IS THIS COURSE THE RIGHT ONE FOR YOU?

Are you interested in whether trade liberalization is as good or as bad as it is sometimes claimed? Do you wonder if globalization is really a new phenomenon or just a new word for something that’s been going on a long time? Are you concerned about labor immigration and outsourcing? Do you wonder if global engagement can improve the welfare of the millions of people who live in poverty? Are you looking for an approach to these questions that is based on economic reasoning and empirical methods?

If you answer “yes” to these questions, this course is for you. In it, we apply the tools of neoclassical economics to the study of global economic integration. Our study is guided by the theories and methods economists have developed to understand why international flows of goods, services, labor, and capital occur and their effect on income levels, income inequality, and other aspects of the economic wellbeing. We apply similar methods to data we collect on globalizing developing countries. Throughout the course, we remain open to ideas, to inquiry, and to empirical assessment.

COURSE DESCRIPTION

Economics 665 is a one-semester course in international economics for master’s students, including those from Economics, International Relations, Law, and Public Administration. The course is an introduction to global economic integration and the institutions that regulate it. Students are introduced to the tools of international economic analysis and they apply these tools to the study of the globalization experiences of one developing country.
The prerequisite for Economics 665 is completion of or concurrent enrollment in masters-level microeconomics (such as ECN 601 or PPA 723). Although the course emphasizes the logic and method of economic modeling, it is necessarily taught with a minimum of mathematics. Students are expected to be able to read and interpret graphs and tables and to solve simple algebraic problems.

Because the course focuses on both theory and application, we use a variety of approaches to teaching and learning. Technical material will be conveyed in standard lecture format. Policy issues will be examined through class discussion. Students are required to complete a series of problem sets, designed to help them master the technical skills in the course. These problem sets will be completed on-line, using Aplia software. To have access to Aplia you must buy the textbook/software bundle for sale at SU Bookstore.

LEARNING OUTCOMES

As a consequence of successfully completing this course, students will be able to:
- Explain the sources of international comparative advantage;
- Explain the sources of gains from trade;
- Relate the sources of comparative advantage to the distributional consequences of trade;
- Describe the institutions guiding the international exchange of goods and services;
- Explain the causes and consequences of international movement of labor and capital;
- Master tools and techniques for analyzing the trade patterns and commercial policies of a country.

COURSE REQUIREMENTS AND STUDENT ASSESSMENT

Examinations -- 50 percent of grade.
There are two sectional examinations, each of which accounts for 25 percent of the final grade. No make-ups will be given for exams unless a student experiences a medical or family emergency and notifies the professor before the exam is given. Any form of cheating during exams will result in a grade of zero and forwarding to the Academic Integrity Office.

Homework Problem Sets -- 20 percent of grade.
Five homework assignments must be completed on-line prior to the due date. The Aplia software also offers “Grade it Now,” a system that allows a student to attempt a problem set up to three times with variables randomized on each attempt.

Research Paper -- 20 percent of grade.
Students will be graded on each phase of the project: collection of data,
descriptive material, and analysis. Students will be graded on their ability to synthesize the material they have collected and to make sense of it using lectures, discussions, and readings from the course. All profiles must be completed by the due date.

Class Participation -- 10 percent of grade.
I will assess your contributions to general class discussion, both for quantity and quality.
I will also assess your in-class presentations of assigned readings. Other measures include class attendance, problem solving, and your willingness to ask questions and participate in class discussions. To be considered of high quality, your contributions must reflect knowledge of the facts, familiarity with the appropriate analytical material, and sensitivity to the discussion as a group effort.

Syllabus Academic Integrity Statement

The Syracuse University Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. In particular for this class, when using material from any source, including the Web, students are expected to uphold the highest standards of academic integrity. Students must avoid plagiarism, defined as “the representation of another’s words, ideas, programs, formulas, opinions, or other products of work as one’s own either overtly or by failing to attribute them to their true source (SU Rules and Regulations, Section 1.0). Plagiarism can be easily avoided by careful attention to documentation of all source materials and by acknowledgment of those sources. Students found to have cheated, misrepresented or plagiarized may receive a grade of F for the assignment or the course. Students have a right to appeal. For more information and the complete policy, see http://academicintegrity.syr.edu

Syllabus Statement Regarding Disability-Related Accommodations

Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS), 804 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the ODS website, http://disabilityservices.syr.edu/.
COURSE MATERIALS

There are two texts required for this course, plus purchased access to Aplia. There will also be a small number of additional readings available on our class Blackboard website. All reading listed in the class schedule is required.


International Economics, Globalization, and Policy: A Reader, Philip King and Sharmila King, eds., McGraw Hill/Irwin, 2009. We will use all the articles in this reader related to international trade and globalization.

COURSE OUTLINE AND CLASS SCHEDULE

Please Note: FT refers to the Feenstra and Taylor textbook. KK refers to the King and King reader. Papers followed by the word (BLACKBOARD) are available in pdf form on our class Blackboard site.

January 18  Introduction to the Course

January 20  Globalization and its Determinants
             FT Chapter 1
             KK Chapter 3

January 25, 27 Trade and Technology: The Ricardian Model
             FT Chapter 2

February 1, 3 Gains and Losses from Trade in the Specific-Factors Model
             FT Chapter 3

February 8, 10 Trade and Resources: The Heckscher-Ohlin Model
             FT Chapter 4

February 15 Income Distribution and Attitudes toward Free Trade
             Anna Maria Mayda and Dani Rodrik, “Why Are Some People (and Countries) More Protectionist than Others?” European Economic Review
February 17  Case Study and Discussion on the Distributional Effects of Trade Scissor man Case (BLACKBOARD)

February 22, 24  International Movement of Labor and Capital
FT  Chapter 5
KK Chapter 10, Chapter 12 and Chapter 13

March 1, 3  Increasing Returns to Scale and Imperfect Competition
FT Chapter 6
KK Chapter 15

March 8  Catch-up and Review

March 10  First Examination

March 22, 24  Foreign Outsourcing of Goods and Services
FT Chapter 7
KK Chapters 6, 7, and 8

March 29, 31  Import Tariffs and Quotas under Perfect Competition
FT Chapter 8
The WTO in Brief
www.wto.org/english/res_e/dolpub_e/inbr_e.pdf

April 5, 7  Import Tariffs and Quotas under Imperfect Competition
FT Chapter 9


April 12  Export Subsidies in Agriculture and High-Technology Industries
FT Chapter 10
KK Chapter 2, Chapter 16

April 14  International Agreements: Trade, Labor, and the Environment
April 19  
**Is Trade Liberalization Good for Development?** (BLACKBOARD)  


April 21  
**Empirical Evidence on Trade and the Environment**  
Mary Lovely and Judy Dean, “Trade Growth, Production Fragmentation and China’s Environment,” R.C. Feenstra and S-J. Wei, eds., *China’s Growing Role in World Trade*, University of Chicago Press, 2010. (BLACKBOARD)


April 26  
**Trade Conflict: Old Wine in New Bottles?**  

April 28  
**Catch-Up and Review**  
Course Evaluations Administered

May 3  
**EXAMINATION #2**

May 9  
**Research Paper Due by 3 p.m.**