

**POLS 4670/5670: POLITICS OF INTERNATIONAL TRADE & FINANCE  
SPRING 2023**

**Instructor:** Dr. Ali Fisunoglu

**Office:** McGannon 126

**Phone:** 314-977-8192

**Email:** ali.fisunoglu@slu.edu

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**

The course does not have a required textbook. However, students who want background information on the theoretical issues can purchase the following book:

Oatley, Thomas (2023). *International Political Economy, Seventh Edition*. Routledge.

ISBN10: 1032232669. ISBN13: 978-1032232669.

This is the latest edition of the book. However, older versions of the book can also be used to obtain background information.

Various additional readings are also required

Azmanova, A. (2022). *Capitalism on Edge: How Fighting Precarity Can Achieve Radical Change Without Crisis or Utopia*. New York City, N.Y.: Columbia University 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)

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 takeaway messages of the course.

## **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 a more dramatic fashion some key lessons.

Background Readings: 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. Background readings are optional, but I recommend you at least skim them to have a general sense of the concepts we will cover during the week.

Additional Readings (and Videos): Each week 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 4670 will lead the discussion on one reading, and students registered for POLS 5670 will lead the discussion on two readings throughout the semester. The discussion leader should make a presentation (a PowerPoint 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 suggest ways to improve the article. You should also connect the paper with whole class. Each presentation/discussion will be limited to thirty 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.

Every student is expected to read the papers, even if someone else is presenting them. Your contributions to 0(to ric)3(ussi)-3(on )ill aourt owernd yo3(usrpa)47rticipateon de-9(e)4(n)JTJETQq0.00000912

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 ne

Research Project: You will be expected to complete a research project on 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,







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:

Critical Reviews	12% (4% or 6% each)
Discussion Leader	12%
Final Exam	20%
Research Project	36%
x Research Proposal: 4%	
x Literature Review: 4%	
x Rough Draft: 5%	
x Peer Review: 4%	
x Presentation: 5%	
x Final Paper: 14%	
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-

### **Attendance, Participation, and Classroom Behavior**

Attendance in this class is not mandatory. However, class attendance is useful for learning the material and succeeding 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

## **Important Dates**

Research Project Meetings: January 19 – February 9

Research Proposal: February 23

Literature Review: March 23

Rough Draft: April 20

Final Exam: April 27

Peer Reviews April 29

Final Paper Presentation: May 4

Final Paper: May 15

## **INSTRUCTOR FEEDBACK AND COMMUNICATION**

The best time to get in touch with me is during office hours. The office hours will take place in person (McGannon 126) and via Zoom (<https://slu.zoom.us/j/730373101>) the office hours, you can make an appointment to meet some other time. You can also contact me via email. I will try to respond as soon as possible.

## **Email Communication**

4670

5670 at the beginning

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 useful feedback. Irrelevant from the feedback part, but please email me if you are reading this. The first two students to detect this and email me will get a prize!

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**

3.

- x 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 a University-wide face mask requirement.

**When a University-wide face mask requirement is not in effect**, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

### **ADA Accommodations for Face Mask Requirements**

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 (students) or Human Resources (instructors) to initiate the accommodation process [ADA Policy](#). Inquiries 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).

### **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>

## **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

## University Writing Services



**Week 2: History of International Trade and Finance & Major Theories ±January 26**

Background Reading: Oatley, Chapter 1



## Week 6: Trade and Development ±February 23

Background Reading: Oatley, Chapters 6 & 7

(\*)

*Research Observer*, 20(2): 145-175.

*The World Bank*

Rodrik, Dani

*of Economic Perspectives*, 6(1): 87-105.

*The Journal*

Shan, Weijian (2019)  
108.

*Foreign Affairs*. November/December: 99-

### Optional Readings:

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

*Global Governance*

Paper commissioned  
*From the Washington Consensus towards a new*  
25, 2004.

## Week 7: International Monetary Systems & Exchange Rate Regimes ±March 2

Background Reading: Oatley, Chapters 10 & 11

VOX, CEPR Policy Portal. Available at: <https://cepr.org/voxeu/columns/operation-and-demise-bretton-woods-system-1958-1971>

Eichengreen, Barry (198

in Frieden, Lake, and Broz eds. *International Political Economy: Perspectives on Global Power and Wealth*, pp. 220-244. (skim)

(\*) Ilzetzki, Ethan, Carmen M. Reinhart, & Kenneth S. Rogo

Entering the Twenty-  
*Economics*, 134(2): 599-646.

*Quarterly Journal of*

Rodrik, Dani (2007





Optional Reading:

*International Trade and Diplomacy*, 1(2): 1-33

*The Journal of*

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*