

York University
Faculty of Liberal Arts & Professional Studies
Faculty of Graduate Studies
Department of Economics
Fall 2017

Economics 4129/5910
International Trade Policy and Economic Integration

Instructor:

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Office hours:

- a) Thursday from 2:30-3:00 pm (immediately after each class outside the AP/ECON 4129/5910 classroom, CB 115);
- b) by appointment at some other time (contact me at ricardo@yorku.ca).

Email contact: I will strive to respond to student emails every two or three days.

Dates:

First class: Thursday, September 7

Last day to enrol without permission: September 20 (***please note there will be no allowance for late enrollers in terms of attendance, participation score, and late assignments***)

Last day to enrol with permission: October 4 (***please note that I do not enrol students who have missed more than two classes***)

No class on Thursday, October 26 (Fall Reading days)

Last day to drop course without receiving a grade: November 10

Last day for course withdrawal period (withdraw from a course and receive a “W” on the transcript): December 4

Last class: Thursday, November 30

Class time: Thursday, 11:30-2:30pm

Location: CB 115

Course Prerequisites: For Economics undergraduate students: AP/ECON 3150 or the equivalent. For Economics master students: none. For students from other programs: permission of the instructor.

Course Credit Exclusion: For GS/ECON 5910: AP/ECON 4129. Prior to Fall 2009: AS/ECON 4129 3.00.

Goal, objectives and method

The goal of the course is to provide the student with a comprehensive understanding of current policy issues in international trade, economic integration, and economic globalization. Specific objectives within this area of inquiry are a) to identify key policy issues, b) understand main approaches that have been proposed to deal with these issues, c) become acquainted with important policy debates, and d) encourage graduate students to pursue an independent line of inquiry in policy analysis. Theoretical elements are provided and empirical work is discussed to illuminate the policy issues at hand.

In the context of this policy-oriented course, we also pursue several pedagogical objectives. These are to encourage: critical thinking and writing skills; the ability to conceptualize social problems and to evaluate alternative theoretical and policy approaches to deal with those problems; and the pursuit of meaningful, participatory citizenship through informed discussion of key societal issues.

We work toward these objectives through a participatory methodology that goes beyond the traditional classroom model. Although we cannot avoid evaluation and grades, our approach to policy questions is that there is no unique “truth” or a single recognized “authority” that imparts such a truth. Thus, the class is constructed from the active contributions of both students and the instructor.

We use heterogeneous sources to allow for a variety of viewpoints on key policy issues facing industrialized and developing countries. For example, one author may call for complete openness and dismantling of barriers to trade; a second one may support regulation and management of world trade to attain developmental and environmental objectives. Through the exposure to multiple perspectives, students critically develop their own views.

The course emphasizes interdisciplinary approaches to policy design, implementation and evaluation. The assumption is that economic policy should not be designed exclusively on the basis of neoclassical theory. Thus, the course benefits from students who have different disciplinary backgrounds and hold diverse perspectives on the policy issues at hand. Students are exposed to mainstream (i.e., neoclassical) economic approaches to international trade and integration, as well as alternative approaches arising from political economy, developmental, gender, and ecological perspectives. Students are encouraged to explore the theoretical underpinnings that underlie contrasting approaches and which lead to diverse positions on key policy issues, as well as to substantively debate the merits and impacts of different positions.

Tentative topics (the specific choice and sequence of topics will be announced):

Trade and ecology
Trade and sustainable development
Free trade versus protection
Economic globalization
Trade and human development
Trade and gender
World Trade Organization and the global trade regime
World Trade Organization and environment
Global trade regime: labour and governance
Global trade regime: intellectual property, development
Transformations in the global trade regime

Required readings: The readings will be available from the internet, or through York University Libraries' electronic access for students and faculty, to be downloaded directly – links will be provided in the Moodle homepage. Additional readings and/or books may be announced.

Class participation, assigned readings, and written assignments: Active class participation that demonstrates comprehension of the assigned readings is required. Five written assignments are also required (due dates will be announced in class). The assignments consist of brief essays based on the assigned readings. See attached sheet on *Guidelines for Classroom Participation and Preparation of Written Assignments*.

Graduate students: A central element of the course is the preparation of a term paper. Students are required to do an oral presentation of their paper, prior to submission of the final written version. A sheet with *Instructions for Preparation of Term Paper* will be provided in class.

Spark – Student papers and academic research kit: Students should thoroughly familiarize themselves with the content of this website uniquely dedicated to assist students with course assignments, time management, academic integrity and preparing an academic paper. I will assume that students have studied with care this material.

Academic honesty: Conduct that violates the ethical or legal standards of the University community or of one's program or specialization may result in serious consequences. Students should look at the *Senate Policy on Academic Honesty* which is found in the *What is Academic Integrity?* website, <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity>. You must familiarize yourself with this Senate legislation and the other materials provided in this website. I will assume you have studied with care this material.

Turnitin: In an effort to enhance academic integrity and prevent plagiarism, the instructor will use TurnItIn (<http://www.turnitin.com>), a commercial Internet-based search service supported by York University integrated within Moodle. See attached sheet on *Guidelines for Classroom Participation and Preparation of Written Assignments* for further information.

Evaluation for AP/ECON 4129:

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| Written assignments | 65% |
| Attendance and participation* | 35% |

*Includes participation in group work and class discussions (25%) and attendance (10%).
Note: This course will be organized as a guided writing course.

Evaluation for GS/ECON 5910:

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| Term paper (verbal presentation and final written version) | 52% |
| Written assignments | 31% |
| Quality of class participation | 17% |

Note: This course may count as a “paper course”.

Important notice about the grading scale: Assignments (or their components) and participation in this course will be graded on a letter or point scale and with a marking rubric that will be announced in class. *The instructor will **not** use the regular FLA&PS conversion table to convert percentage grades to letter grades.* The instructor will determine a conversion scale from total point scores accumulated by the student during the semester to final letter grades based on the performance of the students and the distribution of point scores in the class. *For students aiming for an “A” in the course, you must obtain an “A” average in the written assignments, **and** an A in class participation.*

Academic concerns: If you are encountering problems which are affecting your academic progress, (e.g., attendance at classes, participation in class, understanding reading material, completing assignments), or have any other academic concerns, contact immediately the instructor to discuss your situation. If a personal situation is impacting on your academic performance, refer also to Personal problems below.

University policies:

Senate Policy Regarding Academic Accommodation for Students with Disabilities: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established [by Senate]. (For further details see the Senate policy).

Religious observance: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents.

Resources:

ESL students: Students for whom English is a Second Language are encouraged to register and use the services of the ESL Open Learning Centre (ESL-OLC). The Open Learning Centre offers support to students registered in credit courses at York University, in any degree program, and is free of charge. Graduate and undergraduate students are welcome. For details, go to the website at <http://www.yorku.ca/eslolc/keele/default.asp>.

York International: York International is the central international education office of York University. If you are an international student at York; if you are considering studying or doing an internship abroad; or if you want to participate in international activities in campus, visit <http://international.yorku.ca>.

Disability services: Please visit the Counselling and Disability Services Home Page at <http://www.yorku.ca/cds/> for links to a variety of disability-related resources and services at York University.

Personal problems: If you are facing personal problems, you are encouraged to contact the Counselling and Development resources. From the CDC's website: "The CDC offers a range of services to students of York University including personal counselling, group development workshops, learning skills training, and support for learning disabilities and psychiatric dis/abilities. Students come to the CDC with a wide range of concerns including: depression, anxiety, abuse, self-esteem, eating and body image, issues about sexuality, and stress. Students seeking personal counselling are encouraged to make their own appointments by telephone or in person at the Counselling and Development Centre reception desk." Check the homepage at <http://www.yorku.ca/cds/>.

The Writing Centre: Effective writing allows us to articulate, expand and clarify our thoughts. In university, writing is the main means by which students engage thoughtfully with course themes and communicate their ideas to their instructors. At York University, we recognize the importance of effective writing and also how challenging writing can be. Through its individual writing instruction and its group seminars, the Writing Centre helps students to become successful and confident writers. The Writing Centre offers individual instruction in all aspects of writing. For further details, go to <http://www.yorku.ca/laps/writ/centre/>.

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Please do not hesitate to ask if you have any questions.
Have a productive semester!