

* Please ensure that you use the official UGR nomenclature and terminology (ES-EN) available in [UGRTerm](#) for the names of programmes, courses, faculties/schools, departments, competences/skills, teaching methodology, etc.

SEMESTER	CREDITS (ECTS)	TYPE	MODE OF DELIVERY	LANGUAGE(S) OF INSTRUCTION
2nd	4	Elective	Face-to-face	English
MODULE		Master in Economics		
SUBJECT		International economics		
CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME		International School for Postgraduate Studies (EIP)		
MASTER'S DEGREE		Master in Economics		
FACULTY / SCHOOL		Business and Economics		
TEACHING STAFF ⁽¹⁾				
Juliette Milgram Baleix				
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OFFICE HOURS		Tuesday and Thursday 10.30-13.30		
GENERAL AND SPECIFIC COMPETENCES				
<p>GENERAL COMPETENCES</p> <p>CG1 – That the student attain the ability for analysis and synthesis, which includes being capable of defining, distinguishing and relating both the basic concepts and the premises upon which the exposition of any argument is built, as well as stating and basing its content in a concise and critical way, in the context – scientific, political, economic, organizational or whatever the type may be – in which it is presented.</p> <p>BASIC COMPETENCES</p> <p>CB6 – To possess and understand knowledge that gives a basis or opportunity to be original in the development and/or application of ideas, often in a research context.</p> <p>CB7 – That the students know how to apply the knowledge acquired and their ability to solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to their area of study.</p>				

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/))

- CB8 – That the students are able to integrate knowledge and handle the complexity of formulating judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- CB9 – That the students know how to communicate their conclusions and the knowledge and underlying reasons that sustain them to specialist and non-specialist audiences in a clear and unambiguous way.
- CB10 – That the students possess the learning skills to enable them to continue studying in a way that will necessarily be largely self-managed and autonomous.

SPECIFIC COMPETENCES

- CE1 – Acquire bibliographical information on the current state of economics research
- CE2 – Acquire bibliographical information on the current state of business research
- CE3 – Understand the relevant existing theories, tendencies and debates
- CE4 – Apply and extend existing theories to solve real problems
- CE5 – Apply advanced techniques to real problems
- CE6 – Formulate and answer questions in a way applicable to business strategies
- CE7 – Formulate and answer questions in a way applicable to economic policy
- CE8 – Formulate and contrast hypotheses related to theoretical assumptions and predictions
- CE9 – Plan and organize empirical studies
- CE10 - Plan and organize experimental studies
- CE11 - Plan and organize field studies
- CE12 - Plan and organize business diagnostic studies
- CE13 – Programme in specific software for economic studies in the laboratory
- CE14 – Programme in specific software for data analysis
- CE15 – Solve technical and practical problems related to the design of experimental studies
- CE16 – Solve technical and practical problems related to the design of empirical studies
- CE17 – Solve technical and practical problems related to the organization, presentation and analysis of the data obtained from a study
- CE18 – Assist as support staff in research projects
- CE19 – Assist as support staff in consulting projects
- CE20 – Draw up scientific articles
- CE21 – Draw up consulting reports adapted to their possible users
- CE22 – Public presentation and defence of own work
- CE23 – Get to know the principal differences between countries (cultural effects) of economic values
- CE24 – Get to know the principal differences between countries (cultural effects) of economic results

OBJECTIVES OR LEARNING OUTCOMES (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

Student will know/understand:

- CE1 – Acquire bibliographical information on the current state of economics research
- CE3 – Understand the relevant existing theories, tendencies and debates
- CE7 – Formulate and answer questions in a way applicable to economic policy
- CE16 – Solve technical and practical problems related to the design of empirical studies
- CE18 – Assist as support staff in research projects
- CE19 – Assist as support staff in consulting projects
- CE20 – Draw up scientific articles
- CE21 – Draw up consulting reports adapted to their possible users
- CE22 – Public presentation and defence of own work

Student will be able to:



- To bring rationality to the analysis of trade flows between countries using the theory of international trade in perfect and imperfect competition
- To distinguish the different implications of international trade in terms of welfare and growth
- To deduce the consequences of external shocks using the main models of international trade
- To identify and to analyze the effects of trade policies in different competitive environments .
- To analyze and to discuss relevant economic problems regarding resource allocation in open economies
- To analyze the behavior of firms in an international framework
- To interpret and to discuss critically the debates about internationalization of economies

BRIEF DESCRIPTION OF THE COURSE CONTENT (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

This course intends to study the recent macroeconomic models in open economy and its empirical verification. This course is based on empirical and theoretical work performed with rigorous empirical techniques to help students understand the role of institutions in the regulation of open economies and provide a better understanding of the complexity of open economies: Recent theories of international trade under imperfect competition and trade policy (instruments and political economy), business relationships change under different models, trade and financial integration.

SYLLABUS

Part A: International Trade Theory and Analysis

Lesson 1: Trade in Perfectly Competitive Markets

- Comparative advantage and role of factor endowments
- Testing and Measuring

Lesson 2: Imperfect Competition and International Trade

- Monopolistic Competition and Intra-Industry Trade
- Oligopoly and international trade
- External scale Economies and trade
- Economic Geography
- Gravity modelling

Lesson 3: Heterogeneous Firms and International Trade

- New “new” trade theory: the Melitz (2003) model
- Extensions of the Melitz models
- Empirical verifications: the procompetitive effects of trade
- Empirical verifications: determinants of export behaviour

Part B: Trade Policy

Lesson 4: Topics on trade policy

- Welfare effects of Tariffs, Quotas and Voluntary Export Restraints
- Political economy of trade policy
- Dumping and anti dumping measures
- Strategic trade policy

Lesson 5: Trade openness, liberalisation and economic performance:

- Trade and Growth (Balanced versus Biased, terms of trade effects)
- Technology and trade
- Trade liberalisation and developing countries

REQUIRED AND RECOMMENDED READING



REQUIRED READING:

- Main textbook:
- Krugman P., Obstfeldt M., Melitz MJ (2015) International Economics 10th Edition Pearson Education.

RECOMMENDED READING:

- Ballabriga 2014 The World Economy of the Early 21st Century
- Feenstra R. and Taylor A.M. Essentials of international economics 2003.
- Feenstra R. and Taylor A.M. (2016) Advanced International Trade: Theory and Evidence.. Princeton: Princeton University Press.
- Feenstra R. and Taylor A.M. (2014) International Trade. Princeton: Princeton University Press.
- Grossman G. M. & K. Rogoff (ed.), 2001 Handbook of International Economics, edition 2, volume 3, North Holland.
- Jones, R. and Kenen, P., Handbook of International Economics vol 1 and 2, North Holland.
- Krugman, Paul R. 1990. Rethinking International Trade. Cambridge: MIT Press.
- Pugel T. (2016): International Economics, 16th Edition, Mcgraw-Hill Series in Economics.
- Articles from international journals indicated by the teacher
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USEFUL LINKS (OPTIONAL)

<http://voxeu.org>

TEACHING METHODOLOGY

- Theory: While classes are online, the teacher will provide guidelines, presentation, video and corrected exercises through Prado to guide students through the subject.
- Practical part:
- The teacher will propose a set of practices (exercises, reviews of articles) related to the program.
- Students will record and send a presentation of one scientific paper (presentation of 7 mn with a clear presentation of the motivations, objectives, methodology and main results) in class.
- Students may also deliver a literature review (survey) on a specific topic among those proposed by the teacher. A survey consists in a literature review. It is not an abstract but a synthesis and comparison of the theoretical and/or empirical results on a specific question.
- They should include 3-4 papers from the list suggested by the teacher (or a list that you could previously submit to teacher's approval).
- The structure of the survey should be as follows:
 - Introduction
 - Methodology
 - Results
 - Conclusion
 - References
- Survey should not be longer than 3-4 pages but should be well-written and precise in an academic style.
- Class attending is computed as follows:
- While classes are online, I will send you tasks through prado on the texts I will indicate you and on the lectures or run a quiz (each task will be marked on 10 points, the average mark will be the mark for class attending).
- The teacher will rely on the Kahoot application to assess class attending and responses to quiz (<https://getkahoot.com/how-it-works>)

ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)



ORDINARY ASSESSMENT SESSION

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (*convocatoria ordinaria*) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

In particular, norms to fight plagiarism apply meaning that presenting a work realised by other person without quoting and citing properly will imply a grade of 0/10 in the subject even if plagiarism applies only to the survey that represents 25% of the assessment.

With the purpose of assessing the acquisition of the contents and competencies to develop in the subject, the following assessment procedure will be used, continuous assessment being optional:

The weight of each item in the final assessment is shown in parenthesis:

- Class attending and participation 25%
- Problem sets 25%
- Presentation of 1 paper 25%
- Survey (optional) 25%

EXTRAORDINARY ASSESSMENT SESSION

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (*convocatoria ordinaria*) will have access to an extraordinary assessment session (*convocatoria extraordinaria*). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

100% of the grade will correspond to that obtained in a final exam of the type previously described.

Students who failed the ongoing evaluation should realize a final evaluation based on :

- Problem sets 25%
- Theoretical part and lectures (multiple choice through Prado) 25%
- Presentation of 1 paper 25%
- Survey sent through prado (optional) 25%

Date of the final evaluation (June or July) and extraordinary call (September) will be fixed, no longer than 2 weeks after the end of the lecture period in June, if necessary and, at least 15 days before the exam.

DESCRIPTION OF THE EXAMS/TESTS THAT WILL FORM PART OF THE SINGLE FINAL ASSESSMENT "EVALUACIÓN ÚNICA FINAL" (AN ASSESSMENT METHOD THAT ONLY TAKES A FINAL EXAM INTO ACCOUNT) AS ESTABLISHED IN THE UGR ASSESSMENT POLICY AND REGULATIONS)

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

In order to opt for a single final assessment (*evaluación única final*), students must send a request, using the corresponding online procedure, to the coordinator of the master's programme, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

In this case, the assessment will comprise:

- Problem sets 25%



- Theoretical part and lectures (multiple choice through Prado) 25%
- Presentation of 1 paper 25%
- Survey (optional) 25%

SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)

TUTORIALS

TIMETABLE

(According to Official Academic Organization Plan)

- Tuesday and Thursday 10.30-13.30

TOOLS FOR TUTORIALS

(Indicate which digital tools will be used for tutorials)

- Prado (email and chats)

MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

- Virtual teaching will be combined with face-to-face. If necessary, the groups will be divided into several subgroups, so that part of the students follow the class from the classroom and the rest via streaming. The number, size and periodicity of the physical presence will be determined based on the logistical and organizational capacities of the Center and the Department.

MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)

Ordinary assessment session

- Problem sets sent through prado 25%
- Class attending and participation (The test will be carried out, preferably, in person. If this is not possible, it will be done through Prado) 25%
- Presentation of 1 paper video sent through prado 25%
- Survey sent through prado (optional) 25%

Extraordinary assessment session

- Problem sets sent through prado 25%
- Theoretical part and lectures (multiple choice through Prado) 25%
- Presentation of 1 paper video sent through prado 25%
- Survey sent through prado (optional) 25%

Single final assessment

- Problem sets sent through prado 25%
- Theoretical part and lectures (multiple choice through Prado) 25%
- Presentation of 1 paper video sent through prado 25%
- Survey sent through prado (optional) 25%

SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)

TIMETABLE

(According to Official Academic Organization Plan)

TOOLS FOR TUTORIALS

(Indicate which digital tools will be used for tutorials)



<ul style="list-style-type: none"> Tuesday and Thursday 10.30-13.30 	<ul style="list-style-type: none"> Prado (email and chats)
MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY	
<ul style="list-style-type: none"> Theoretical classes through the Google Meet platform. Materials available through the PRADO platform. Participation through forums. 	
MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, mark)	criteria and percentage of final overall
Ordinary assessment session	
<ul style="list-style-type: none"> Problem sets sent through prado 25% Class attending and participation (tests through Prado) 25% Presentation of 1 paper video sent through prado 25% Survey sent through prado (optional) 25% 	
Extraordinary assessment session	
<ul style="list-style-type: none"> Problem sets sent through prado 25% Theoretical part and lectures (multiple choice through Prado) 25% Presentation of 1 paper video sent through prado 25% Survey sent through prado (optional) 25% 	
Single final assessment	
<ul style="list-style-type: none"> Problem sets sent through prado 25% Theoretical part and lectures (multiple choice through Prado) 25% Presentation of 1 paper video sent through prado 25% Survey sent through prado (optional) 25% 	

