



POLS 4930/5930: POLITICS OF INTERNATIONAL TRADE & FINANCE SPRING 2021

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Office Hours: Tuesdays 1:00 – 3 pm, or by appointment (<https://slu.zoom.us/j/730373101>)

Class Meetings: Tuesdays, 4:15 – 7:00 pm, McGannon 121 and online

(<https://slu.zoom.us/j/99556724986?pwd=UVZETVZHSjVYQkp6Ymt2Ny9PS3BSdz09>)

COURSE DESCRIPTION AND PREREQUISITES

The course conducts a broad survey of the field, focusing on the politics of substantive issues in international trade and finance. The first part of the course focuses on international trade and provides students with an understanding of international trade theory, rules, politics, institutions, and the major policy issues facing the global trading system. The second part of the course focuses on the politics of international finance, explaining the agents, actors, and institutions that are involved in financial markets and financial relations, including foreign exchange, foreign direct investment, and foreign aid. We will then examine the consequences of increasingly integrated markets and review the mechanisms behind systemic financial crises.

The aim of this course is to provide an analytical background for those who plan to go into government service, international organizations and agencies, businesses involved in the global economy, nongovernmental organizations with international foci, and consulting firms analyzing trade and financial policy issues.

There are no prerequisites for this class, although having some familiarity with basic trade and (macro)economic theory can be useful (but it is not required as we go over the necessary theories over the semester if needed).

Learning Goals, Objectives, and Outcomes

This course is designed to help you to gain knowledge and understanding on how international trade and finance work, and how do they interact with domestic and international politics. We will endeavor not just to familiarize you with the literature, but also to stimulate your curiosity to pursue new research questions. An important goal of the course is also to equip you with the critical mindset and the analytical tools required for conducting such research. The most

important intellectual requirement of critical analysis is to learn to confront arguments (from a gut feeling to theories and hypotheses) with evidence on both sides of the issue. Arguments without evidence convince no one.

Upon successful completion of the course, you will be able to:

1. Understand the interplay of politics and economics.
2. Explain how international trade and finance systems work.
3. Explain the political and economic determinants and effects of trade.
4. Understand the importance and functions of international and regional organizations.
5. Explain the relationship between development, trade, FDI, and foreign aid.
6. Assess the local and international impact of trade and finance policies.
7. Learn and practice various data sources and methodological approaches used by social scientists to study international trade and finance.
8. Effectively communicate your opinions about international trade and finance.

COURSE TEXTBOOK

Oatley, Thomas (2018). *International Political Economy, Sixth Edition*. Routledge.

ISBN10: 1138490741. ISBN13: 978-1138490741.

The textbook is available for purchase at the bookstore online retailers, such as Amazon.com.

Various additional readings are also required and will be uploaded on Blackboard (and handed out). Students are encouraged to bring in whatever interesting reading you find for class discussion. The world is dynamic and often has ongoing issues that can help illustrate the topic and as such news articles may be added as needed. Expected topics are listed on the schedule.

The following books are not required for this class, but they are recommended for students who are interested in the wider topic.

Acemoglu, D. and J.A. Robinson (2013) *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Publishing.

Acemoglu, D. and J.A. Robinson (2019) *The Narrow Corridor: States, Societies, and the Fate of Liberty*. Penguin Press.

Barton, J. H. et al. (2008) *The Evolution of the Trade Regime: Politics, Law, and Economics of the GATT and the WTO*, Princeton, N.J.: Princeton University Press.

Frieden, Jeffrey (2020) *Global Capitalism: Its Fall and Rise in the Twentieth Century and Its Stumbles in the Twenty-First*. W.W. Norton & Company.

Krugman, P.R. and M. Obstfeld (2003) *International Economics: Theory and Policy*, Boston: Pearson, 6th edition, pp.186-217.

Mansfield, E. D. and H. V. Milner (2012) *Votes, Vetoes, and the Political Economy of International Trade Agreements*, Princeton, N.J.: Princeton University Press.

Odell, John ed. (2006) *Negotiating Trade, Developing Countries and the Trade Negotiation Process*. Cambridge University Press.

Roberts, J.T., A.B. Hite, and N. (2015) *The Globalization and Development Reader, Perspectives on Development and Global Change*, Wiley Blackwell, 2nd edition.

Rodrik, D. (2012) *The Globalization Paradox: Democracy and the Future of the World Economy*. W.W. Norton & Company.

Rodrik, D. (2008) *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton University Press.

Stiglitz, J.E. (2017) *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*. W.W. Norton & Company.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EXPECTATIONS

Course Organization

The class will meet in person and online once a week on Tuesday.¹ Lecture slides and recordings will be posted online each week as supplementary material to the readings. My main tool of communicating with you is going to be Blackboard/Email. I will post any announcements, schedule changes, extra readings, or news through Blackboard and/or Email. Therefore, I suggest you to check the POLS 4930/5930 tab on your Blackboard pages frequently to see if there are any changes. Some of our in-class activities will require you to use your laptops (or smart phones), so please bring your laptops (and phones) to every class, even if you are attending the class in person.²

The 14 separate lectures for this course are packed over a relatively short period in your lives. During the semester, you're going to be busy with lots of other courses and activities, and when the semester is over, you're going to move on to many wonderful adventures and accomplishments. You won't remember everything from POLS 4930/5930 (least of all the course number). But hopefully you'll remember some key lessons. My strategy is to teach the course with life-long learning in mind (so you might remember something you learned in this class in 20 years). We will, therefore, use multiple methods to reinforce the main take-away messages of the course.

¹ If I have to quarantine but I am well enough to teach, I will notify you, and we will meet remotely on Zoom at the regularly scheduled time. If I get sick and I am unable to continue teaching, an alternative instructor will teach the course for as long as necessary.

² If you do not have a laptop or you are not able to bring it to the class for any reason, please contact me after class.

Readings

You are expected to have completed the readings prior to class each week because lectures largely engage with the readings and move beyond them. Thus, you should have completed the readings in order to follow and participate in class sessions.

The course will also refer to several movies, documentaries, podcasts, and short video clips regarding important historical events to illustrate in more dramatic fashion some key lessons.

Main Text: Almost every week will include one or two chapters from Oatley. The chapters provide a general introduction to the topics and introduce theories of international political economy, international trade, and finance.

Additional Readings (and Videos): Some weeks will include readings from academic or popular journals, books, newspapers, or web pages. These readings go beyond the general theories and expose you to actual research or policy debates. Some of these papers might have empirical tests or formal models, but you are not responsible for the methodological parts. You should try to understand the main questions raised by the authors, their approach, theoretical perspectives, and main findings and discussions.

Students registered for POLS 4930 will lead the discussion on one reading and students registered for POLS 5930 will lead the discussion on two readings throughout the semester. The discussion leader should make a presentation (a Power Point presentation and/or handouts are highly encouraged) that covers the key points of the article, its main theme(s), and contributions. Furthermore, you should provide criticisms and questions, and suggest ways to improve the article. Each presentation/discussion will be limited to twenty minutes.

The papers that are available for presentation are marked with an asterisk (*) in the reading list. We will assign the dates and papers during the first class/week.

Optional Readings: As the name suggests, these papers are actually optional. Nevertheless, they are still important papers in the field, which I suggest you to skim through and/or save it for later to strengthen your knowledge on the topics and use as a reference if you would like to pursue more advanced classes in International Relations and International Political Economy.

If you would like to use one of the optional papers for your discussion leadership, you are welcome to do so as long as you inform me in advance.

Keeping up with the news will reinforce what you learn in class and provide more examples of issues on international trade and finance. Starting on second class (February 9), we will start the class by discussing current international events and news. Each of you will be responsible for bringing to our attention important current news related to the topics of our class. This activity will count towards your participation grade.

Some good sources I suggest you follow daily or weekly are, but not limited to, Aljazeera, allAfrica, BBC, The Christian Science Monitor, CNN, The Economist, Euronews, The Financial Times, The Guardian, The New York Times, The Wall Street Journal, The Washington Post, and Xinhuanet. Most of the articles of the aforementioned magazines and newspapers are public and those that are still gated should be available in the library. It is likely that the questions on the the final exam will require you to be up-to-date on current events.

I also recommend listening to the National Public Radio (<http://www.npr.org/>), which provides high quality debates (but keep in mind that it is US based and focused) and checking the website of the Council on Foreign Relations (<http://www.cfr.org/>), which is an independent source with a wide range of ideological research and editorials (and provides more complex reports on the issues of the day).

Papers

Critical Reviews / Research Proposals: Each student is responsible for writing a 250-750 word long critical reviews, reflecting on the assigned readings for the week. These papers should identify the key themes and provide a critical assessment of the readings, focusing on the strengths and weaknesses of the theory and research design as well as policy and normative implications. They should also include several discussion questions that you believe would be beneficial to discuss in class, and interesting topics for future research (a research proposal on a topic related to a given week's readings is perfectly acceptable for your critical review).

Students registered for POLS 4930 must submit at least two critical reviews and students registered for POLS 5930 must submit at least four critical reviews throughout the semester. The papers should be submitted to me via email by 3 pm on Tuesday (prior to class). Any reviews after the third (or fifth) one will count towards extra credit. You will find that parts of lectures will be based on these readings and most of the time they will provide additional insight to the chapters so it is imperative that you read them.

Research Project: You will be expected to complete a research project in a theme and question determined in conjunction with me. The question has to be related to the issues we are covering and the themes we are exploring. The research project will consist of a research proposal, literature review, rough draft, and a final draft.

Preliminary Meetings: First, during the first three weeks of the semester (by February 23), everyone in the class is required to meet me to discuss potential topics for your final projects. You should contact me and make an appointment for the meeting.

Research Proposal: After we decide on a topic, you will then prepare a short research proposal. The research proposal should include at least the following:

1. A tentative working title.
2. Your main research question(s)
3. An outline of the main points you will be discussing in the final paper (what problem you will address, why it's important, and your theory/solution/argument, etc.).
4. An annotated bibliography that contains at least 8 sources for students registered for POLS 4930 and 12 sources (academic articles or books) for students registered for POLS 5930.

Use this proposal to convince me that you are pursuing an important issue, you have done your initial research, and you know what you are going to write about. ***I must approve your topic – I will not accept final papers that have major changes in topic without prior approval.***

I will provide you with comments and feedback after I receive your proposal. You are also encouraged to visit me in my office anytime, before and after the proposal is due, to discuss your paper.

The first three parts of the research proposal should be 400-750 words long, and the fourth part, the annotated bibliography, should be 1750-2250 words long for POLS 4930 students and 2750-3250 words long for POLS 5930 students. The research proposal is due **March 4th**.

Literature Review: The next step is to prepare the literature review. The literature review should include the majority of the articles you used in your annotated bibliography in addition to several newly identified scholarly works, and synthesize them into a shorter, integrated review. Please note that it should not be a sequential explanation of each source. The purpose of the literature review is to better understand how to concisely convey to readers prior research findings, theories, arguments, and shortcomings.

Students registered for POLS 4930 should submit a 1250-2000-words long literature review and students registered for POLS 5930 should submit a 1500-2500-words long literature review. The deadline to submit the literature reviews is **March 25th**.

Rough Draft: After the literature review, you will develop the rough draft, which combines the literature review with your research question, theory, hypothesis, and preliminary research design. For the rough draft, you can use a slightly modified and improved version of your literature review. After the literature review, you will develop your causal mechanism that is presented through a theory and a hypothesis (or multiple hypotheses) derived from your theory. This is when your paper is going to start to take shape and roughly look like an almost-complete research paper. When you are developing your theory and hypotheses, you should aim for

presenting a clearly articulated and supported argument that not only situates itself within the wider discussions on the topic, but makes a contribution to that discussion. Your research design should propose a specific research design to test your hypotheses. Even if your ideas relate primarily to theoretical issues, you must specify some appropriate and feasible method for testing your conjectures in a manner that you could actually follow up and execute if you chose to do so. The research design can use any appropriate method for your specific question, small-N, large-N, experiments, et cetera, or a mixture of methods. At this stage, you do not need to present any results. The rough drafts of POLS 4930 students should be 2750-4000 words long, and the rough drafts of POLS 5930 students should be 3500-5500 words long. The rough drafts are due **April 20**.

Peer Review: Your rough drafts will be reviewed by me as well as one of your classmates. The purpose of the peer review is to help your friends improve their paper. Thus, you should give constructive criticisms and suggestions. The deadline to submit the peer reviews is **April 29th**.

Presentation: During the last class, on **May 4th**, each student will present their research in the class. Each student will be allowed 10 minutes to present their work, followed by a 5-minute discussion and question & answer period. The presentation should be designed to educate your fellow students and communicate your points in a clear, concise, and engaging way. All students in the class are expected to provide useful suggestions for this presentation. Note that although a final version of the paper is not required at this point, I expect a close-to-final-product presentation.

Final paper: By the end of the semester, your research project will culminate into a final paper. The final paper should present a clearly articulated and supported argument that not only situates itself within the wider discussions on the topic, but makes a contribution to that discussion. In addition to repeating knowledge gained from research with a literature review, this assignment shows ability to build upon that knowledge.

The goal of this paper is to create research: research within the complexity of the question, research of historical and cultural context, and research of ongoing academic conversations. The emphasis in this class is on the process of turning topics into questions and exploring the implications of those questions. The goal is not to find a final answer, but to practice analyzing and synthesizing sources within an intellectual community.

Evaluation of the term paper will be based upon how well the student was able to synthesize core theoretical and/or methodological concepts with factual information on global political economic and financial interactions. Students will build critical thinking skills in order to form and support

their analytical arguments, have an opinion and a defined thesis to help investigate available information.

Although methodological details may vary, most disciplines ask that you clarify your role in their conversation. Clarify with whom you are engaging and what you are adding o that discussion. Actively work to acknowledge your use of other sources. This includes proper citation of information and ideas from your research and reading, as well as indicating when you are copying and paraphrasing. Failure to attribute sources opens you up to the charge of plagiarism and academic dishonesty (see below for details).

Students registered for POLS 4930 should submit a 3750-5000 words long complete research design that poses a question, presents a literature review, synthesizes core theoretical and/or methodological concepts with factual information, outlines a hypothesis, and proposes how to test the argument advanced. They can optionally submit a complete research paper that not only proposes a research design, but it also executes the tests.

Students registered for POLS 5930 should submit a 4500-6500 words long complete research paper that poses a question, presents a literature review, synthesizes core theoretical and/or methodological concepts with factual information, outlines and tests a hypothesis, and provides analyses and results.

The final paper is due **May 16th**.

All the deliverables for your final project should be double-spaced with Times New Roman, 12-point font size, and regular (1 inch) margins. Works cited/bibliography sections and appendices do not count against your word-limits. I will provide you with more information about each step throughout the semester.

Tests

Quizzes: There will be several short quizzes throughout the semester. The quizzes will be announced at the previous class or through Blackboard/Email. The quizzes will include questions from the readings and material we covered in the previous classes. There is no predetermined number of quizzes.

Final Exam: This class only has a final exam. The **tentative** date for the exam is **April 27**. The exact date for the exam will be confirmed in the course of the class. Detailed information about the content and dates will be discussed in class and posted on Blackboard.

Missed Exam / Late Work Policy

The general rule is that a missed exam cannot be made-up. However, make-ups or rescheduling the exam will be handled on a case-by-case basis.

For unplanned absences due to emergencies, please contact me as soon as possible to discuss the case and make the appropriate arrangements (please pay extra attention to this for the sessions that you will have to lead the discussion).

Late work for assignments, quizzes, and the components of the final paper is most of the time gladly accepted, but it will result in penalties in grading. This is done for equity reasons to level the playing field for those who manage to turn their work products in on time.

Note that you are not guaranteed to get an extension or a make-up.

Grading

Your final grade will be determined as follows:

Final Exam	25%
Critical Reviews	8% (2% or 4% each)
Discussion Leader	10%
Research Project	37%
• Research Proposal: 5%	
• Literature Review: 5%	
• Rough Draft: 5%	
• Peer Review: 2%	
• Presentation: 5%	
• Final Paper: 15%	
Quizzes, Attendance, and Participation	20%

If we have more than 3 quizzes, the lowest quiz score will be taken out of the final grading.

Extra-credit assignments throughout the semester are possible – but undetermined. Any extra credit assignments and their weights will be announced over the course of the semester.

To determine your final letter grade, the following scale will be used:

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93% - 100%	B	83% - 86%	C	73% - 76%
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%
B+	87% - 89%	C+	77% - 79%	D	60% - 69%
				F	below 60%

I may, at my discretion, impose curves to assignments and final grades and alter the grading scale to require fewer percentage points to obtain a particular letter grade.

Mandatory Syllabus Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

Attendance, Participation, and Classroom Behavior

Attendance to this class is not mandatory. However, class attendance is useful to learn the material and succeed in this class. This course has been designed such that the activities and discussions we experience in class are beneficial for your learning and success, whether you attend the class in person or via Zoom. Your peers and I can summarize the learning that took place, but we cannot reproduce those experiences for you. You can watch the recordings of the lectures after the class, but this is a tool that should only be used if there are no other options. Therefore, I invite you to be discerning about when and why you miss a class. If you cannot physically attend the class but feel well enough to participate remotely, you are expected to do so. If you are not able to attend class for any reason please let me know ahead of time, preferably at least one hour before the class starts.

Missing too much of what happens during class time will make it harder for you to succeed in exams, prepare high-quality assignments, and contribute equitably on discussions and projects. Because later work in the semester builds on earlier work in the semester, missing too many class meetings may put you in a position where you simply cannot “catch up” and withdrawing from the course may be in your interest. If I see that you are moving toward this outcome, I will let you know by email and in person.³ Nevertheless, each one of you is responsible for keeping up with the assigned materials and being aware of schedule or exam date changes.

You are expected to participate actively and meaningfully (that is, following the discussions closely, contributing informed answers to the questions, taking notes actively, and asking relevant questions). Effective engagement in the course is demonstrated through consistent and thoughtful contribution to the classroom community (which includes asking thoughtful questions, not just contributing your own views), through focused attention to course materials and conversations, and through a general responsiveness to (and respect for) your peers. Engagement does not always mean talking a lot (in fact, talking for its own sake can often look like the opposite of engagement). Ideally, you will be engaged, self-directed, and motivated to advance understanding for all of us in our class.

You are also expected to be respectful of the classroom, the space, and each other. During class discussions, you are expected to remain respectful of your fellow students and their perspectives. Examples of disruptive behavior include, but are not limited to, consistently showing up late to class, leaving early without prior approval, walking out in the middle of a lecture without prior approval, or chatting and being noisy in the middle of a lecture or another student’s discussion. If you insist on showing any disruptive behavior in the class, you may be asked to leave the room.

Important Dates

Research Project Meetings: February 8 – February 22

Research Proposal: March 4

Literature Review: March 25

Rough Draft: April 20

Final Exam: April 27

Peer Reviews April 29

Final Paper Presentation: May 4

Final Paper: May 16

³ If you have an unexpected situation arise, or if you anticipate significant absence, due to medical or other reasons, please schedule a meeting with me as soon as possible to discuss the implications for your success in the course.

INSTRUCTOR FEEDBACK AND COMMUNICATION

The best time to get in touch with me is the office hours. If you can't make it to the office hours, you can make an appointment to meet some other time. You can also contact me via email or my office phone. I will try to respond as soon as possible.

Email Communication

When contacting with me through email, please type "POLS 4930" or "POLS 5930" in the beginning of the subject of the email (for example, "POLS 5930: XXXXXXXX"). This will make it easier for me to classify your email and eliminate the chance that I might inadvertently delete it.

Feedback

Timely, specific feedback is essential for growth and learning. Throughout the semester, I will provide you with feedback of various kinds, including informal feedback in meetings and during class and formal feedback on exams and assignments. My expectation is that you will read all written feedback, ask questions about feedback you do not understand, and wrestle with the feedback to identify future actions you can take to improve your learning and performance. Even feedback given at the end of the semester is intended to shape your thinking and your work going forward.

Similarly, you will have opportunities to provide me with feedback on how things are going in the course. Around the mid-term, I will invite you to respond to a short, anonymous online survey to help me better understand your experiences in the course so far. At the end of the semester, you'll also be invited to complete a more comprehensive online evaluation of the course. Along the way, I may ask the class for feedback on specific tasks or assignments – or even if I do not ask, feel free to contact me any time to provide me with your thoughts and suggestions (or just leave anonymous notes with feedback in my mailbox). In all cases, I ask you to treat this process with the same care you hope I bring to the work of providing feedback. Ideally, we all commit to some key principles when providing feedback: reflecting on specific experiences, providing concrete examples and suggestions, and reflecting on our views to ensure any biases we may bring are not interfering with our ability to provide usable feedback.

All of your feedback on this course and the ways in which it has been designed and taught will be taken seriously and will inform how I approach the design and teaching of the course in the future. Indeed, the course looks the way it does today because of constructive feedback from previous students.

Mistakes

From past experience, I have noticed that there is a high frequency of instructor mistakes, especially in the early versions of the course. In order to catch these mistakes quickly, I will buy the first student to catch a substantive numerical or conceptual mistake in the lecture notes a latte (or a drink of their choice from Kaldi's Coffee). This is meant to incentivize the students to be vigilant and pay attention, and the instructor (me) to be careful. A "substantive mistake" means a false statement that will mislead students. A typo is not considered a substantive mistake but I do appreciate them being pointed out to me.

IMPORTANT MATTERS

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel/>

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Mandatory Statement on Face Masks

The University's Interim Policy on Face Masks governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's ADA Policy. Inquires or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's Interim Policy on Face Masks may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Mandatory Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.

5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered “Authorized” absences (effective August 2020 through May 2021).

Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. Remember to “un-mute” yourself just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Non-Video & Asynchronous Contexts (Blackboard, Canvas, Online Chats, Discussion Boards, etc.)

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.
2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
4. Respect others’ time and life circumstances, which often don’t allow for an immediate response to a question or comment.

Disability Services

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student’s eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor’s course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

University Counseling Center

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the [Student Success Center](#) to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

COURSE OUTLINE

Below is a tentative outline of topics we will cover in the course.* I will notify you throughout the semester of when you will be responsible for certain readings in class and on the Blackboard calendar. Please complete the corresponding readings as we proceed in the semester. Any extra readings or sources will also be announced from Blackboard.

Note that we will be choosing which topic to cover on Week 11 during the first class.

Week 1: Introduction and Overview – February 2

This syllabus

[President Biden Delivers Remarks on Strengthening American Manufacturing & Signs an Executive Order](#): – watch the first 10 minutes 21 seconds.

Optional Video:

[Janet Yellen’s Senate Confirmation Hearing for Secretary of the Treasury](#):

Week 2: History of International Trade and Finance & Major Theories – February 9

Oatley, Chapter 1

Irwin, Douglas (2001). “A Brief History of International Trade Policy” The Library of Economics and Liberty Featured Article. Available from: <https://www.econlib.org/library/Columns/Irwintrade.html>

(*) Gourevitch, Peter Alexis (1977). “International Trade, Domestic Coalitions, and Liberty: Comparative Responses to the Crisis of 1873-1896.” *The Journal of Interdisciplinary History*, 8(2): 281-313.

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

Planet Money (2016). “Trade Show: <https://www.npr.org/sections/money/2016/09/23/495226796/episode-725-trade-show>”

Optional Readings:

Esteves, Rui & Pilar Nogues-Marco, (2019). "Monetary Systems and the Global Balance-of-Payments Adjustment in the Pre-Gold Standard Period, 1700-1870," CEPR Discussion Papers 13652, C.E.P.R. Discussion Papers.

Here is an 18 minute podcast about the article: <https://voxeu.org/vox-talks/history-international-finance>

Frieden, Jeffrey (2020). *Global Capitalism: Its Fall and Rise in the Twentieth Century and Its Stumbles in the Twenty-First*. W.W. Norton & Company.

* This is a tentative course outline. I reserve the right to make changes in the interest of course quality. Any changes will be announced during class and from Blackboard/Email.

Kindleberger, Charles (1975). "The Rise of Free Trade in Western Europe, 1820-1875." *The Journal of Economic History*, 35(1): 20-55.

Kose, M. Ayhan, Eswar Pasad, Kenneth Rogoff, and Shang-Jin Wei (2006). "Financial Globalization: A Reappraisal." *IMF Working Paper*, WP/06/189 (Read pages 1-32).

Week 3: Trade Policy: International Institutions and Determinants – February 16

Oatley, Chapters 2 & 3

Busch, Mark L. & Eric Reinhardt (2003). "Developing Countries and GATT/WTO Dispute Settlement." *Journal of World Trade*, 37(4): 719-735.

(*) Goldstein, Judith L., Douglas Rivers and Michael Tomz (2008). "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade." *International Organization*, 61(1): 37-67.

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. (only read the introduction & conclusion)

Optional Readings:

Barton, J. H. et al. (2008) *The Evolution of the Trade Regime: Politics, Law, and Economics of the GATT and the WTO*, Princeton, N.J.: Princeton University Press.

Odell, John ed. (2006) *Negotiating Trade, Developing Countries and the Trade Negotiation Process*. Cambridge University Press.

Week 4: Trade Policy: Domestic Institutions and Determinants I – February 23

Oatley, Chapter 4

Alt, James E., Jeffry Frieden, Michael J. Gilligan, Dani Rodrik, & Ronald Rogowski (1996). "The Political Economy of International Trade: Enduring Puzzles and an Agenda for Inquiry." *Comparative Political Studies*, 29(6): 689-717.

(*) Hainmueller, J. and M. J. Hiscox (2006) "Learning to Love Globalization: The Effects of Education on Individual Attitudes towards International Trade," *International Organization*, 60 (2): 469-498.

(*) Scheve, Kenneth F. & Matthew J. Slaughter (2001). "What Determines Individual Trade Policy Preferences?" *Journal of International Economics*, 54(2): 267-292,

Optional Readings:

Mansfield, Edward D. & Diana C. Mutz (2009). "Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-Group Anxiety." *International Organization*, 63(3): 425-457.

Rho, Sungmin, and Michael Tomz. 2017. "Why Don't Trade Preferences Reflect Economic Self-Interest?" *International Organization*, 71(1): 85-108.

Week 5: Trade Policy: Domestic Institutions and Determinants II – March 2

Oatley, Chapter 5

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

(*) Page, Benjamin I., Larry M. Bartels, and Jason Seawright (2013). “Democracy and Policy Preferences of Wealthy Americans.” *Perspectives on Politics*, 11(1): 51-73.

(*) Rodrik, Dani (1998). “Why do More Open Economies Have Bigger Governments?” *Journal of Political Economy*, 106(5): 997-1032.

Optional Reading:

Mansfield, E. D. and H. V. Milner (2012) *Votes, Vetoes, and the Political Economy of International Trade Agreements*, Princeton, N.J.: Princeton University Press.

Week 6: Trade and Development – March 9

Oatley, Chapters 6 & 7

(*) Dollar, David (2005). “Globalization, Poverty, and Inequality Since 1980.” *The World Bank Research Observer*, 20(2): 145-175.

Rodrik, Dani (1992). “The Limits of Trade Policy Reform in Developing Countries.” *The Journal of Economic Perspectives*, 6(1): 87-105.

Shan, Weijian (2019). “The Unwinnable Trade War.” *Foreign Affairs*. November/December: 99-108.

Optional Readings:

Rodrik, Dani (2008). *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*, Princeton, New Jersey: Princeton University Press.

Williamson, John (2004). “A Short History of the Washington Consensus.” Paper commissioned by Fundación CIDOB for a conference “*From the Washington Consensus towards a new Global Governance*,” Barcelona, September 24–25, 2004.

Week 7: International Monetary Systems & Exchange Rate Regimes – March 16

Oatley, Chapters 10 & 11

Eichengreen, Barry (1987). “Hegemonic Stability Theories of the International Monetary System” in Frieden, Lake, and Broz eds. *International Political Economy: Perspectives on Global Power and Wealth*, pp. 220-244.

Dani Rodrik (2007). “The Social Cost of Foreign Exchange Reserves.” *International Economic Journal*, 20(3): 253-266.

(*) Ilzetzki, Ethan, Carmen M. Reinhart, & Kenneth S. Rogoff (2019). “Exchange Arrangements Entering the Twenty-First Century: Which Anchor will Hold?” *Quarterly Journal of*

Economics, 134(2): 599-646.

Week 8: Exchange Rate Politics – March 23

Oatley, Chapters 12 & 13

Broz, Lawrence & Jeffrey Frieden (2001). “The Political Economy of International Monetary Relations.” *Annual Review of Political Science*, 4: 317-343.

Frieden, Jeffrey A. (2008). “Globalization and Exchange Rate Policy.” in Ernesto Zedillo ed. *The Future of Globalization*, pp. 344-357.

(*) Steinberg, David A., and Krishan Malhotra (2014). "The Effect of Authoritarian Regime Type on Exchange Rate Policy." *World Politics*, 66(3): 491-529

Optional Listening:

Stuff You Should Know (2014). “How Currency Works: <https://www.iheart.com/podcast/105-stuff-you-should-know-26940277/episode/how-currency-works-29467566/>”

Week 9: Foreign Direct Investment – March 30

Oatley, Chapters 8 & 9

Nathan M. Jensen (2003). “Democratic Governance and Multinational Corporations: Political Regimes and Inflows of Foreign Direct Investment.” *International Organization*, 57(3): 587-616.

(*) Elkins, Zachary, Andrew T. Guzman, and Beth A. Simmons (2006). “Competing for Capital: The Diffusion of Bilateral Investment Treaties, 1960–2000.” *International Organization*, 60(4): 811-846.

Optional Readings:

Jackson, James K. (2017). *U.S. Direct Investment Abroad: Trends and Current Issues*. Washington D.C.: Congressional Research Service.

Jackson, James K. (2017). *Foreign Direct Investment in the United States: An Economic Analysis*. Washington D.C.: Congressional Research Service.

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

Mosley, L. & Saika Uno (2007). “Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights,” *Comparative Political Studies*, 40(8): 923-948.

Week 10: Politics and Mechanics of Economic Crises – April 6

Oatley, Chapters 14 & 15

Lawrence H. Summers (2000). “International Financial Crises: Causes, Prevention, and Cures.”

American Economic Review, 90(2): 1-16.

(*) Kaminsky, Graciela L. & Carmen M. Reinhart (2000). "On Crises, Contagion, and Confusion." *Journal of International Economics*, 51(1): 145-168.

(*) Broz, Lawrence (2005). "Congressional Politics of International Financial Rescues," *American Journal of Political Science*, 49(3): 479-496.

The Indicator (2019). "The Roman Financial Crisis Of A.D. 33: <https://www.npr.org/2019/12/30/792386687/the-roman-financial-crisis-of-a-d-33>"

Optional Readings:

Kindleberger, Charles P. & Robert Z. Aliber (2015). *Manias, Panics, and Crashes: A History of Financial Crises*, Palgrave Macmillan.

Reinhart, Carmen M., and Kenneth S. Rogoff (2009). *This Time is Different: Eight Centuries of Financial Folly*. Princeton: Princeton University Press.

This American Life (2012). "Continental Breakup: <https://www.thisamericanlife.org/455/continental-breakup>"

Week 11: Migration – April 13

Farell, Henry (2010). "Good Writing in Political Science: An Undergraduate Student's Short Illustrated Primer V.1.01"

Mayda, Anna Marie (2006). "Who is Against Immigration? A Cross-Country Investigation of Individual Attitudes toward Immigrants." *The Review of Economics and Statistics*, 88(3): 510-530.

(*) Hainmueller, Jens & Michael J. Hiscox (2010). "Attitudes Towards Highly Skilled and Low Skilled Immigration, Evidence from a Survey Experiment," *American Political Science Review*, 104(1): 61-84

(*) Hix, Simon & Abdul Noury (2007). "Politics, Not Economic Interests: Determinants of Migration Policies in the European Union." *International Migration Review*, 41(1): 182-205.

Week 12: Globalization – April 20

Garrett, Geoffrey (2000). "The Causes of Globalization." *Comparative Political Studies*, 33(6): 941-991.

Scheve, Kenneth F. & Matthew J. Slaughter (2018). "How to Save Globalization," *Foreign Affairs*, November/December: 98-108.

(*) Rodrik, Dani (2007). "How to Save Globalization from its Cheerleaders." *The Journal of International Trade and Diplomacy*, 1(2): 1-33

(*) Goodwin, Matthew & Caitlin Milazzo (2017). "Taking Back Control? Investigating the Role of Immigration in the 2016 Vote for Brexit," *The British Journal of Politics and International Relations*, 19(3): 450-464.

Optional Reading:

Rodrik, D. (2012) *The Globalization Paradox: Democracy and the Future of the World Economy*. W.W. Norton & Company.

Stiglitz, J.E. (2017) *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*. W.W. Norton & Company.

Final Exam – April 27

None! Study for the exam ☺. [Work hard and avoid the call of the sirens.](#)

Student Presentations – May 4