

LSC Use Only Proposal No:

LSC Action-Date: AP-4/25/13

UWUCC Use Only Proposal No: 12-121f

UWUCC Action-Date: AP-5/7/13

Senate Action Date: APP-9/10/13

## Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Economics	Phone 724-357-2640

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

## 1. Course Proposals (check all that apply)

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: ECON 345 International Trade

Proposed course prefix, number and full title, if changing:

## 2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)  
 Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Intensive (include W cover sheet)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
 Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

## 3. Other Designations, as appropriate

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

## 4. Program Proposals

Catalog Description Change                       Program Revision                       Program Title Change                       New Track  
 New Degree Program                       New Minor Program                       Liberal Studies Requirement Changes                       Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>David B. Young</i>	4-3-13
Department Chairperson(s)	<i>Will K...</i>	4/3/13
College Curriculum Committee Chair	<i>Ally...</i>	4-3-13
College Dean	<i>Adam...</i>	4/5/13
Director of Liberal Studies (as needed)	<i>D. H. P...</i>	5/1/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	5/7/13

Received

MAY 1 2013

Liberal Studies

Received

APR 8 2013

Liberal Studies

## Part II

### 1. New Syllabus of Record

#### I. Catalog Description

ECON 345: International Trade 3 class hours  
0 lab hours  
Prerequisites: ECON 121 and ECON 122 or 3 credits  
instructor permission

(3c-0l-3cr)

A study of the microeconomic segment of international specialization and exchange, including theories of international trade and their application to commercial policies, historical survey and examination of current problems of international trade, and the institutional setting of international trade.

#### II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes—EUSLO).

At the end of the course, students will be able to:

##### **Objective 1:**

Compare and contrast the theories of trade advanced to explain why nations trade.

##### **Expected Undergraduate Student Learning Outcomes 1 and 2:**

Informed and Empowered Learners

##### **Rationale:**

Lectures, readings, and associated assignments will develop widely used theoretical models that will allow the student to understand complementary and contrasting explanations of why nations trade. Through the use of these models, students will gain insight into observed trade patterns. Assignments will require students to use the models to critically evaluate the potential issues posed by both hypothetical and real-world events. Assignments will require students to use, analyze, and interpret numerical and graphical data.

##### **Objective 2:**

Assess the impact of free trade on a nation's current standard of living and its future economic growth.

##### **Expected Undergraduate Student Learning Outcomes 1 and 2:**

Informed and Empowered Learners

##### **Rationale:**

Lectures, readings, and associated assignments will allow the student to gain insight into how international trade has a direct relationship to a nation's standard of living and economic growth path. Through readings and assignments, students will be exposed to a range of economic public policy debate topics related to international trade. Assignments will require students to use the models to critically evaluate the potential arguments in favor of free trade. Assignments will require students to use, analyze, and interpret numerical and graphical data.

**Objective 3:**

Explain why and how governments interfere with trade, as well as the welfare effects of managed trade.

**Expected Undergraduate Student Learning Outcomes 1 and 2:**

Informed and Empowered Learners

**Rationale:**

Lectures, readings, and associated assignments will develop widely used theoretical models that will allow the student to understand how tariffs and various non-tariff barriers reduce levels of imports and exports. Discussion will include the potential winners and losers from changing levels of imports and exports. Assignments will require students to use the models to critically evaluate the potential arguments in favor of trade barriers. Assignments will require students to use, analyze, and interpret numerical and graphical data.

**Objective 4:**

Classify multilateral trade-liberalization agreements, strategic trade policy, and economic sanctions.

**Expected Undergraduate Student Learning Outcomes 1, 2, and 3:**

Informed, Empowered, and Responsible Learners

**Rationale:**

Lectures, readings, and associated assignments will develop widely used theoretical models that will allow the student to understand the historical evolution of various multilateral trade-liberalization agreements. Of particular interest is the transformation of the General Agreement on Tariffs and Trade into the modern-day World Trade Organization. Additionally, discussion will focus on how countries can attempt to grow certain industries through strategic trade policy initiatives, as well as attempt to influence foreign governments through implementation of economic sanctions. Assignments will require students to use the models to critically evaluate the potential problems posed by both hypothetical and real-world events. Assignments will require students to use, analyze, and interpret numerical and graphical data.

**Objective 5:**

Categorize regional trade arrangements, the various stages of economic integration, and case studies of economic integration and regional trading blocs.

**Expected Undergraduate Student Learning Outcomes 1, 2 and 3:**

Informed, Empowered, and Responsible Learners

**Rationale:**

Lectures, readings, and associated assignments will allow the student to better understand the degree to which countries enter into regional trade arrangements and more complete economic integration. Of particular interest is the evolution of the European Union and the European Monetary Union. Additional attention will be paid to NAFTA and other regional trading blocs. Assignments will require students to use the models to critically evaluate the benefit and cost trade-offs of different degrees of economic integration. Assignments will require students to use, analyze, and interpret numerical and graphical data.

**Objective 6:**

Examine trade policies for developing nations.

**Expected Undergraduate Student Learning Outcomes 1, 2 and 3:**

Informed, Empowered, and Responsible Learners

**Rationale:**

Lectures, readings, and associated assignments will allow the student to better understand how international trade affects developing nations. Students will be exposed to how both the benefits and costs of international trade may differ across developing and advanced nations. Assignments will require students to use the models to critically evaluate the potential problems faced by the government leaders and citizenry of developed nations. Assignments will require students to use, analyze, and interpret numerical and graphical data.

### III. Course Outline

- A. Trade Theory (12.5 hours [12.5])
1. Globalization of Economic Activity
  2. Historical Development of Modern Trade Theory
  3. Ricardian Model
  4. Hecksher-Ohlin Theorem
  5. Factor Price Equalization
  6. Empirical Test of Heckscher-Ohlin Theorem
  7. Complementary Theories of Trade
- Exam 1** (1 hour [13.5])
- B. Trade Policy: Tariffs (10 hours [23.5])
1. Types and Goals of Tariffs
  2. Measuring Protection: Nominal v. Effective Protection
  3. Ways to Reduce and/or Avoid Paying Tariffs
  4. The Welfare Effects of a Tariff (both the small and large country models)
  5. Arguments for Protection
- C. Trade Policy: Non-Tariff Trade Barriers (7 hours [30.5])
1. Import Quota
  2. Quotas Versus Tariffs
  3. Export Quotas
  4. Comestic Content Requiremetns
  5. Subsidies
  6. Other Non-Tariff Barriers
  7. Dumping
- Exam 2** (1 hour [31.5])
- D. Trade Regulations and Industrial Policy (3.5 hours [35])
1. Brief History of U.S. Commercial Policy
  2. Multilateral Trade Liberalization
  3. The General Agreement on Tariffs and Trade
  4. The World Trade Organization
  5. Strategic Trade Policy
  6. Economic Sanctions
- E. Regional Trading Arrangements (3.5 hours [38.5])
1. Regional Integration Versus Multilateralism
  2. Types of Regional Trading Arrangements
  3. The European Union

4. The European Monetary Union
5. NAFTA
6. Other Regional Trading Blocs

F. Trade Policies for the Developing Nations (3.5 hours [42])

1. Developing-Nation Trade Characteristics
2. Tensions between Developing and Advanced Nations
3. Trade Problems of the Developing Nations
4. Economic Growth Strategies: Import Substitution Versus Export-Led Growth

**Final Exam (During Finals Week) (2 hours)**

#### IV. Evaluation Methods

**Homework and/or In-class Assignments: 15% of overall grade.** Objective homework/in-class assignments will be administered for each chapter covered in the text. The homework/in-class assignments will involve a mixture of questions relating to knowledge of core concepts, quantitative analysis, the application of theoretical models developed in class, and the critical evaluation of outside articles.

**International Journal: 5% of overall grade.** You will keep a current event journal of news articles related to international economic issues. Articles must include either international trade or international finance issues, but the U.S. does not have to be a part of the focus of the article. You are responsible for finding two articles per week for Weeks 1-10 as listed below in the course outline section. You may clip the articles from a newspaper or news magazine or print the articles from the web. See the separate handout assignment for more details.

**Writing Assignments: 5% of overall grade.** Periodically, writing assignments will be made. The length of assignments will be specified at the time the assignment is given. Writing assignments will be graded on the basis of organization, content, grammar, and punctuation. You may hand in a rough draft of any writing assignment one week before the due date for instructor feedback regarding the quality of your work and suggestions for improvement.

**Content Exams: 50% of overall grade.** There will be two content exams (each worth 25% of the overall grade) throughout the semester. The content exams will not be comprehensive, meaning that each of the content exams will only cover the information discussed in the prior section(s). Exam questions will stress analysis including short essay questions, numerical problem solving, and defining economic terms or concepts. Using graphs to illustrate your reasoning is a critical part of answering most short essay questions.

**Final Exam: 25% of overall grade.** The final exam will be scheduled for finals week. The final exam will have the same format as the major exams. The final exam will be comprehensive, covering all of the course material for the whole semester. Exam questions will stress analysis including short essay questions, numerical problem solving, and defining economic terms or concepts. Using graphs to illustrate your reasoning is a critical part of answering most short essay questions.

## V. Grading Scale

**Grading:** Grades will be assigned using the standard scale. Your total number of points will be averaged, and letter grades will be assigned as follows:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = Below 60%

## VI. Attendance Policy

To be consistent with the Undergraduate Course Attendance Policy as outlined in the IUP Undergraduate Catalog.

## VII. Required Course Material

(Text) Carbaugh, Robert. *International Economics*. 14<sup>th</sup> ed. South-Western, Cengage Learning. 2013.

Supplemental articles will be assigned through the semester and either distributed in class or made available on-line.

## VIII. Special Resource Requirements

None

## IX. Bibliography

### Textbooks

Appleyard, Dennis R., and Alfred J. Field. *International Economics*. 8<sup>th</sup> ed. McGraw-Hill Higher Education, 2014. Print.

Carbaugh, Robert. *International Economics*. 14<sup>th</sup> ed. South-Western, Cengage Learning. 2013. Print.

Caves, Richard E., Jeffrey A. Frankel, and Ronald W. Jones. *World Trade and Payments: An Introduction*. 10<sup>th</sup> ed. Prentice Hall. 2007. Print.

Feenstra, Robert C., and Alan M. Taylor. *International Economics*. 2nd ed. Worth Publishers. 2011. Print.

Gerber, James. *International Economics*. 6<sup>th</sup> ed. Prentice Hall. 2014. Print.

Husted, Steven, and Michael Melvin. *International Economics*. 9<sup>th</sup> ed. Prentice Hall. 2013. Print.

Krugman, Paul R., Maurice Obstfeld, and Marc Melitz. *International Economics*. 9<sup>th</sup> ed. Prentice Hall. 2012. Print.

McLaren, John. *International Trade*. John Wiley & Sons. 2013. Print.

Pugel, Thomas. *International Economics*. 15<sup>th</sup> ed. McGraw-Hill Higher Education, 2012. Print.

Salvatore, Dominick. *International Economics*. 11<sup>th</sup> ed. John Wiley & Sons. 2013. Print.

#### General Readings

Barton, John H., Judith L. Goldstein, Timothy E. Josling, and Richard H. Steinberg. *The Evolution of the Trade Regime: Politics, Law, and Economics of the GATT and the WTO*. Princeton University Press. 2008. Print.

Bhagwati, Jagdish. *Free Trade Today*. Princeton University Press. 2003. Print.

Bongiorni, Sara. *A Year without "Made in China": One Family's True Life Adventure in the Global Economy*. John Wiley & Sons, Inc. 2007. Print.

Davis, Christina L. *Why Adjudicate? Enforcing Trade Rules in the WTO*. Princeton University Press. 2012. Print.

Greenaway, David. *The World Economy: Global Trade Policy 2012*. Wiley-Blackwell. 2013. Print.

Harold, James. *Making the European Monetary Union*. Harvard University Press. 2012. Print.

Helpman, Elhanan. *Understanding Global Trade*. Harvard University Press. 2011. Print.

Khanna, Ro. *Entrepreneurial Nation: Why Manufacturing Is Still Key to America's Future*. McGraw-Hill Higher Education. 2013. Print.

King, Philip G., and Sharmila Kumari King. *International Economics, Globalization, and Policy: A Reader*. 5<sup>th</sup> ed. McGraw-Hill Higher Education. 2009. Print.

Mansfield, Edward D., and Helen V. Milner. *Votes, Vetoes, and the Political Economy of International Trade Agreements*. Princeton University Press. 2012. Print.

Orlik, Thomas. *Understanding China's Economic Indicators: Translating the Data into Investment Opportunities*. FT Press. 2012. Print.

Rieger, Bernhard. *The People's Car: A Global History of the Volkswagen Beetle*. Harvard University Press. 2013. Print.

Rivoli, Pietra. *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*. 2<sup>nd</sup> ed. John Wiley & Sons. 2009. Print.

Roberts, Russell. *The Choice: A Fable of Free Trade and Protection*. 3<sup>rd</sup> ed. Prentice Hall. 2007. Print.

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*. New York: Modern Library, 1937. Print.

Warburton, Christopher E. *LSC ICJ701: The Delicts & Criminal Laws of International Economic Relations*. McGraw-Hill Higher Education. 2012. Print.



## Part II

### 2. Summary of the proposed revisions.

1. Objectives – the course objectives were revised from the original syllabus of record to be more student-centered and to better reflect current emphases of the course. Additionally, they were aligned with the Expected Undergraduate Student Learning Outcomes (EUSLOs) for a Global and Multicultural Awareness course.
2. EUSLOs for Global and Multicultural Awareness courses are met in the content portion of this course (not necessarily a specific revision but it should be noted that the objectives for the new curriculum have been met). These objectives are:

#### EUSLOs for Global and Multicultural Awareness:

As Informed Learners, students will demonstrate knowledge and understanding of:

- The interrelationships within and across cultures and global communities

As Empowered Learners, students will demonstrate:

- Critical thinking skills including analysis, application, and evaluation
- Reflective thinking and the ability to synthesize information and ideas

As Responsible Learners, students will demonstrate:

- An understanding of themselves and a respect for the identities, histories, and cultures of others.

An examination of global issues is specifically addressed in the international trade content of the course. A better understanding of the winners and losers as international trade patterns change should enable students to be more informed voters as international trade is a regularly repeated theme in national elections. After graduation, students may go to work for a multinational corporation and/or for a company involved in the export/import sector. Whether directly working in a business environment dealing with export/imports, all students will have to continue to navigate living in a global economy.

Repeated interpretation and analysis of international economic data from tables and charts occurs throughout the course. Across countries from an initial overview of the size of exports and imports of goods and services as a percentage of gross domestic product (GDP) to indexes of hourly compensation for manufacturing workers across countries to tariff escalations in advanced and developing countries, the textbook presents a variety of summary data taken from the World Bank, the International Monetary Fund, the U.S. Department of Commerce, the U.S. Bureau of Labor Statistics, the U.S. International Trade Commission, and other sources. International data is consistently addressed in the textbook and in class discussion as part of illustrating economic theory.

The department felt that this was an appropriate time to propose inclusion into the GMA category since we were revising the class to comply with the new Liberal Studies criteria.

3. Updated textbook reading to a more current book.

4. Updated and added to bibliography.

**Part II.**

**3. Justification/Rationale for the revision.**

The course was not previously included in the set of Non-Western cultures classes. Nevertheless, given the new curriculum criteria for the Global and Multicultural Awareness category, we believe the course satisfies the criteria and should be included as an option for students to satisfy their degree requirements.

## Part II.

### 4. Old Syllabus of Record

#### Attachment A

#### COURSE SYLLABUS

##### I. Catalog Description

EC 345 International Trade

3c-01-3sh

Prerequisites: EC 121 and EC 122 or permission of the instructor.

Study of the microeconomic segment of international specialization and exchange, including theories of international trade and their application to commercial policies; historical survey and examination of current problems of international trade; and the institutional setting of international trade.

##### II. Course Objectives

This course aims at helping students understand

1. The theories of trade advanced to explain why nations trade.
2. The impact of free trade on a nation's current standard of living and its future economic growth.
3. National commercial policies, why and how governments interfere with trade, and the welfare effects of managed trade.
4. Multilateral trade-liberalization agreements--the General Agreement on Tariffs and Trade and the World Trade Organization.
5. Customs union theory; the various stages of economic integration, and case studies in economic integration.

##### III. Course Outline

- |    |   |           |
|----|---|-----------|
| A. | Trade Theory  | (5 weeks) |
| 1. | Classical Trade Theory                                |           |
| 2. | Heckscher-Ohlin Theorem                               |           |
| 3. | Extensions to the Heckscher-Ohlin Trade Model         |           |
| 4. | Empirical Test of Heckscher-Ohlin Theorem             |           |
| 5. | Complementary Theories of Trade                       |           |
|    | <b>Exam 1</b>   |           |
| B. | Trade Policy  | (4 weeks) |
| 1. | Range of Commercial Policy Postures                   |           |
| 2. | Introduction to the Tools of Commercial Policy        |           |
| 3. | The Welfare Effects of a Tariff                       |           |
|    | The Small & Large Country Models                      |           |
| 4. | Arguments for Protection                              |           |
| 5. | Measuring Protection: Nominal v. Effective Protection |           |
| 6. | Non-Tariff Trade Barriers                             |           |
|    | <b>Exam 2</b>   |           |
| C. | Introduction to U.S. Commercial Policy                | (3 weeks) |
| 1. | Brief History of U.S. Commercial Policy               |           |

2. U.S. Leadership in Multilateral Trade Liberalization
3. The General Agreement on Tariffs & Trade
4. The World Trade Organization

D. Economic Integration (2 weeks)

1. Stages of Regional Economic Integration
  2. Welfare Effects of a Customs Union
  3. History of the European Community
  4. Other Regional Trading Blocs
- Final Exam**

#### IV. Evaluation Methods

The final grade will be determined as follows:

**75%** Three exams—two exams during the semester and a final exam. Each exam will carry a weight of 25%, and will consist of short-essay questions that would require the student to argue in support of, or in opposition to a given statement.

**15%** Two reviews of articles to be selected from *Finance & Development* (a quarterly publication of the International Monetary Fund and the World Bank), or from the World Bank's annual publication, *World Development Report*.

**10%** In-class activity; this includes the several collaborative or group assignments given in class.

The following numerical scale is typically used to determine the minimum overall letter grades for the course:

80 - 100: A;	70 - 79: B;	60 - 69: C;
50 - 59: D;	49 or less: F	

#### V. Attendance Policy

Although class attendance is not required, students are expected to come to class since absences will cost them a share of the points they can earn through class participation and the in-class group assignments.

#### VI. Required Textbook and Supplementary Readings

Asheghian, Parviz (1995). *International Economics*. West Publishing Company: St. Paul, MN.  
The Wall Street Journal (daily)  
The Economist or Businessweek (weekly)  
Finance and Development (Quarterly)  
 World Development Report, various years.

#### VII. Bibliography

"Survey: The European Union." The Economist, October 1994, pp. 3-22.  
 Aguilar, Linda M. (1994). "NAFTA: A Review of the Issues," in Phillip King, ed., International Economics and International Economic Policy: A Reader, 2nd Edition. 1995, McGraw-Hill, Inc.: New York, NY. pp. 183-190.  
 Carbaugh, Robert J. (1995). International Economics, 5th. Edition, South-Western: Cincinnati, OH.

- Drucker, Peter F. "Trade Lessons from the World Economy," in Foreign Affairs, Vol. 73, No. 1, January 1994.
- Fenestra, Robert C. (1994). "How Costly is Protectionism?," in Phillip King, ed., International Economics and International Economic Policy: A Reader, 2nd Edition. 1995, McGraw-Hill, Inc.: New York, NY. pp. 3-19.
- Fields, Karl J. (1992). "Circling the Wagons: The Trend Toward Economic Regionalism and Its Consequences for Asia," in Issues and Studies, Vol. 28, No. 12.
- Kreinin, Mordechai E. (1995). International Economics: A Policy Approach, 7th. Edition, Harcourt Brace & Co: Orlando, FL.
- Krugman, Paul (1995). "The Move Toward Free Trade Zones," in Phillip King, ed., International Economics and International Economic Policy: A Reader, 2nd Edition. 1995, McGraw-Hill, Inc.: New York, NY. pp. 163-182.
- Krugman, Paul R (1995). "Is Free Trade Passe?," in Phillip King, ed., International Economics and International Economic Policy: A Reader, 2nd Edition. 1995, McGraw-Hill, Inc.: New York, NY. pp. 21-32.
- Lindert, Peter H. and Thomas A. Pugel (1996). International Economics, 10th. Edition, Irwin: Chicago, IL.
- Root, Franklin R. (1994). International Trade and Investment, 7th. Edition, South-Western: Cincinnati, OH.
- Salvatore, Dominick (1993). International Economics, 4th. Edition, Macmillan: New York, NY.
- Thompson, Henry (1993). International Economics: A Microeconomic Approach, Longman: White Plains, N.Y.
- Tyson, Laura D'Andrea (1994). "From MOSS to Motorola and Cray: Managing Trade by Rules and Outcomes," in Phillip King, ed., International Economics and International Economic Policy: A Reader, 2nd Edition. 1995, McGraw-Hill, Inc.: New York, NY. pp. 33-63.

## Assignment Instructions & Grading for one of the Major Course Assignments

### International Trade Journal and Journal Paper

#### Part I: International Trade Journal

As part of connecting course topics to real world issues, you will keep a current event journal of news articles related to INTERNATIONAL TRADE issues. The U.S. does not have to be a part of the focus of the article. You can select from federal, state, and local INTERNATIONAL TRADE issues. Please note that articles about the general condition of the economy (macroeconomics), the Federal Reserve system (monetary economics), specific businesses decisions irrespective of government (industrial organization, corporate decisions), or public finance are acceptable **only** inasmuch as there is a **clear** relationship to INTERNATIONAL TRADE topics discussed in this course.

You are responsible for finding two articles per week for Weeks 1-10, as noted on the syllabus in the Course Outline section. The publication date of the articles must be appropriately dated for the respective week. **Monday** marks the beginning of a week for this assignment. Note that Week 8 is the week of Spring Break, and you do need to have two articles like any other week.

You may clip the articles from a newspaper or print the articles from the web (English only, please). **You must highlight both the date of publication of the article and the news source.** This means that if you clip the article from a newspaper, you need to also clip the page header.

When you hand in the completed journal assignment near the end of the course...

1. It should be neatly assembled in a folder.
2. Newspaper clippings should be attached to paper so that the entire article may be read, but the article should be folded so that it fits within the edges of the folder.
3. News articles should be organized chronologically in the folder.
4. Both the news article date of publication and the news source should be highlighted.
5. You will need two summary pages: one summary page listing the articles by date of publication (entries should include information required for a bibliography), and another summary page listing the article by topic classification. You have the freedom to develop your own classification system—you may wish to use the textbook chapters, for example.

**The international trade journal is due by the end of class (3:15 pm) on Thursday, April 11!**

#### Journal Grading Rubric—100 points as follows:

20 articles (appropriate topic and date) at 3 points each	60 points
summary list of articles by chronological date:	10 points
summary list of articles by topic:	10 points
highlighting date and source of each article:	10 points
news articles organized chronologically in folder	5 points
overall appearance/professionalism:	5 points

**Part II: Journal Paper**

Using your summary page of articles listed by topic classification, choose one topic with at least three article entries. Write a 3-4 page typed paper summarizing the articles for this topic, explaining how these articles are related to the topic classification chosen, and explaining any relationships and/or trends over time that you see across the articles.

The paper should be formatted with one inch margins, be typed using Times New Roman or Arial 11-point font, and be double-spaced.

The paper should be included in a section of the international trade journal folder along with the journal articles and summaries. Please print two copies of the journal paper—one for me to grade and return to you and one for me to retain in my files.

As with other writing assignments this semester, you may hand in a rough draft of any writing assignment one week before the due date for instructor feedback regarding the quality of your work and suggestions for improvement.

**The international trade journal paper will be due by the end of class (3:15 pm) on Thursday, April 11!**

**Journal Paper Grading Rubric—100 points as follows:**

Title:	2 points	Not ending sentences with a preposition (Prep):	4 points	Conciseness:	3 points
Spelling (Sp):	4 points	Not starting sentences with "but," "and," "or," "because," or "so":	4 points	Word choice/ clarity:	4 points
Capitalization (Cap):	4 points	Not using 2 <sup>nd</sup> person voice (2 <sup>nd</sup> pers):	4 points	Introduction (Intro):	3 points
Punctuation Marks (Punc):	4 points	Consistent Verb Tense (Tense):	4 points	Conclusion (Concl):	3 points
No run-on sentences (run-on):	4 points	Consistent singular/plural usage (Sing-Pl):	4 points	Content:	30 points
Complete Sentences (Inc):	4 points	Transitions/Flow (Trans):	4 points	Formatting:	2 points
No Awkward Sentences (Awk):	4 points	Organization (Org):	3 points	2 copies:	2 points

**Part III: Additional Comments**

Late assignments will be accepted; however, 10 points per day will be deducted for each day that the journal is late, and 10 points will be deducted separately for each day that the journal paper is late unless prior arrangements are made with the instructor.

*The combined journal and journal paper assignment will account for 5% of your final course grade.*

## **SAMPLE INTERNATIONAL TRADE JOURNAL SUMMARY LISTINGS**

### **Summary Listing of Articles by Date of Publication**

Week 1: December 27-January 2

Yoo Soh-Jung, "U.S. Rice Export Quota Lowered to 7.9 Percent," The Korea Herald, December 27, 2004.

Lynn Moore, "U.S. Misses Deadline for Appeal It Sought," The Vancouver Sun, December 28, 2004.

Week 2: January 3-January 9

Robert Gherke, "Tariffs on Foreign Shrimp Are New Blow to Utah Brine Shrimp Industry," The Salt Lake Tribune, January 7, 2005.

Peter Krouse, "Steel Industry Recovery Could end Duties," Plain Dealer (Cleveland), January 7, 2005.

### **Summary Listing of Articles by Topic**

#### **NAFTA**

"U.S. Misses Deadline for Appeal It Sought"  
xxx

#### **Non-Tariff Barriers**

"U.S. Rice Export Quota Lowered to 7.9 Percent"  
xxx

#### **Tariffs**

"Steel Industry Recovery Could end Duties"  
"Tariffs on Foreign Shrimp Are New Blow to Utah Brine Shrimp Industry"  
xxx  
xxx



## **Liberal Studies Course Approval General Information**

1. Economics 345 (ECON 345) is a multiple-instructor course. It is currently required only of all International Business majors, though it will count as a controlled elective option for economics majors, as well as students in various other programs. The Department of Economics will assure across instructors basic equivalency in objectives, content, assignments, and evaluation by holding regular discussions on these matters at department meetings. Furthermore, the Department of Economics has found that this assurance of equivalency has been aided greatly by the program-level assessment of student learning.

2. All sections of ECON 345 will include perspectives and experiences of diverse peoples and cultures, including ethnic and racial minorities and women. Much of the economic modeling is applicable across many countries and practices. Care will be taken to help students not only evaluate international trade issues through a Western, developed country perspective but to also try to look at topics of debate from the perspective of non-Western, less developed countries. Even for content areas that may initially seem as if they are being presented from a Western lens, there are a range of critical extensions to the broader global community. For example, while it's true that in sections of the course related to the evolution of international trade theory, many of the historic authors (David Hume, Adam Smith, David Ricardo, etc.) were living in Western countries, they were writing about their observations of international trade activities with people from diverse colonies located all over the world—hence, there are ample opportunities to at least briefly discuss the connection and impact of colonialization and international trade from multiple perspectives. Some sections of the course deal more directly with the need for cross-cultural awareness including entering into the range of international trade related organizations and agreements (WTO, ASEAN, BRICs, NAFTA, CAFTA, etc.). Students will be exposed to the ideas that in order for multinational corporations to begin production in other countries and/or for even a small business to begin exporting its product to foreign countries, care must be taken to understand language and cultural differences to prevent unintended marketing messages. Students will be introduced to basic international trade challenges facing developing countries.

3. Students in ECON 345 will be assigned several outside readings, usually consisting of collections of articles from the business press pertaining to current issues in international trade. Specific examples may include news article and/or op-ed pieces from national news sources such as *The New York Times*, *The Washington Post*, and *The Wall Street Journal*. Students will be asked to read excerpts from Adam Smith's *The Wealth of Nations* that specifically address international trade topics. Students will be assigned to investigate government agencies and courts with jurisdiction over international trade in the United States such as the U.S. International Trade Commission and the U.S. Court for International Trade (both of which hear filings for trade complaints involving U.S. companies and citizens and foreign companies). Additionally, students may be asked to read or complete assignments involving research articles available through the IUP Libraries electronic data bases and/or book collection and/or interlibrary loan.

4. This course is not required of all majors in the department. This course does require prior completion of both Principles of Macroeconomics and Principles of Microeconomics to establish fundamental economic language and theory on which this course will continue to build. This course does not serve as a prerequisite for any subsequent IUP economics course.

## Checklist for Global and Multicultural Awareness Course Proposals

1.   X   Review the Criteria for Global and Multicultural Awareness – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
2.   X   Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3.   X   Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4.   X   Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. <http://www.iup.edu/page.aspx?id=113234>.
5.   X   Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. <http://www.iup.edu/page.aspx?id=113234>.
6.   X   Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
7.   X   Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
8.   X   Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

**If this is a course revision** (p. 18 UWUCC Handbook)

9.   X   Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.
10.   X   Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
11.   X   The old syllabus of record.
12.   X   Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).