

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Economics and Finance**  
**with effect from Semester A 2020 /21**

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**Part I Course Overview**

**Course Title:** Advanced International Trade

**Course Code:** EF5400

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

The main intended learning outcome would be, among other objectives: to train the students to learn the advanced concepts and both analytical and empirical techniques in international trade theory and policies, so that they can compare and evaluate the efficacy of various advanced models and policies. More importantly, they can develop their own frameworks and policy measures for research and applications. Ultimately, students will be able to connect themselves with the international trade system, develop confidence and ability in analysing international economic issues by applying relevant theories, form logical reasoning and critiques on world trade affairs and policies, and offer creative and innovative solutions to conflicts among trading partners and challenges of inequality due to globalization in the ever-changing global economy.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Comprehend the standard international trade theories and models and apply them to explain and predict trade patterns, basis for trade and welfare effects.	-	√	√	√
2.	Develop practical insights from the perspective of New Trade Theory, including the welfare and income distribution implications of various trade policies, including various tariff and non-tariff barriers, etc.	-	√	√	√
3.	Apply the knowledge and theories to form critiques and offer policy recommendations for real world trade issues such as the soaring global food and oil prices, poverty, income inequality, unemployment, multinational coordination in tackling global warming, trade wars, intellectual property right protection, and global sourcing.	-	√	√	√
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**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
Lectures	The lectures encourage students to think critically and logically by interactively discussing the main issues. Real-world examples are discussed in the lectures to help students understand the current trade issues through the lenses of the theoretical and empirical framework proposed in the literature.	√	√	√	3 hours
In-class presentation	In-class presentations will be discussed. Students will get a better understanding of the essential materials in international trade by interpreting what they learn from the lecture.	√	√	√	3 hours during the last several weeks
Mid-term and Final Examination	The examinations contain both numerical questions and short essay questions. Both of them test students' ability to understand, discover and innovate. Students will have to demonstrate to be able to master not only the details of the quantitative frameworks discussed in the course but also the big picture of what they learn.	√	√	√	

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.			Weighting	Remarks
	1	2	3		
Continuous Assessment: <u>50</u> %					
Homework	√	√	√	10%	
Mid-term Examination	√	√	√	30 %	
Group Presentation	√	√	√	10%	
Examination: <u>50</u> % (duration: 3 hours , if applicable)					
Final examination: Questions will assess students' ability to identify and use relevant concepts to analyse international trade.	√	√	√	50%	
				100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Homework	ABILITY to EXPLAIN in DETAILS, UNDERSTANDING and USE of knowledge to SOLVE various problems ACCURATELY	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Mid-term Examination	UNDERSTANDING and USE of knowledge to SOLVE various problems ACCURATELY	<b>High</b>	<b>Significant</b>	<b>Moderate</b>	<b>Basic</b>	Not even reaching marginal levels
3. Final Examination	ABILITY to EXPLAIN in DETAILS  ABILITY to APPLY the theories to analyze real world issues	<b>High</b>	<b>Significant</b>	<b>Moderate</b>	<b>Basic</b>	Not even reaching marginal levels

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

Comparative Advantage; Ricardian Theory; Factor-Proportions Theory (Heckcher-Ohlin model); Gravity Equations, New Trade Theory; Strategic Trade Theory; Trade and Growth; Trade Policies; Foreign Direct Investment; Economic Integration; Trade, Wage and Unemployment; Global Value Chains; Economic Geography; Firm Heterogeneity; Multinational Corporations

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Lecture Notes
2.	Any additional readings assigned in class.

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

**Recommended Reading**

1.	Feenstra, Advanced International Trade: Theory and Policy, Princeton University Press, 2016.
2.	Krugman, Obstfeld and Melitz, International Economics: Theory and Policy, Pearson/Addision Wesley.

**Supplementary readings:**

1.	Chad Bown and Soumaya Keynes' weekly Trade Talks pod-cast on current trade policy developments: <a href="https://www.piie.com/trade-talks">https://www.piie.com/trade-talks</a>
2.	<a href="http://cep.lse.ac.uk/centrepiece/backissues.asp">CentrePiece</a> of the LSE Centre for Economic Performance: <a href="http://cep.lse.ac.uk/centrepiece/backissues.asp">http://cep.lse.ac.uk/centrepiece/backissues.asp</a>
3.	<a href="https://voxeu.org/content/topics/international-trade">Vox EU</a> of the CEPR: <a href="https://voxeu.org/content/topics/international-trade">https://voxeu.org/content/topics/international-trade</a>

**Online Resources:**

1.	The WTO Statistics Database-- <a href="http://www.wto.org/index.htm">http://www.wto.org/index.htm</a>
2.	Harvard Global Trade Negotiations-- <a href="http://www.cid.harvard.edu/cidtrade">http://www.cid.harvard.edu/cidtrade</a>
3.	Our World in Data -- <a href="https://ourworldindata.org/trade-and-globalization">https://ourworldindata.org/trade-and-globalization</a>