

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.

Readings

You are expected to have completed the readings prior to class each week because lectures largely engage

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 (

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
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***

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

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%

The health and well-being of SL

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

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

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

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 -877-525-5669 or online at

<http://www.lighthouse-services.com/slu>

the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel/>

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

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 [policies](#) 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).

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

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:

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

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.

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

1. management system, remember that your course-related communications to the instructor 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 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. 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. Confidentialia5()JTJ000912 0 6141 m

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](#) [Secretary of the Treasury](#):

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

Oatley, Chapter 1

Economics and Liberty Featured Article. Available from:
<https://www.econlib.org/library/Columns/Irwintrade.html>

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Comparative Responses to the Crisis of 1873- *The Journal of Interdisciplinary History*, 8(2): 281-313.

Journal of Economic History, 35(1): 20-55.

Kose, M. Ayhan, Eswar Pasad, Kenneth Rogoff, and Shang-
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
Journal of World Trade, 37(4): 719-735.

n International

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., Jeffrey Frieden, Michael J. Gilligan, Dani Rodrik, & Ronald Rogowski (1996).

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

(*) Kaminsky,

Journal of International Economics, 51(1): 145-168.

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

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

Undergraduate

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.

(*) Hainmuell Attitudes Towards Highly Skilled and Low Skilled Immigration, Evidence from a Survey Experiment *American Political Science Review*, 104(1): 61-84

(*) Determinants of *International Migration Review*, 41(1): 182-205.

Week 12: Globalization – April 20

941-991. *Comparative Political Studies*, 33(6):

Foreign Affairs, November/December: 98-108.

The Journal of International Trade and Diplomacy, 1(2): 1-33

of Immigration in the 2016 V Back Control? Investigating the Role *The British Journal of Politics and International Relations*, 19(3): 450-464.

