

1. BASIC INFORMATION

Course	International Trade
Degree program	Global Bachelor Degree in International Business
School	Social Sciences
Year	Third
ECTS	6
Credit type	University Core Requirement
Language(s)	English
Delivery mode	Campus-based
Semester	2
Academic year	2019 / 20
Coordinating professor	Gloria Canales

2. PRESENTATION

In this course, students will learn the implications that economic globalization has on trade flows and patterns of trade. The course will introduce the main international economics concepts required to understand the commercial relationships among countries and regions. The students will learn the different arguments for and against of the protectionist trade policies and trade barriers; and, will be provided with the tools required for economic analysis of countries and world economic regions.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- BS1: Students should demonstrate they possess and understand knowledge in a field of study that starts from a general secondary education base, and combines ideas found in advanced textbooks with the latest knowledge in that field.
- BS2: Students should know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- BS3: Students should have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- BS4: Students should be able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.

- BS5: Students should have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CS4: Analysis and synthesis skills: Being able to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.
- CS6: Oral and written communication skills: The ability to transmit and receive information, ideas, opinions and attitudes for the purposes of comprehension and action, oral communication involving speech and gestures, and written communication writing and/or graphics.
- CS8: Information management: The ability to find, select, analyze and integrate information from different sources.
- CS12: Critical reasoning: The ability to analyze an idea, phenomenon or situation from different points of view and take a personal approach to it based on rigor and objective reasoning, and not on intuition.
- CS13: Problem solving: The ability to resolve a confusing issue or a complicated situation that stands in the way of achieving a goal and where there is no predefined solution.
- CS17: Teamwork: The ability to actively participate and cooperate with other people, areas and/or organizations to achieve common goals.

Specific competencies:

- SS3: Analyze the current role of the international organizations, as well as the scope and the influence of international cooperation agencies.
- SS4: Identify and analyze economic aspects of globalization process related to firm internalization, trade and global economy.
- SS6: Assimilate and take into account the socioeconomic characteristics of the different geopolitical, economic and cultural areas in the decision making process, as well as their particularities.
- SS12: Understand and evaluate the legal framework in the strategic decision making process in new competitive environments.
- SS27: Use tools and criteria to select the suppliers and partner countries for the firm.

Learning outcomes:

- LO1: Understanding the main trends in international trade and the economic aspects of globalization.
- LO2: Understanding concepts related to the international economy.
- LO3: Economic studies of countries or economic world areas

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
BS2, BS3, BS4, CS4, CS6, CS8, CS12, CS13, CS17, SS3, SS4, SS6, SS12, SS27	LO1
BS1, BS2, BS4, CS4, CS6, CS8, CS12, CS13, CS17, SS6, SS27	LO2
BS2, BS3, BS4, BS5, CS4, CS6, CS8, CS12, CS13, CS17, SS3, SS6, SS12	LO3

4. CONTENT

Unit 1: Introduction to International trade

- 1.1 World trade: current situation and perspectives
- 1.2 Historical evolution
- 1.3 Globalization: economic aspects

Unit 2: International trade: main concepts

- 2.1 Welfare effects of free trade
- 2.2 Why everybody trades: absolute advantages, comparative advantage and factor proportions.

Unit 3: Instruments of trade policy

- 3.1 Tariff and non-tariff barriers to trade
- 3.2 International regulations, WTO and trade
- 3.3 Free trade vs protectionism

Unit 4: Scale economies and commercial integration

- 4.1 Scale economies
- 4.2 Intra-industry trade
- 4.3 Imperfect competition and commercial integration

Unit 5: Spanish external sector

- 5.1 Exports, imports: historical evolution, current situation and perspectives
- 5.2 Regulations

Unit 6: Foreign trade issues

- 6.1 External commerce, logistics and transport
- 6.2 International trade negotiation and contracts

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master classes.
- Case method.
- Cooperative learning.
- Problem based learning.
- Project based learning.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning Activity	Number of hours
Master classes	40 h
Tutoring	10 h
Analysis and integration of contents of the different units through readings, debates, individual / group resolution of problems, case studies, reports, questionnaires and / or oral presentations.	60 h
Autonomous work	30 h
Specific topics quizzes/test.	5 h
Comprehensive knowledge exams	5 h
TOTAL	150 h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Comprehensive knowledge exams	40%
Specific topics quizzes/test	10%
Readings, debates, individual / group resolution of problems, case studies, reports, questionnaires and / or oral presentations.	40%
Final group project and oral presentation	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Analysis and integration of contents of unit 1 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 1-4
Activity 2. Reading comprehension quiz/test of material corresponding to unit 1.	Week 5
Activity 3. Analysis and integration of contents of unit 2 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 5-7
Activity 4. Reading comprehension quiz/test of material corresponding to unit 2.	Week 8

Activity 5. Analysis and integration of contents of unit 3 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 8-10
Activity 6. Reading comprehension quiz/test of material corresponding to unit 3.	Week 10
Activity 7. Comprehensive knowledge exam – Intermediate	Week 12
Activity 8. Analysis and integration of contents of unit 4 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 12-14
Activity 9. Reading comprehension quiz/test of material corresponding to unit 4.	Week 14
Activity 10. Analysis and integration of contents of unit 5 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 15
Activity 11. Analysis and integration of contents of unit 6 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 16
Actividad 12. Group Projects – Oral presentations.	Semana 17-18
Activity 13. Comprehensive knowledge exam – Final	Week 19

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

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- APPLEYARD, D.R., FIELD, A.J. (2014). *International Economics*.: McGraw-Hill.
- BARNETT, M., FINNEMORE, M. (2004). *Rules for the World: International Organizations in Global politics*. Cornell.
- CARBAUGH, R.J. (2015). *International Economics*. Cengage Learning.
- KAGUNDU, P. ROSS, G. (2016). *Introduction to the Global Economy*, Second Ed. Kendall Hunt Publishing Company.
- KRUGMAN, P. R., OBSTFELD, M., & MELITZ, M. J. (2015). *International economics: Theory and policy*. Boston: Pearson

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- RAVENHILL, J. (2017). Editor, *Global Political Economy*, 5th Edition, Oxford University Press.
- RODRIK, D. (2011). *The Globalization Paradox*. Oxford University Press.
- STEGER, M. B. (2003). *Globalization. A Very Short Introduction*. Oxford University Press.
- STIGLITZ, J. E., & CHARLTON, A. (2007). *Fair trade for all: How trade can promote development*. Oxford: Oxford University Press.
- STUTZ F. P. AND WARF B. (2013). *The World Economy: Geography, Business, Development*. New International Edition. 6th edition, Prentice Hall.
- Annual Reports by international organizations will be used extensively: WTO, IMF, WB, OECD, UNCTAD, UNDP, etc.
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10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

INSTITUTIONAL ASSESSMENT OF LEARNING OUTCOMES PLAN

Covid-19

TEMPLATE TO ADAPT TEACHING AND EVALUATION ACTIVITIES

Course/Module: International Trade
Degree Program: Global Bachelor Degree in International Business
Year (1^o-6^o): Third
Group (s): M3Z
Professor: Gloria Canales
Coordinating profesor: Gloria Canales (Degree Coordinator, Internship coordinator, End of Degree Project, Master´s Degree Program)

In the following chart you should include the **teaching activities** described in the course syllabus of your course/module and the alternative ones that you have implemented in this new scenario of virtual teaching and learning. If you are using an equivalent activity, it still needs to be included in the right column as well. Keep in mind, that the teaching activities and evaluation mechanisms that you had planned in your course, Will need to be adapted to distance learning. Students should receive clear instructions which Will facilitate the activity and self-study, thus preparing evaluation for the course.

Should an appropriate adaptation of the activities that you had planned in your syllabus for the course not be possible, please provide a brief description of the alternative you have designed (this may be especially relevant in practical laboratory sessions)

Teaching Activity described in the syllabus	Adapated activity in distance learning
Master classes. (Campus based)	Master classes. (Online)
Tutoring. (Campus based)	Tutoring. (Online)
Analysis and integration of contents of the different units through readings, debates, individual / group resolution of problems, case studies, reports, questionnaires and / or oral presentations. (Campus based)	Analysis and integration of contents of the different units through readings, debates, individual / group resolution of problems, case studies, reports, questionnaires and / or oral presentations. (Online)
Autonomous work. (Campus based)	Autonomous work. (Online)
Specific topics quizzes/test. (Campus based)	Specific topics quizzes/test. (Online)
Comprehensive knowledge exams. (Campus based)	Comprehensive knowledge exams. (Online)

Similarly, if any of the **evaluation activities** that you had in place is in any way adapted to distance learning, this needs to be reflected in the chart below. You may copy the chart as many times as needed, one section for each activity. (*)

(*) Note: The following table is not completed because there are not changes in the evaluation activities.

Evaluation Activity that was planned in the Syllabus for face to face instruction		NEW virtual evaluation activity (adapted)	
Description of original face to face evaluation activity		Description of new activity	
Content to be assessed	The content to be addressed in each evaluation activity should be the same.		
Learning Outcomes to be assessed <i>(Please check Syllabus of the course/module)</i>	The Learning Outcomes that are addressed are the same: specify:		
Duration		Approximate duration	
Weight in evaluation		Weight in evaluation	
Please note:			

¡IMPORTANT!

The Course/Module Coordinator Will unify all professor's suggestions from the same course and Will send the adaptation template properly filled out to the Degree Coordinator/Director so it may be discussed in the CCT/CEAT (Quality and Assessment Degree Committees) that Will be held as an extraordinary measure.

Once approved in the CEAT- CCT, the Course/Module coordinator Will attach it to the syllabus and make it available to students in virtual campus, Assessment-SharePoint and in the syllabus platform to be uploaded in the university's website.