the following works (on Canvas):<sup>1</sup>

Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*. 1776.

Karl Marx and Friedrich Engels, *The Communist Manifesto*. 1848.

Friedrich List, *The National System of Political Economy*. 1841.

Karl Polanyi, *The Great Transformation*. 1944.

Douglass C. North, *Structure and Change in Economic History*. 1981.

Oliver E. Williamson, *The Economic Institutions of Capitalism*. 1985.

Susan Strange, *The Retreat of the State*. 1996.

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<sup>1</sup> Reprinted from: Barma, Naazneen H. and Steven K. Vogel. 2008. *The Political Economy Reader: Markets as Institutions*. New York: Routledge.

Lake, David A. 2009. "Open Economy Politics: A Critical Review." *The Review of International Organizations*. 4(3): 219-244.

Blyth, Mark and Matthias Matthijs. 2017. "Black Swans, Lame Ducks, and the mystery of IPE's missing macroeconomy." *Review of International Political Economy* 24(2): 203-231.

Seabrooke, Leonard and Kevin L. Young. 2017. "The networks and niches of international political economy." *Review of International Political Economy* 24(2): 288-331.

Browse past International Political Economy Society programs and come ready to discuss your impressions, themes, etc. (<https://www.internationalpoliticaleconomysociety.org>)

## **TRADE:**

### **11 Sept: Trade politics: Individual-level preferences**

Alt, J. E., J. Frieden, M. J. Gilligan, D. Rodrik, and R. Rogowski. 1996. "The Political Economy of International Trade: Enduring Puzzles and an Agenda for Inquiry." *Comparative Political Studies*, 29(6): 689-717.

Ronald Rogowski. 1987. "Political Cleavages and Changing Exposure to Trade." *American Political Science Review*, 81(4): 1121-1137.

Owen, Erica and Noel Johnston. 2017. "Occupation and the Political Economy of Trade: Job Routineness, Offshorability, and Protectionist Sentiment." *International Organization*, 71(4): 665-699.

Mansfield, Edward D., Diana C. Mutz, and Devon Brackbill. 2016. "Effects of the Great Recession on American attitudes toward trade." *British Journal of Political Science*, 49(1): 37-58.

Rho, Sungmin and Michael Tomz. 2017. "Why Don't Trade Preferences Reflect Economic Self-Interest?" *International Organization* 71(1): S85-S108.

Kim, Sung Eun and Yotam Margalit. 2017. "Informed Preferences? The Impact of Unions on Workers' Policy Views." *American Journal of Political Science* 61(3): 728-743.

### **18 Sept: Trade politics: The firm as the unit of analysis**

Kim, In Song, and Iain Osgood. 2019. "Firms in trade and trade politics." *Annual Review of Political Science* 22: 399-417.

- Baccini, Leonardo, Pablo M. Pinto, and Stephen Weymouth. 2017. "The distributional consequences of preferential trade liberalization: firm-level evidence." *International Organization* 71(2): 373-395.
- Osgood, Iain. 2018. "Globalizing the Supply Chain: Firm and Industrial Support for US Trade Agreements." *International Organization* 72(2): 455-484.
- Kim, In Song. 2017. "Political cleavages within industry: firm-level lobbying for trade liberalization." *American Political Science Review* 111(1): 1-20.
- Jensen, J., Quinn, D., & Weymouth, S. 2017. "Winners and Losers in International Trade: The Effects on US Presidential Voting." *International Organization* 71(3): 423-457.
- Dean, Adam. 2015. "The Gilded Wage: Profit-Sharing Institutions and the Political Economy of Trade." *International Studies Quarterly* 52:2 (316-329).

### **25 Sept: Trade politics: The role of the state**

- Mansfield, Edward D., Helen V. Milner, and B. Peter Rosendorff. 2002. "Why democracies cooperate more: Electoral control and international trade agreements." *International Organization* 56(3): 477-513.
- Kono, Daniel Y. 2006. "Optimal Obfuscation: Democracy and Trade Policy Transparency." *American Political Science Review* 10(3): 369-384.
- Kim, Sung Eun. 2018. "Media bias against foreign firms as a veiled trade barrier: Evidence from Chinese newspapers." *American Political Science Review* 112(4): 954-970.
- Davis, Christina L., and Meredith Wilf. 2017. "Joining the Club: Accession to the GATT/WTO." *The Journal of Politics* 79(3): 964-978.
- Davis, Christina L., Andreas Fuchs, and Kristina Johnson. 2019. "State Control and the Effects of Foreign Relations on Bilateral Trade." *Journal of Conflict Resolution* 63(2): 405-438.
- Morrison, James. 2012. "Before Hegemony: Adam Smith, American Independence, and the Origins of the First Era of Globalization." *International Organization* 66(3): 395-428.

### **2 Oct (\*\*to be rescheduled\*\*): Trade politics: Domestic effects of liberalization**

- Bastiaens, Ida and Nita Rudra. 2018. *Democracies in Peril: Taxation and Redistribution in Globalizing Economies*. Cambridge University Press.
- Morrison, Kevin. 2009. "Oil, Nontax Revenue, and the Redistributive Foundations of

Regime Stability." *International Organization*, 63(1), 107-138.

## **FINANCE**

### **9 Oct: Politics of International Money and Finance**

***Deadline for confirming final paper research question with the professor***

Frieden, Jeffrey. 1991. "Invested Interests: The Politics of National Economic Policies in a World of Global Finance." *International Organization* 45(4): 425-451.

Bernhard, William, J. Lawrence Broz, and William Roberts Clark. 2002. "The Political Economy of Monetary Institutions." *International Organization* 56:4 (693-723).

Oatley, Thomas. 2011. "The Reductionist Gamble: Open Economy Politics in the Global Economy." *International Organization* 65(2): 311-341.

Mosley, Layna. 2000. "Room to move: International financial markets and national welfare states." *International Organization* 54(4): 737-773.

Rethel, Lena. 2011. "Whose legitimacy? Islamic finance and the global financial order." *Review of International Political Economy* 18(1): 75-98.

Cohen, Benjamin. 2017. "The IPE of money revisited." *Review of International Political Economy* 24(4): 657-680.

### **16 Oct: Politics of Capital Mobility**

Steinberg, David. A., and Nelson, Stephen C. 2019. "The mass political economy of capital controls." *Comparative Political Studies*.

Wilf, Meredith. 2016. "Credibility and Distributional Effects of International Banking Regulations: Evidence from US Bank Stock Returns." *International Organization* 70(4): 763-796.

Chapman, Terrence, Songying Fang, Zin Li, and Randall W. Stone. 2017. "Mixed Signals: IMF Lending and Capital Markets." *British Journal of Political Science* 47(2): 329-349.

Arel-Bundock, Vincent. 2017. "The Unintended Consequences of Bilateralism: Treaty Shopping and International Tax Policy." *International Organization* 71(2): 349-371.

David Singer. 2010. "Migrant Remittances and Exchange Rate Regimes in the Developing World." *American Political Science Review* 104 (2): 307-323.

Liao, Steven and Daniel McDowell. 2015. "Redback Rising: China's Bilateral Swap Agreements and Renminbi Internationalization." *International Studies Quarterly* 59(3): 401–422.

### **23 Oct: Politics of Government Borrowing**

Kaplan, Stephen and Kaj Thomsson. 2017. "The Political Economy of Sovereign Borrowing: Explaining the Choices of Highly Indebted Countries." *Journal of Politics* 79:2 (605-623).

Brooks, Sarah, Raphael Cunha and Layna Mosley. 2015. "Categories, Creditworthiness, and Contagion: How Investors' Shortcuts Affect Sovereign Debt Markets." *International Studies Quarterly* 59(3): 587–601.

Ballard-Rosa, Cameron, Layna Mosley, and Rachel Wellhausen. 2019. "Contingent Advantage? Sovereign Borrowing, Democratic Institutions, and Global Capital Cycles." *British Journal of Political Science*.

Ballard-Rosa, Cameron. 2016. "Hungry for Change: Urban Bias and Autocratic Sovereign Default." *International Organization* 70(2): 313–346.

Dreher, Axel, et al. 2018. "Apples and dragon fruits: the determinants of aid and other forms of state financing from China to Africa." *International Studies Quarterly* 62(1): 182-194.

Kinne, Brandon and Jonas Bunte. 2018. "Guns or Money? Defense Co-operation and Bilateral Lending as Coevolving Networks." *British Journal of Political Science*.

### **30 Oct: Politics of Financial Crisis**

Lipsy, Phillip Y. 2018. "Democracy and Financial Crisis." *International Organization* 72(4): 937-968.

Daniela Campello. 2014. "The Politics of Financial Booms and Crises: Evidence from Latin America." *Comparative Political Studies* 47(2): 260–286.

Curtis, K. Amber, Joseph Jupille and David Leblang. 2014. "Iceland on the Rocks: The Mass Political Economy of Sovereign Debt Resettlement." *International Organization* 68(3): 721-740.

Nelson, Stephen and Peter Katzenstein. 2014. "Uncertainty, Risk, and the Financial Crisis of 2008." *International Organization* 68(2): 361-392.

Copelovitch, Mark, Jeffrey Frieden, and Stefanie Walter. 2016. "The Political Economy of the

Euro Crisis." *Comparative Political Studies* 49(4): 811-840.

Owen, Erica and Stefanie Walter. 2017. "Open Economy Politics and Brexit: Insights, Puzzles, and Ways Forward." *Review of International Political Economy* 24(2): 179-202.

## **FOREIGN DIRECT INVESTMENT:**

### **6 Nov: Politics of FDI**

Jensen, Nathan, Glen Biglaiser, Quan Li, Edmund Malesky, Pablo Pinto, Santiago Pinto and Joseph Staats. 2012. *Politics and Foreign Direct Investment*. University of Michigan Press.

Frieden, Jeffrey. 1994. "International Investment and Colonial Control: A New Interpretation." *International Organization* 48(4): 559-593.

Pinto, Pablo M and Boliang Zhu. 2016. "Fortune or Evil? The Effect of Inward Foreign Direct Investment on Corruption." *International Studies Quarterly* 60(4): 693-705.

### **13 Nov: Political Risk**

Leblang, David. 2010. "Familiarity Breeds Investment: Diaspora Networks and International Investment." *American Political Science Review* 104: 584-600.

Gray, Julia. 2009. "International Organization as a Seal of Approval: European Union Accession and Investor Risk." *American Journal of Political Science* 53 (4): 931-949.

Arias, Eric, James R. Hollyer, and B. Peter Rosendorff. 2018. "Cooperative Autocracies: Leader Survival, Creditworthiness, and Bilateral Investment Treaties." *American Journal of Political Science* 62(4): 905-921.

Carter, David B., Rachel L. Wellhausen, and Paul K. Huth. 2018. "International Law, Territorial Disputes, and Foreign Direct Investment." *International Studies Quarterly* 63(1): 58-71.

Graham, Benjamin AT, Noel P. Johnston, and Allison F. Kingsley. 2018. "Even Constrained Governments Take: The Domestic Politics of Transfer and Expropriation Risks." *Journal of Conflict Resolution* 62(8): 1784-1813.

Betz, Timm and Amy Pond. 2019. "Foreign Financing and the International Sources of Property Rights." *World Politics* 71(3): 503-541.

**FRONTIERS:****20 Nov: IPE of Labor and Migration**

Peters, Margaret E. 2017. *Trading Barriers: Immigration and the Remaking of Globalization*. Princeton University Press.

Layna Mosley and David Singer. 2015. "Migration, Labor, and the International Political Economy." *Annual Review of Political Science* 18: 283-301.

**27 Nov: Potpourri**

Farrell, Henry and Abraham Newman. 2019. "Weaponized Interdependence," *International Security*.

Farrell, Henry and Abraham Newman. 2018. "Linkage Politics and Complex Governance in Transatlantic Surveillance." *World Politics* 70(4): 515-554.

Moehlecke, Carolina. 2020. "The Chilling Effect of International Investment Disputes: Limited Challenges to State Sovereignty." *International Studies Quarterly*.

Aklin, Michael and Johannes Urpelainen. 2013. "Political Competition, Path Dependence, and the Strategy of Sustainable Energy Transitions." *American Journal of Political Science*. 57(3): 643-658.

Osgood, Iain and Margaret Peters. 2017. "Escape Through Export? Women-Owned Enterprises, Domestic Discrimination, and Global Markets." *Quarterly Journal of Political Science* 12(2): 143-183.

**4 Dec: Presentations**

**11 Dec, by 5:00 PM: Final paper due**