

**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**

<b>Course Title:</b>	<b>International Trade</b>
<b>Course Code:</b>	<b>EF4473</b>
<b>Course Duration:</b>	<b>1 Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>B4</b>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b> <b>EF3440 Microeconomics for Business Strategy or EF3442 Intermediate Microeconomics</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>(Students who plan to choose this course are recommended to take EF3442 instead of EF3440.)</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>EF4470 International Trade and Investment EF4473A International Trade</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

This course aims to prepare students with essential knowledge of basic international trade theories and to equip them with the necessary quantitative skills with which students will be able to empirically identify important factors determining trade and evaluate various trade policies. 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 trade conflicts 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Analyze basic international trade theories and models and apply them to explain and predict real-life world trade patterns.	40 %	√	√	√
2.	Analyze the welfare and income distribution effects of trade.	10 %	√	√	√
3.	Describe the history, function, operation of important international economic institutions such as World Trade Organization (WTO), International Monetary Fund (IMF), and World Bank.	10 %	√		
4.	Describe various tariff and non-tariff barriers such as tax, subsidies, quota, production subsidies, red tag, and environmental standards, and evaluate the welfare and labor market effect of various trade and industrial policies.	10 %	√	√	√
5.	Construct gravity model and apply it to empirically test and predict the trade creation versus trade diversion effect of preferential trade agreement.	10 %		√	√
6.	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, multinational coordination in tackling global warming, trade wars, intellectual property right protection, and global sourcing.	20 %	√	√	√
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	4	5	6	
Lectures	<p>To provide basic concepts, theories and models with their uses in the real world</p> <p>To facilitate students' attainment of the CILOs and encourage students to think critically and logically about the issues in international trade.</p>	√	√	√	√	√	√	3 hours
Individual Assignment – Problem Sets	<p>To develop problem solving skills by applying the models and theory taught in class.</p> <p>Students are expected to perform analysis on the problem using the theories and models developed in class. This is important to develop students' analytical skills and problem-solving skills.</p>	√	√	√	√	√	√	

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Online Assignment	<p>To enhance students' understanding of teaching materials.</p> <p>The assignments consist of qualitative and quantitative questions, which will help students to discover the economic rationale behind international trade and enhance students' understanding of important factors determining trade and trade policies. Local and regional trade examples and cases will be used in the homework assignments to help students understand how to put theories into practice.</p>	√	√	√	√	√	√	
Applying trade theories to analyze real life trade issues and discussing selected news articles	<p>To help students familiarize with the current/ past issues in international trade.</p> <p>At the beginning of each tutorial, a group will present briefly on an issue in international trade. The group will attempt to provide both sides of the issue, with a goal of starting a dialogue in class about the issue at hand. Often, these issues will be trade restrictions that impact both a country and its trading partners. Each group should look into why a particular restriction is in place and its impact.</p>	√	√	√	√	√	√	

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

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

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 50%								
<p>Mid-term exam (one 1 hour exam)</p> <p>Students will be assessed via the examination their understanding of concepts learned in class, textbooks, reading materials and their ability to apply subject-related knowledge.</p>	√	√	√	√	√	√	20%	
<p>Individual Assignment – Problem Sets</p> <p>Students will be assessed via solving problem sets which test their understanding of concepts and skills learned in class.</p>	√	√	√	√	√	√	10%	
<p>Trade issue presentation</p> <p>Students will work in groups, prepare and deliver presentations on selected persuasion topics in international trade. Students are required to search information for the topics from multiple information sources to discuss and exemplify the topics or discuss a research paper.</p>	√	√	√	√	√	√	10%	
<p>Online Assignment</p> <p>Students will be assessed via online quizzes which test their understanding of concepts and models learned in class.</p>	√	√	√	√	√	√	10%	

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Examination: 50% (duration: 2 hours, if applicable)								
Final exam	√	√	√	√	√	√	50%	
Students will be assessed via the examination their understanding of concepts learned in class, textbooks, reading materials and their ability to apply subject-related knowledge.								
* The weightings should add up to 100%.							100%	

***Students are required to pass both coursework and examination components in order to pass the course***

## 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)
Final Examination (2 hours)	UNDERSTANDING and USE of knowledge to SOLVE various problems ACCURATELY	High	Significant	Moderate	Basic	Not even reaching marginal levels
Mid-term exam	UNDERSTANDING and USE of knowledge to SOLVE various problems ACCURATELY	High	Significant	Moderate	Basic	Not even reaching marginal levels
Trade issue presentation	ABILITY to EXPLAIN in DETAIL the trade issues  ABILITY to APPLY the theories to analyze real world trade issues	High	Significant	Moderate	Basic	Not even reaching marginal levels
Individual Assignment – Problem sets and online assignment	ABILITY to clearly and accurately describe, construct, and analyze problems using theories and models learned in class	High	Significant	Moderate	Basic	Not even reaching marginal levels

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

**1. Keyword Syllabus**

Comparative Advantage; Gains from Trade; Trade Barriers; Trade Policies; World Trade Organization; Preferential Trade Agreement; Globalization; Labor Migration.

**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.	International Economics—Theory and Policy, Paul R. Krugman, and Maurice Obstfeld, Pearson/Addison Wesley, latest edition (ISBN-13:978-0-321-55398-0)
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**2.2 Additional Readings**

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

1.	<i>The Economist</i> Magazine selected articles
2.	<i>The Wall street Journal</i> selected articles
3.	The WTO Statistics Database-- <a href="http://www.wto.org/index.htm">http://www.wto.org/index.htm</a>
4.	Harvard Global Trade Negotiations Home Page