



aspects of both international trade and finance in a reasonably comprehensive way



2. Two short reaction papers you will write on each of two specific policy issues, as noted below. Each is worth 5%, for a total of 10%.
3. Two 50-minute midterm exams. Each exam is worth 20% of your grade, for a total of 40%. You may miss one exam, but in such cases the other midterm and the final exam will be weighted more heavily to make up the difference.
4. One final exam, worth 30%.

A note on attendance: Ordinarily I have a mandatory attendance policy, enforced by students' use of I-Clickers. I do not think this works well in a pandemic, when flexibility is important, so I will not have such a policy. One reason for this is that there are students taking this class in different part of the world and they will not be able to join the live class sessions. I count on you to recognize the value and importance of attending the class, either in person or virtually.

**Despite that, I will have the following incentive for students located in Boulder and elsewhere in the US to attend live classes remotely. I will organize I-Clicker Cloud so that you will get participation points for responding to poll questions. These points will not go into the grading formula above. However, if I find at the end of the semester that you are close to a higher letter grade and you have strong class participation, I will take that into account. Put briefly, your participation rate can increase your grade somewhat but not reduce it.**

Problem sets, policy papers, and power point notes will all be placed on the Canvas site.

#### 4. Class Schedule:

<i>Date</i>	<i>Subject</i>	<i>Readings</i>
Jan 15	Introduction: globalization trends and effects	Ch. 1
Jan 18	<i>Martin Luther King Jr. Holiday; no class</i>	
Jan 20-22	Continue with globalization trends and effects	
	<i>Discussion 1: inequality and the rise of economic populism</i>	
Readings:	Rodrik, "Populism and the Economics of Globalization," <i>Journal of International Business Policy</i> , 2018.	
	Noland, "Protectionism under Trump: The China Shock, Intolerance, and the 'First White President'" PIIE Working paper, 2019.	
Jan 25	<i>2-page critical reaction paper on either Rodrik or Noland, due to me via email by 5 pm.</i>	
Jan 25-29	Basic theory tools and general equilibrium	Ch. 2
Feb 1-10	Comparative advantage: classical trade model	Ch. 3
<b>Feb 12</b>	<b>Problem set 1 due by 5 pm; submit through Canvas quizzes tab.</b>	
Feb 12-22	Neoclassical (HO) trade model	Ch. 4
<b>Feb 17</b>	<b>Wellness Day; no class</b>	
Feb 22	<i>Discussion 2: The China shock, technology, and inequality</i>	
	Reading: Maskus, special class notes 1	
Feb 24-26	Product variety, scale economies, and trade	Maskus class notes
March 1-5	Tariffs	Ch. 6
March 8-10	Nontariff barriers and externalities	Ch. 7
<b>March 10</b>	<b>Problem set 2 due by 5 pm; submit through Canvas quizzes tab.</b>	
March 12	US trade policy	Ch. 8

- March 15 MIDTERM ONE (online)**  
**Covers Chs. 1-4, 6, Problem sets 1-2, Discussions 1-2, and all class notes through March 5**
- March 17 The WTO and the challenges it faces Ch. 8  
*Discussion 3: Challenges for the WTO*
- March 19-22 *Discussion 4: the US-China trade war*  
 Readings:  
 Branstetter, "China's Forced Technology Transfer Problem – And What to Do About It," PIIE Policy Brief 18-13, 2018.  
 Maskus special class notes
- March 24-26 Preferential trade areas Ch. 9  
 March 29 *2-page critical reaction paper on Branstetter, due to me via email by 5 pm.*
- Mar 29-Apr 2 Labor migration Ch. 10, 224-233
- April 2-5 *Discussion 5: Evidence on the economics of immigration*  
 Reading: Maskus, special class notes
- April 7 Problem set 3 due by 5 pm; submit through Canvas quizzes tab.**
- April 7 *Discussion 6: Multinational corporations and offshoring*  
 Reading: Maskus, special class notes
- April 9 Begin discussion of balance of

onto campus (unless instructed by a CU Healthcare professional), or

*-campus, please alert CU Boulder Medical Services.*

*Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policies on COVID-19 Health and Safety and classroom behavior and the Student Code of Conduct.*

*If you require accommodation because a disability prevents you from fulfilling these*

*Before returning to campus, all students must complete the COVID-19 Student Health and Expectations Course, available at <https://www.colorado.edu/protect-our-herd/how#anchor1>. Before coming on to campus each day, all students are required to complete a Daily Health Form, available at <https://www.colorado.edu/protect-our-herd/daily-health-form>. Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the Health Questionnaire and Illness Reporting Form remotely. In this class, if you are sick or quarantined, notify me that you are ill by email immediately. Note that you do not need to state the nature of your illness.*

## **6. Other University Policies**

You should familiarize yourself with the following University of Colorado policies:

1. If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.
2. Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)
3. Students and faculty have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will honor your request to address you

by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html>  
<http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student code>

4. The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employeBT/F15 792 r 0.0000