This course fulfills an elective requirement for the economics major and minor as well as an elective requirement for the International Business major and the International Relations major. Enrollment is open to students who have completed ECON 210.

**Required Text**


**Course Learning Goals**

As an elective course for the economics major and minor, this class has the following learning goals to be achieved as indicated.

- Students will develop a command of existing economic knowledge by completing readings in the course text, participating in discussions about readings from the course text, completing homework assignments, completing exams, and completing a persuasive essay.

- Students will utilize existing economic knowledge to explain economic issues by participating in discussions about readings from the course text, completing homework assignments, completing exams, and completing a persuasive essay.

**Course Content/Outline**

The course is divided into two sections as illustrated in the course outline below. We will try to adhere to this outline, but adjustments may be needed. The first block focuses on international trade theory. The second block deals with international trade policy.

**Discussion Questions and Homework**

For each daily reading assignment, the instructor will provide a list of discussion questions. These questions will focus on issues to be considered during class discussions of the readings. You should use these questions to help prepare for class and should come to class prepared to engage in discussion of these questions. Selected questions, as well as end-of-chapter problems from the text, will be periodically assigned as homework problems. Your homework answers must be written either in pencil (not ink) or word processed. Graphs must be neatly drawn and properly labeled.
Exams

Two open-book, open-note, take home exams will be given that respectively cover material from the first and second sections of the course. These exams will be composed of discussion/homework problem-type questions. They must be completed in pencil (not ink) or word processed. Graphs must be neatly drawn and properly labeled.

Persuasive Essays

During finals week you are asked to submit a five page (minimum) persuasive essay in which you will identify and summarize selected arguments in favor of free international trade and arguments against free trade. Having done so, you will present your own strong or nuanced argument either for or against free trade, and provide a reasoned explanation in support of your position. Your primary reference for these essays will be the course text, but additional, selected resources for preparation of the essays are provided below.

Reflective Essays

During finals week you are asked to submit a reflective essay in which you provide an analysis of how you have met the course learning goals identified above. The reflective essay assignment and grading rubric used to evaluate it are appended to this syllabus below. It will be graded on a pass/fail basis.

Evaluation Procedures

Progress in achieving the course learning goals will be determined by the quality of work relative to the work of your class peers as follows. Students may request an instructor-evaluation of their progress at any time during the semester.

Relative Quality of Written Homework Answers 20%
Relative Quality of Exams (25% each) 50%
Relative Quality of Persuasive Essay 20%
Relative Quality of Reflective Essay (Pass/Fail) 10%

The grade percentile/letter grade scale for all graded work is as follows.

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

Late Assignments, Academic Dishonesty, Cell Phones/PDAs/Laptops

While attendance will not be monitored in a formal way, the instructor will notice who attends class regularly and who does not. Students who have good attendance histories learn more and perform better in this class than do students with spotty attendance. Unless you are ill, have a personal or family emergency, or are participating in a college sponsored event, you should attend class.
Late assignments (homework, exams, essays) will be accepted without penalty as determined at the instructor's discretion only if you have previously informed the instructor of a legitimate excuse for doing so in person, via email, via phone, or in a phone message (NOTE: email and phone messages must be left prior to the starting time of class when the assignment is due). Legitimate excuses for absence are absolutely limited to illness, personal and family emergencies, and participation in college-sponsored events. You must turn in your own assignments. The instructor will not accept your assignment if it is turned in by another student unless you have previously arranged to do so.

College policy concerning academic dishonesty will be observed in this course. Students should consult the Linfield College Course Catalog for information about academic dishonesty and the disciplinary actions that may be invoked.

If you bring cell phones and other personal data devices with you to class, you must turn them off before class begins and they are to remain off for the duration of the class period unless given permission to use them or informed otherwise by your instructor. The first violation of this policy will result in a warning. If a second violation occurs, you will be asked to excuse yourself from the class for the duration of that class period. Third and subsequent violations will result in a lowering of your grade for the course as determined at the instructor’s discretion.

**College Disability Statement**

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations contact Cheri White, Assistant Director of Learning Support Services (LSS), within the first two weeks of the semester to request accommodations. LSS is located in Walker 126 (503-883-2444). You should communicate with the instructor about your accommodations and any special needs the instructor should be aware of.
Course Outline

I. International Trade Theory

M 8/29: Course Introduction
W 8/31: Ch. 2
W 9/7, M 9/12: Ch. 3
W 9/14, M 9/19: Ch. 4
W 9/21; M 9/26, W 9/28: Ch. 5
M 10/3, W 10/5: Ch. 6
M 10/10: Ch. 7
W 10/12, M 10/17; W 10/19: Ch. 8
M 10/24 Exam I Review; Exam I Distribution
W 10/26: Exam I Due 2:35 p.m.

II. International Trade Policy

M 10/31, W 11/2: Ch. 9
M 11/7, W 11/9, M 11/14: Ch. 10
W 11/16: Ch. 11
M 11/28, W 11/30: Ch. 12

M 12/5: Exam II Review, Exam II Distribution
First Drafts of Reflective Essays Due (optional)

W 12/7: Exam II Due 2:35 p.m.

T 12/13: Persuasive Essay Due and Reflective Essay Due 1:00 p.m.
Selected Resources for Persuasive Essays

In addition to the course text, some or all of the following may be useful.

Info Sources:

EconLit is a searchable database for economics journal articles printed from 1969 to present. It can be accessed through Nicholson Library’s webpage by choosing “Research Databases” followed by “Business and Economics” followed by “Economics” followed by “EconLit”.

There are many good economics blogs that deal with topics relevant to this class. One of the best is the New York Times’ economics blog Economix (http://economix.blogs.nytimes.com). In addition to posting blogs from good economists on a variety of issues, it contains a tag list of topics, a blog roll of other good econ blogs, and links to economic resources.

You can find articles on Google Scholar (http://scholar.google.com) searching by using keywords for the topics you wish to research.

VOX (http://www.voxeu.org) provides research-based policy analyses and commentaries by leading economists.

The Peterson Institute for International Economics (http://www.iie.com) is a private, nonprofit, nonpartisan research institution devoted to the study of international economic policy.

Newspapers and magazines may be good sources of current information and provide examples of good op-ed articles on some issues. The best of these are The Economist, The Wall Street Journal, and The New York Times. The Times is available free online at http://www.nytimes.com. All are available in the library.

Examples of Persuasive Essays:

Good examples of op-ed-style pieces that provide a sense of what your persuasive essays should look like can be found in the Economics Focus section of The Economist magazine.

Instructions: Please complete a three to five page essay that persuasively argues that you have met the learning goals for this course. As noted on the course syllabus these learning goals are:

- Displaying Command of Existing Economic Knowledge
- Utilizing Existing Economic Knowledge to Explain Economic Issues

In order to do so you should identify one or more topic(s)/issue(s) from the list below and provide a clear, concise explanation of the topic/issue that is so well constructed the instructor is persuaded that you have indeed met the learning goals.

The essay must be completed in Word and should be double-spaced and well written (no spelling errors, use of proper grammar, sentence structure, paragraphs, etc.).

The essay will be evaluated using the attached rubric. Your essay is due both in written form and electronically as a Word document at jsummer@linfield.edu on the day and time of the final exam scheduled for this class.

List of Topics/Issues For the Reflective Essay

- The Gravity Model: Who Trades with Whom?
- The Ricardian Model: Comparative Advantage and the Gains from Trade
- The Specific Factors Model: The Gains from Trade and Income Distribution Effects
- The Hecksher-Ohlin Model: The Hecksher-Ohlin Theorem and Empirical Evidence
- The Standard Model: Relative Price Determination and the Gains from Trade, The Effects of Economic Growth, The Effects of Tariffs and Export Subsidies, and International Borrowing and Lending
- External Economies and International Trade
- The Costs and Benefits of Tariffs
- The Costs and Benefits of Import Quotas and Export Subsidies
- International Negotiations and Trade Policy Formation
- Your Reflective Essay
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