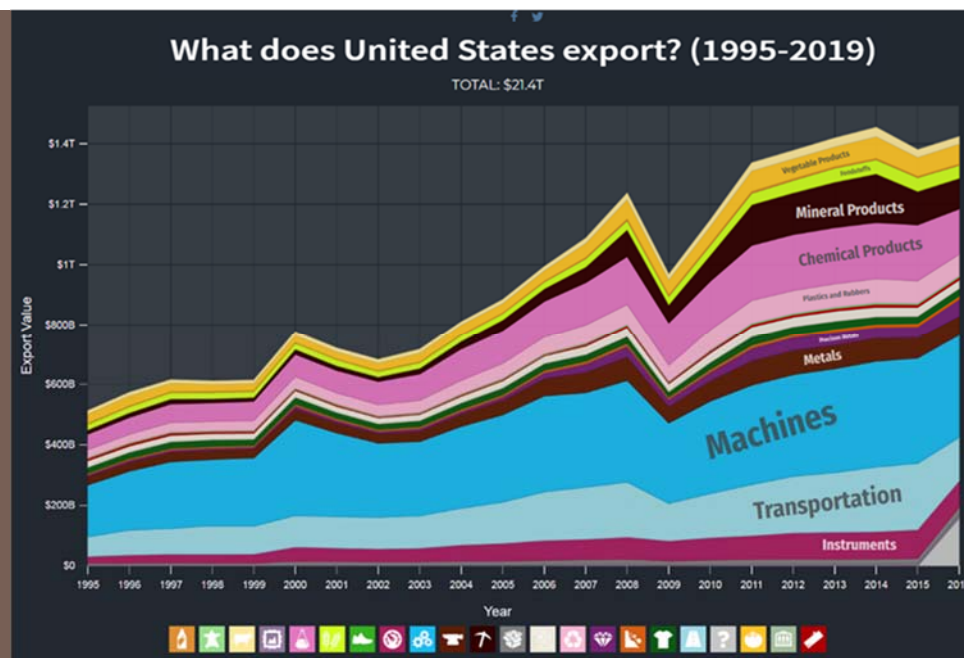


# UW Econ 471 International Trade



## Subject Goals:

Learning objectives, prerequisites, & what to expect

## Logistics:

Assignments, grading, & policies

## Schedule:

Detailed information on topics, dates, and readings

## Why Trade? Developing Frameworks To Analyze International Trade Effects On Domestic & Global Well Being

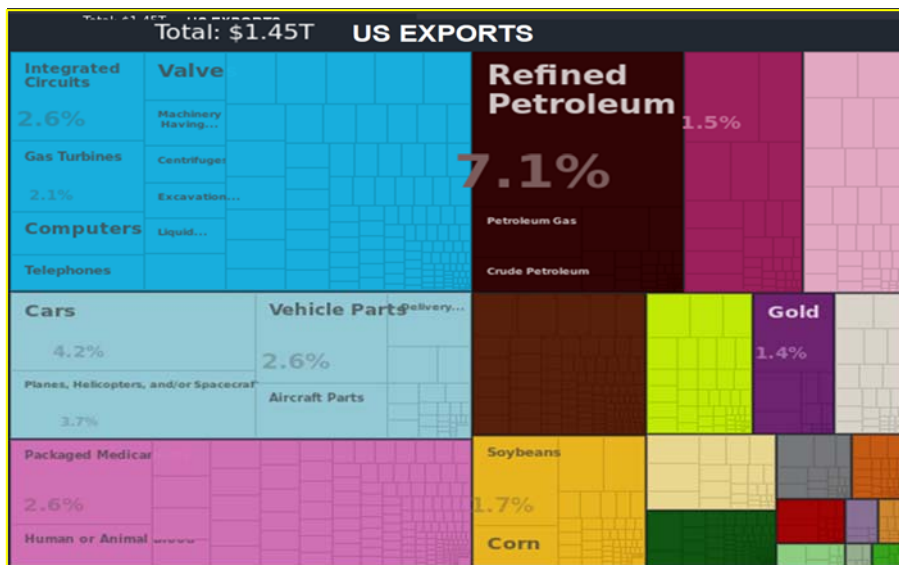
Prof. Theo Eicher  
OH: By Appointment  
Office: Zoom  
Web: [tinyurl.com/UW471](http://tinyurl.com/UW471)

International Trade covers “pure” theory, trade empirics, and policy applications. Pure theory derives implications without [normative](#) judgements (e.g. is an impact “good” or “bad” – we just want to understand what the impact *is*). Theories illuminate (i) the determinants of trade patterns, (ii) the gains from trade domestically and internationally, and (iii) the winners and losers from trade. Trade policy covers the effects of political economy tools such as (i) tariffs, (ii) trade agreements, (iii) WTO, (iv) foreign direct investment, (v) migration.

Trade policy has recently become a hot topic in the news. We need to learn what can and what cannot be achieved with trade policy, and what the upsides/downsides are to the uses of various trade policies. We live in a global economy, it is crucial to understand why/how trade creates gains and losses, and who the winners and losers are. Developing frameworks to analyze the effects of trade and factor movements (capital and labor), will be a key learning objective of this class. Another objective of this course is to provide students with a deep

understanding of how to apply analytical frameworks to policy questions and current events. Each class requires students to critically apply the theory and the empirics using relevant real world issues.

**In-Class Verbal Analysis is a key learning objective of this course to develop analytical skills that anyone who wants to function as an economist requires.**



## Goals & Learning Objectives

This class will help you

- 1) understand costs, benefits, and reasons for Trade
- 2) assess welfare implications associated with trade flows
- 3) function like an economist by conveying economic concepts verbally in groups and through interactions in class, with the instructor, to dissect real-world problems.

### Student Background and Prerequisites:

This course requires a clear grasp of basic microeconomic concepts (firm/consumer optimization, factor prices, and general equilibrium). If unsure of your level of preparation, ask the instructor.

If you have special needs, requests or requirements, please see the instructor immediately. Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at <https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy>.

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form <https://registrar.washington.edu/students/religious-accommodations-request>.

#### **Econ Dep't Policy on Academic Conduct:**

Unless stated otherwise, your work is your work *only*, NOT GROUP WORK. Without exception, each case of suspected cheating is reported to the UW Office of Community Standards & Student Conduct. If cheating is confirmed, the penalty is a zero grade for the course and possible expulsion from UW. Investigations of suspected cheating are noted on the student's permanent academic record. See also [tinyurl.com/EconIntegrity](http://tinyurl.com/EconIntegrity)

### How Do Students Succeed in Econ 471?

#### Learning Economics by Doing Economics

Actively talking and thinking economics is fundamental to developing economic intuition. This class is designed to constantly puzzle through different policy questions and real-world problems. Your participation in this critical analysis is a key component of the learning objective (and of your grade).

#### Passing

Class *participation* is valuable; this does *not* mean only correct answers are expected! If you struggle with a question, simply reply "PASS" to deflect the question without consequence. If you don't want to participate, just turn off our zoom camera, then I know not to call on you.

#### Tent Cards

Some students prefer not to participate in discussions we have in class. I distribute tent cards with your name, please bring your tent card to each class. If you do not display your tent card, I will assume you do not want to participate in the discussion. Analytical Discussion is part of your grade.

#### Electronic Gadgets in Class

If you do not engage in class discussions, you deprive yourself of the opportunity to actively think through questions at hand. I ask you to leave all electronics in your backpack.

#### Teaching Philosophy:

My teaching philosophy may not be altogether standard. I would like to make every effort to communicate what to expect of the course. Erich Fromm has an excellent description of the type of learning I favor: He describes a "*having*" mode (passive learning) and a "*being*" mode (prepared learning) for students, see ([link](#)).

## Teaching Staff



**Theo S. Eicher**, Office: SAV 335.  
**Email:** [teclass@uw.edu](mailto:teclass@uw.edu), I try to answer emails within 24 hours.

**Office Hours:** Office Hours are held via Zoom and by appointment only.

**Grading Questions** require preparation, see [link](#).

**Recommendations** require preparation, see [link](#).

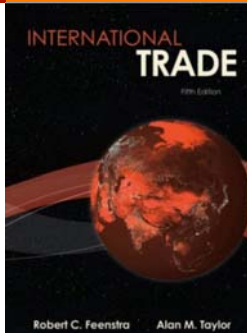
## Readings

**Textbook:** Feenstra and Taylor "International Trade" [5<sup>th</sup> edition](#) (ebook required)

**Wall Street Journal:** (required) A WSJ student offer is available [here](#) for \$4/mo.

**Additional Reading:**

- **Mondays:** [POLITICO WEEKLY TRADE](#) (required).



**The Slide Decks** can be accessed after each class [here](#).

**The Syllabus** can be found [here](#)

All Readings, podcasts, and audiovisual materials posted on the class schedule are to be completed before class.

**Class blog** (irregular): [ThinkEcon](#)

## Grading

**Grades** can be viewed on UWGradebook (not Canvas). You grade can include a discussion grade or not. I will choose the higher grade or,

**Max{[60% A, 10% B, 30% C], [90% A, 10% B]}**

- **A) Midterms**
- **B) Homework**
- **C) Optional Analytical Discussion** (see below). The first analytical discussion grade is dropped
- **Missed a Class?** [Click here](#)

➤ **Past Exams** are [here](#).

➤ **Email Contact:** I communicate via UW email; if you forward your UW email to another account and my emails to you do not arrive, you are responsible for missed information.

➤ **Homework** is due at the beginning of class, **typed, scanned, and emailed in PDF format to [sdivvie@uw.edu](mailto:sdivvie@uw.edu), with subject line: **ECON471 A/B STUDENT NUMBER****. Late homeworks cannot be accepted under any circumstances since solutions are online immediately after class.

## Netiquette

**Internet Etiquette** ([link](#)) is required. All electronic communication must include:

**a) Proper Identification:** I) a subject line identifying the topic of the email, II) a salutation, III) a body, IV) your full name in the closing line - just like any business letter.

**b) Correct and Proper English:** I) complete sentences, II) proper spelling, III) no "emoticons" such as ;-), or chat acronyms such as btw, g2g, imho.

**c) Proper Interpersonal Etiquette:** Do not write anything in an email that you would not say exactly the same way to someone standing in front of you.

# Analytical Discussion Guidelines

**No matter what your future career path may be, speaking with confidence in front of a group of peers about substantive real-world issues is a crucial skill to be developed in college.** It is normal to feel nervous at first and the classroom is a good place to take chances and hone in your improvisational speaking skills. Most importantly, analytical discussion is a constant reminder that students learning *more* than course content from this (or any given) class.

**At times, students suggest they should receive an excellent analytical discussion grade because they “attended every class and never used a computer/phone during class time.”** This *is not* what analytical discussion measures. Analytical discussion measures your contribution to the class discussions as we analyze a) the news, b) the models, c) the case studies/applications. It measures

- a) **Your level of preparedness to communicate the content** of (i) the reading/news, (ii) case studies, (iii) in class development of methodology (theory and policy).
- b) **Your ability to engaged and verbalize solution attempts to policy puzzles** presented in class.
- c) **The quality of your contribution, not the quantity of contributions.** It does not measure “if you raised your hand often;” indeed frequent hand raising for the purpose of saying something to create an impression that you are “active” is not part of analytical discussion. Quality is using the analytical tools learned and applying them to a real-world question.

Imagine yourself in a boardroom. You are meeting with the CEO, the CFO, and the COO. The CEO turns to the Chief Economist (you) and asks: what does the most recent employment report suggest? Here are possible 10 answers roughly correlated with a 0%-100% analytical discussion grade.

1. I don't know
2. good
3. employment is up
4. employment is up, the economy is good
5. employment rose by 150,000, that is a strong jobs report
6. employment rose by 150,000, that is a strong jobs report, which may induce the FED may increase interest rates
7. employment rose by 150,000, that is a strong jobs report, this may exert pressure on wages. This may lead the FED to increase interest rates
8. employment rose by 150,000, that is a strong jobs report, this may exert pressure on wages, which may translate into higher prices. Higher prices, in turn, may lead the FED to increase interest rates
9. employment rose by 150,000, that is a strong jobs report, this may exert pressure on wages, which may translate into higher prices, which in turn may lead the FED to increase interest rates. Higher interest rates may slow economic growth

## Strategies to contribute if you don't usually contribute to discussions:

- 1) **Prepare written answers to explain what was covered in the last class.** Then read the answers until you are comfortable. Then find a roommate who knows nothing about econ and tell the roommate the question and the answer without looking at your sheet (this will help you with the Review part of the class)
- 2) **Prepare written answers to explain the case studies.** Then read the answers until you are comfortable. Then find a roommate who knows nothing about econ and tell the roommate the question and the answer without looking at your sheet (this will help you with the Review part of the class)
- 3) **Outline readings and summarize key concepts in writing.** Explain each figure *in writing*. Then read your written answers until you are comfortable. Then find a roommate who knows nothing about econ and tell the roommate the topic/graph and give your summary without looking at your written answers.
- 4) **Form a study group that uses only English language and go through discussing the reading and the case studies before each class.** Each person takes turns with the review, summary, and case study.
- 5) **If you have additional problems**, even after having fully addressed 1) and 4), please come see me in office hours, every quarter I work with a number of students individually **who already tried 1)-4)** to improve their analytical discussion.

This matrix provides a detailed outline of the analytical discussion evaluation criteria.

	Strong work <sup>i</sup>	Needs development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on seminar	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is “tuned out”	Seldom participates and is generally not engaged

<sup>i</sup> Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

8/15/08

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**The best analytical discussion grades (80%-100%)** go to students who prepare for class by doing the reading, and prepare and understand how case studies fit with the reading and the models. Students who can recall how last week’s class connects to this week’s class and to this week’s reading. These students engage in attempts to apply class theory to policy and they attempt to apply acquired knowledge to case studies. Full sentences and complete thoughts are communicated.

**Satisfactory analytical discussion grades (50%-70%)** go to students who participate verbally somewhat, give short answers that are limited to the question at hand. Students follow nonverbally and are willing to at least try to apply their knowledge to some degree when asked.

**Weak analytical discussion grades (0%-40%)** go to students who struggle to a) verbalize their thoughts, b) convey their thoughts, c) prepare for class, c) integrate learned material and connect it to class material.

**Discussion grades are announced several times throughout the quarter to give you an idea of where you are standing (see the syllabus), act immediately if you realize the grade you receive is not consistent with your expectations.**

## Detailed Outline

**The schedule is subject to change! Do not print readings weeks in advance.**  
**IF READINGS HAVE LINKS, MAKE SURE YOU READ THE LINKS, TOO!**  
 MONDAY CLASSES START WITH INTERNATIONAL TRADE NEWS FROM POLITICO'S WEEKLY TRADE  
**If you find a broken link pls email me at [te@uw.edu](mailto:te@uw.edu)**

Date	Topic	Readings/Assignments (Many are <u>Web Links</u> )
Mon, 3/28	<b>Introduction</b> <i>Understanding the Syllabus</i> <i>Remembering Prerequisites</i> <i>Course Topics</i>	<b>Set up reading:</b> <u>POLITICO WEEKLY TRADE</u> blog. Read most recent edition  <b>Review of Consumer and Producer Theory:</b> <ul style="list-style-type: none"> <li>• <u>IsoCosts, IsoQuants, Indifference Curves, Budget Constraints</u></li> <li>• <u>PPF, General Equilibrium <i>especially the exercise!</i></u></li> </ul>
Wed, 3/30	<b>Trade and Data:</b> <i>Visualizing the International Economy</i> <i>Flows of Goods,</i> <i>Flows of Capital,</i> <i>Flows of People</i> <i>Knowing Trumps Trade Wars</i>	<ul style="list-style-type: none"> <li>• ***<u>Case Study 1: Trump Trade War Timeline</u> (PIIE Study, 7500 words 45 min reading) <ul style="list-style-type: none"> <li>▪ Record each "Battle"</li> <li>▪ Know the justification for each battle</li> <li>▪ Know the broad product categories for each battle</li> </ul> </li> <li>• <u>Case Study 2: Why Does(n't) the US-China Trade Deficit Matter?</u> (CNBC article, 2000 words 7 min reading)</li> <li>• <u>Case Study 3: Who Gets Credit For the iPhone</u> (WSJ article, 363 words 3 min reading)</li> <li>• <u>Case Study 4: Value Added Trade: Collateral Damage in Trade Wars</u> (Bblog, 80 words 2 min reading)</li> </ul> <p><b>Voluntary Reading:</b> F/T Ch 1 "Trade in the Global Economy"</p>

## Pure Trade Theory

Mon, 4/5	<b>Trade and Technology</b> <i>The Ricardian Model</i> <b><u>Inter</u>industry trade (cloth for wine)</b>	F/T Ch 2 "Trade and Technology, the Ricardian Model" (30 pages) <u>Morning Trade</u> 40 min  <ul style="list-style-type: none"> <li>• ***<u>Case Study 1: European Straight Talk about Comparative Advantage</u> (Speech, 2300 words, 10 min reading)</li> <li>• <u>Case Study 2: Comparative Advantage, Manufacturing &amp; Exports</u> Blog plus 2 newspaper articles 2400 words, 10 min reading)</li> <li>• ***<u>Case Study 3: Fear of Free Trade</u> 1500 words, 6 min reading)</li> </ul>
Wed, 4/6	<b>Trade and Factor Endowments Part I:</b> <i>The Short Run:</i> <i>The Specific Factors Model</i>  Written Homework 1 (Ricardo) <u>Problems #2-6</u> Due. HW must be - typed - in PDF format, graphs ok by hand, - emailed before class to <a href="mailto:sdivvie@uw.edu">sdivvie@uw.edu</a> with <u>subject line:</u> <u>Econ471 A or B, Student Number</u> <u>Homework Solution</u>	F/T Ch 3 "Gains and Losses from Trade, the Specific Factor Model"  <ul style="list-style-type: none"> <li>• <b>Case Study 1: TAA</b> <ol style="list-style-type: none"> <li>1) ***<u>Case Study A: 5 Questions On TAA?</u> (WSJ, 900w, 5min)</li> <li>2) <u>Case Study B: TAA by state (Find WA)</u>, (Poster, 900w, 5min)</li> </ol> </li> <li>• <b>Case Study 2: Why TAA?</b> <ol style="list-style-type: none"> <li>1) <u>TAA for Creative Destruction &amp; The American Way?</u> (WSJ/MW article 1500w, 10min reading)</li> <li>2) ***<u>Another TAA Case? Netflix</u>, (Article 1100w, 7min)</li> </ol> </li> </ul> <p><b>Voluntary</b></p> <ul style="list-style-type: none"> <li>• <u>Database of firms with TAA relief, Details of the rejected TAA application of US Lobstermen</u>, more Amazon <a href="#">here</a> &amp; <a href="#">here</a></li> </ul>

		<b>ANALYTICAL DISCUSSION GRADE 1 Posted After Class (dropped if lower than the average of all remaining analytical discussion grades)</b>
Mon, 4/11	<p><b>Trade and Factor Endowments Part II:</b>  <i>The Heckscher Ohlin Model</i>  <b>Interindustry trade (shoes for computers)</b></p> <p>Written Homework 2 (HO)  <b>Problem #2</b> Due. HW must be typed in PDF format, graphs can be hand-drawn, emailed before class to <a href="mailto:sdivvie@uw.edu">sdivvie@uw.edu</a> with subject line: <a href="#">Econ471 A or B, Student Number Homework Solution</a></p>	<p>F/T Ch 4 "Trade and Resources: The Hechscher-Ohlin Model"</p> <ul style="list-style-type: none"> <li>• Skip Section: "Leontief Paradox"</li> <li>• Start Reading "Factor Endowments"</li> <li>• Skip "Leontief's paradox again"</li> </ul> <p><a href="#">Morning Trade</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Case Study 1: Farmers and TPP (200w, 2min)</a></li> <li>• ***<a href="#">Case Study 2: Two Cheers For Sweatshops (2000w, 10min)</a></li> <li>• ***<a href="#">Case Study 3: Sanctions and the nature of Russian (graphic) exports/imports (study THE TYPE of goods Russia exports and imports in 2019, what do you notice?)</a></li> </ul>
Wed, 4/13	Midterm 1 (1 hour, 50 minutes)	<ul style="list-style-type: none"> <li>• <a href="#">Here is a link to (past) exams and solutions</a></li> <li>• Previous exams reference news items not covered in this class</li> <li>• Exams are curved</li> </ul> <p><a href="#">Exam 1 Results/Solution</a></p>
<b>Trade Policy</b>		
Mon, 4/18	<p><b>Trade Policy</b>  <i>Tariffs, Quotas, Trade Policy</i></p>	<p>F/T Ch 8 "Import Tariffs and Quotas Under Perfect Competition"  Start at Section 8.2 "Gains from Trade"</p> <ul style="list-style-type: none"> <li>• ***<a href="#">Trump's Most Powerful Trade Official</a></li> <li>• <b>No Morning Trade, we will discuss it Wed!</b></li> <li>• ***<a href="#">Case Study 1 Who Are the Consumers of Imports?</a></li> <li>• <a href="#">Case Study 2: Effects of Trade Wars on WA (2min video)</a></li> </ul> <p><b>Case Study 3 Steel:</b></p> <ul style="list-style-type: none"> <li>• ***<a href="#">Case Study 3a: Free Trade and the Steel Industry (6min vid)</a></li> <li>• <a href="#">Case Study 3b: Do Steel Tariffs Save Jobs? (400 words 2 min)</a></li> <li>• <a href="#">Case Study 3c: Steel Tariffs Affects of Other Jobs (2000w 10min)</a></li> <li>• <a href="#">Case Study 3d: KORUS 2018: Korean VERs (1000 words 5 min)</a></li> </ul> <p><b>Voluntary:</b> <a href="#">Effects of Trump Tariffs 1</a>, <a href="#">Effects of Trump Tariffs 2</a>, <a href="#">Effects of Trump Tariffs 3</a>, <a href="#">Dumping: Solar Panels</a>, <a href="#">WA Trade War Impact</a>, <a href="#">1828/1832 Tariffs</a>, <a href="#">Trade War Database</a>, <a href="#">Surfing the Tides of Foreign Trade (Video)</a>, <a href="#">Bush Legs and Trump Feet</a>, <a href="#">Cost of Trumps Washing Machine Tariff</a>, <a href="#">Trump adm. likely to replace steel tariffs with quotas</a>, <a href="#">Who Pays / Paid for US-China-Tariffs</a></p>

Wed, 4/20	<p><b>Trade Agreements</b>  <i>Preferential (NAFTA)</i>  <i>Bilateral (USMEXCA)</i></p> <p>Written Homework 3: <a href="#">Problem #11</a>  Due. HW must be</p> <ul style="list-style-type: none"> <li>- typed</li> <li>- in PDF format, graphs can be hand-drawn,</li> <li>- emailed before class to <a href="mailto:sdivvie@uw.edu">sdivvie@uw.edu</a> with <u>subject line: Econ471 A or B, Student Number</u></li> </ul> <p><a href="#">Homework Solution</a></p>	<p>F/T Ch 11.2 “Regional Trade Agreements” (Skip “Trade Diversion in a Graph”)</p> <ul style="list-style-type: none"> <li>• <a href="#">Morning Trade</a> (Monday’s!)</li> <li>• <a href="#">Case Study 1: US PTAs (peruse list, 2 min)</a></li> <li>• ***<a href="#">Case Study 2: The Effects of Nafta (3000 Words, 15 min)</a></li> </ul>
Mon, 4/25	<p><b>Trade Agreements</b>  <i>Multilateral (WTO)</i></p>	<p>F/T Ch 8.1 A brief History of the WTO &amp; WTO Provisions  Ch 11 WTO</p> <ul style="list-style-type: none"> <li>• <a href="#">Morning Trade</a></li> <li>• <a href="#">Case Study 1: WTO List of Trade Agreements</a></li> <li>• <a href="#">Case Study 2: Why Trump Shot The Sheriffs (21 slides 1h)</a></li> <li>• ***<a href="#">Case Study 3: How to Avoid Unfavorable WTO Rulings (400w, 2 min)</a></li> </ul> <p>Voluntary: <a href="#">Case Study: Preferential vs Multilateral Agreements, Retaliation: Trump’s China Trade War Timeline</a></p> <p><b>ANALYTICAL DISCUSSION GRADE 2 Posted After Class</b></p>
Wed, 4/27	<p><b>Trade with Imperfect Competition</b>  <i>Intra</i>industry Trade (cars for cars)</p>	<p>F/T Ch 6</p> <ul style="list-style-type: none"> <li>• <a href="#">Case Study 1: Paul Krugman’s Nobel Prize (6min vid)</a></li> <li>• ***<a href="#">Case Study 2: Cars and Intra Industry Trade (1400w, 15min)</a></li> </ul>
Mon, 5/2	<p>Midterm 2 (1 hour, 50 minutes)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Here is a link to (past) exams and solutions</a></li> <li>• Exams are cumulative</li> <li>• <a href="#">Exam 2 Results/Solutions</a></li> </ul>
<b>Extensions</b>		
Wed, 5/4	<p><b>Trade and FDI Facilitation in the Real World</b></p> <p>Guest Speaker Lisa White, Foreign Commerical Service Officer at the US International Trade Administration Commerical Service Office</p>	<p><a href="#">Morning Trade (Mondays)</a></p> <ul style="list-style-type: none"> <li>• ***<a href="#">Learning How To Export</a> (read + vid)</li> <li>• <a href="#">Export Plan</a></li> <li>• <a href="#">Export Readiness</a></li> </ul>
Mon, 5/9	<p><b>Political Economy of Trade Policy</b>  <i>Protection for Sale</i></p>	<p>F/T Ch 9  <a href="#">Morning Trade</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Case Study 1: Strategic Trade Pros/Cons</a></li> <li>• ***<a href="#">Case Study 2: Lollipop War [Planet Money] (5 min podcast)</a></li> <li>• ***<a href="#">Case Study 4: 1st Century Lobbying (podcast listen to minutes 7:37 - 11:50)</a></li> </ul>



Wed, 5/11	<b>Factor Movements</b> <i>Labor (Migration)</i> <i>Capital (Foreign Direct Investment)</i>	F/T Ch 5 <ul style="list-style-type: none"> <li>• Skip: “Box Diagram”</li> <li>• Skip: “Determination of the Real Wage and Real Rental”</li> <li>• Skip: “Increase in the Amount of Home Labor”</li> <li>• Start reading again: “Effect of Immigr. on Ind. Outputs”</li> </ul> Case Study 1 “Our Town” Documentary <ul style="list-style-type: none"> <li>• ***<a href="#">Case Study 1a: “Our Town” (Long Podcast (1h). You must listen at least starting min 31 onward)</a></li> <li>• ***<a href="#">Case Study 1b: “Our Town” The Economists’ Report (20 min)</a></li> </ul> Voluntary <ul style="list-style-type: none"> <li>• <a href="#">BRICs FDI</a>, <a href="#">How Tax Law Drives FDI&amp;Trade</a>, <a href="#">US Jobs/FDI &amp; High Tech Immigration, Microsoft Style</a></li> </ul> <b>ANALYTICAL DISCUSSION GRADE 3 Posted After Class</b>
Mon, 5/16	<b>Outsourcing</b>	F/T Ch 7 <ul style="list-style-type: none"> <li>• <a href="#">Morning Trade</a></li> </ul> <ul style="list-style-type: none"> <li>• Case Study 1: US Outsourcing Prospects (blog plus links to 2 articles, 1300w each, 15min)</li> <li>• ***<a href="#">Case Study 2: How to destroy American jobs (1000w, 5 min)</a></li> <li>• ***<a href="#">Case Study 3: Boeing Outsourcing Pitfalls (1100 words 5 min)</a></li> </ul> Voluntary <ul style="list-style-type: none"> <li>• <b><a href="#">Review of “The World Is Flat” if you only do one voluntary reading this quarter, THIS IS IT! From one of the best writers/economists out there.</a></b></li> <li>• <a href="#">The other side of outsourcing</a>, <a href="#">Outsource this!</a></li> </ul>
Wed 5/18	<b>Trade and the Environment</b> <ul style="list-style-type: none"> <li>• <i>Scale/Composition/Technique Effects</i></li> <li>• <i>Green Paradox</i></li> <li>• <i>Localvores</i></li> </ul>	<ul style="list-style-type: none"> <li>• ***<a href="#">Case Study 1: Scale/Technique/Composition effects of trade</a></li> <li>• <a href="#">Case Study 2: Environmental Kuznets Curve? (Chinese Solar)</a></li> <li>• ***<a href="#">Case Study 3: “Just A Composition Effect”? (Summer’s memo)</a></li> <li>• ***<a href="#">Case study 4a: Green Paradox</a></li> <li>• ***<a href="#">Case Study 4b: Green Paradox Solution?</a></li> <li>• ***<a href="#">Case Study 5: Localvores &amp; GHG-intensity</a></li> <li>• <a href="#">Case Study 6: Offsetting GHG-intensity through use</a></li> </ul>
Mon, 5/23	<b>Guest Speaker:</b> Sam Kaplan Director of the Center of Excellence Global Trade & Supply Chain Center of Excellence Global Trade & Supply Chain Management, Highline College	<ul style="list-style-type: none"> <li>• <a href="#">Morning Trade</a></li> </ul> <ul style="list-style-type: none"> <li>• Economic analysis of the global trade and supply chain sector in Washington State (Link TBD)</li> <li>• <a href="#">CV</a></li> </ul>
Wed, 5/25	Midterm 3 (1 hour, 50 minutes)	<ul style="list-style-type: none"> <li>• <a href="#">Here is a link to (past) exams and solutions</a></li> <li>• Exams are cumulative, yes material from the previous exam(s) will be covered</li> <li>• Previous exams reference news items that were not covered in this class</li> <li>• I am happy to discuss exams/grading; pls adhere to my <a href="#">grading guidelines</a>.</li> </ul>

		<ul style="list-style-type: none"> <li>Exam curves are set by the grade distribution</li> </ul> <b>Exam 3 Results/Solutions</b>
Mon, 5/30	Memorial Day	
Wed, 6/1	Digital Protectionism	<p>Weekly Trade (from Monday)</p> <ul style="list-style-type: none"> <li><a href="#">Morning Trade (Monday's)</a></li> <li>***<a href="#">Case Study 1: Digital Service Taxes in the EU</a></li> <li><a href="#">Case Study 2: Digital Trade Abstract</a></li> </ul> <p><b>Voluntary</b></p> <ul style="list-style-type: none"> <li><a href="#">Congressional Report On Digital Trade Policy</a></li> </ul> <p><b>ANALYTICAL DISCUSSION GRADE 4 Posted After Class</b></p>

## Key Features of This Class

- 1) I have understood the analytical discussion component of this class
- 2) I have read and understood the analytical discussion grading criteria
- 3) I am aware of the various techniques I can use to better prepare for analytical discussions
- 4) I am aware that Analytical Discussion grades are posted on GRADEBOOK about every 3-4 classes throughout the quarter, it is my responsibility to check them and seek improvements either by studying the syllabus or connecting with the Instructor.
- 5) I am aware I may “pass” any time I am called on in class. I am aware that I can turn off my video camera and will not be called to interact in class.
- 6) I have read and understood that I will submit all grading questions electronically, along with a photo scan of the exam question, to allow the instructor to cross reference his scanned student exams and to have a record of all grading interchanges.
- 7) I am aware that my lack of access to web pages, reading, articles, and slides is not a valid excuse for incomplete homework. If I encounter issues with the web page, I will email the instructor immediately and before the due date.
- 8) I am aware that I can schedule office hours with the instructor.
- 9) I am aware that I **must have** a stable internet connection, a quiet room, a high quality microphone, a high quality camera, and a virtual background, and *Gallery View* enabled to participate in this class, all of which must be tested *before each class*.
- 10) I am aware classes will not be recorded
- 11) I am aware that all assigned reading must be completed *before class*
- 12) I am aware that netiquette is required for all written communications
- 13) I am aware that past exams do not predict future exams and that past classes may have covered different material and hence past exams may not reflect what is in this class’s exams. I am aware that copies of past exams have been made available to provide all students with equal access to past exams.
- 14) I am aware that it is my responsibility to check the syllabus the day before each class for updates that cover recent events or breaking news
- 15) If I am interested in a recommendation after I have taken the class, I will read the recommendation instructions on the instructor’s web page prior to requesting a recommendation
- 16) To receive class announcements, I must link my preferred email account to my UW email account.
- 17) I have read the protocol involved in the event that I miss class
- 18) I am aware that I must change my Zoom name from my official name to the name I would like to be called throughout this class

**I am aware that once I sign this document and send a signed PDF of the “key features of this class” (it must be PDF) to [teclass@uw.edu](mailto:teclass@uw.edu), along with a 5 digit pin, I will have access to online grades for my online assignments (exams). In the SUBJECT LINE pls identify if you are 471A or 471B. By sending my 5-digit code, I agree that my online responses are displayed together with the entire class’s responses by 5-digit codes. I can always choose to keep all my online work entirely private submitting no 5digit code and checking only my results on UWGradebook.**

**Signed (Student Name and Number) \_\_\_\_\_ MY 5 DIGIT CODE: \_\_\_\_\_**