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Textbook: International Economics, 6th edition, by James Gerber

Course description: This is an international trade course. The course fits into the broader label of international economics, so we will cover not only international trade but also topics on international finance. We will study different theories of trade such as the Ricardian and the Heckscher-Ohlin models, as well as extensions of these models. We will also analyze the role of international economic organizations and discuss both economic and ethical issues of trade, of the international institutions, and of policies to encourage trade and/or to protect industries. Ultimately we want to be able to understand why countries trade and how trade affects production and consumption decisions in each country. We also want to know if countries gain from trading, and whether gains from trade for a country result in gains for everyone in a country or if there are winners and losers from trade within a country. On the international finance side we will explore the balance of payments, foreign currency and exchange rates, capital flows, and the impact on these of different monetary and fiscal policies.

Program learning goals:

- 1. Critical thinking.
- 2. Oral communication.
- 3. Written communication.
- 4. Collaboration.
- 5. Conduct (ethics).
- 6. Competency in discipline

Course learning objectives: After completion, students should have developed a good understanding of international trade, the motivations for trade, and the policy issues associated with international trade and the protection of countries' own interests. Specifically, after completion of the course, students should be able to:

- Discuss the current status of world economic integration and compare it to the historic context. 1, 6
- Identify key international organizations and their roles. 6
- Understand different models of international trade and their weaknesses and strengths in describing trade in a manner consistent with empirical evidence. 1, 6

- Discuss tariffs, quotas, and other forms of protection, and identify the motivation for their use, their effectiveness in achieving their desired goals, and the potential pitfalls of these policies. 1, 2, 3, 6
- Identify potential winners and losers from trade, and discuss associated policies. 1, 6
- Understand financial flows, financial integration, and the associated risks. 1, 6
- Develop own perspectives and discuss current international trade and international finance issues using the tools learned in the class. 1, 2, 3, 5, 6

Important dates:

First lecture	January	$23^{\rm rd}$
First midterm exam	February	27^{th}
Second midterm exam	April	17^{th}
Final examMa	ay 15 th , 7 - 9	РМ

Grading: There will be regular homework problems (15%), two midterm exams (40%), five unannounced in-class quizzes (15%), and one final exam (30%). While there will not be a participation grade, I believe that attending lectures and actively participating with both questions and contributions to discussions is beneficial for both your own understanding of the material and that of your peers. I therefore strongly encourage not only attending lectures, but also showing up prepared and ready to discuss the material. Regular class participation can help your grade if you are on the borderline between two grades.

All homework must be turned in on time. Homework turned in late will not be graded. To the extent possible we will have homework problems on Blackboard, and each of these will be available only up to the due date and time. There will be no make-up exams. If you miss a midterm, the weight of that exam will be put onto the final exam. Please note this is a risky proposition since the final will become a very large portion of your grade, not to mention that truly, the best way to prepare for the final exam, is to do all required work regularly, including taking the midterm exams.

Letter grades for this class will be determined based on the total points in all assignemnts/exams as follows:

A- to A+ 90% to 100%
B- to B+ 80% to 89.99%
C- to C+ 70% to 79.99%
D- to D+ 60% to 69.99%
F 0% to 59.99%

Exams and the whole class may be curved, at my discretion. This will be done in order to adjust for difficulty of the class.

Tentative schedule of lectures:

January 23 rd	\dots Chapters 1 and 2
January 30^{th}	Chapter 3
February 6^{th}	Chapter 4
February 13^{th}	Chapter 5
February 20 th	Chapter 6
February 27 th	Review
March 6 th	Midterm 1
March 13^{th}	Chapters 7 and 8
March 20^{th}	Chapter 9
March 27^{th}	Spring recess
April 3 rd	Chapter 10
April 10 th	Review
April 17 th	Midterm 2
April 24^{th}	Chapter 11
May 1^{st}	$\dots \dots $
May 8^{th}	Review
May 15^{th}	Final exam

Academic honesty:

- 1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
- 2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
- 3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.
- 4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

- 5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
- 6. The Academic Appeals Board shall consist of faculty and at least one student.
- 7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
- 8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

Disability accomodations: Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

Disclaimer: This syllabus is subject to changes. Any changes will be made in lecture and/or Blackboard with at least one week of notice, except under extraordinary circumstances.