



INTERNATIONAL TRADE, FINANCE, AND COMMERCIAL POLICY
FBE 462
Aris Protopapadakis
COURSE SYLLABUS
Fall 2015

The class meets in HOH 305, on Mondays & Wednesdays @ 4:00 to 5:50 pm.

INSTRUCTOR

Professor Aris Protopapadakis
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Course Material: On Blackboard

OFFICE HOURS

The best way to contact me is through e-mail and the *absolutely worst way* is by telephone.

Office hours are **1:30 to 2:00 pm** on Mondays and Wednesdays, and **2:00 to 3:15 pm** on Friday. Fridays so be sure to let me know you are planning to come. Below is my schedule for the Fall semester; my office hours are indicated by the shaded boxes. Please stop by during office hours if you have any questions, difficulties, or if you just want to talk about the course or anything else. If you know when you are planning to come, do let me know in advance so that I will be sure to be in my office (I tend to wander into other peoples' offices). If my office hours are inconvenient, it is perfectly OK to make arrangements with me in class or by e-mail for a mutually convenient time; phone messages are useless.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 – 1:00				n.a.	<i>Seminar</i>
1:00 – 2:00	1:30 - 2:00	n.a.	1:30 - 2:00	n.a.	n.a.
2:00 – 4:00	n.a.	n.a.	n.a.	n.a.	2:00 - 3:15 <i>check w/me</i>
4:00 – 6:00	<i>Class</i> <i>HOH 305</i>	n.a.	<i>Class</i> <i>HOH 305</i>	n.a.	<i>Seminar</i>
6:00 - 8:00	<i>Class</i> <i>THH 210</i>	n.a.	<i>Class</i> <i>THH 210</i>	n.a.	n.a.

COURSE OBJECTIVES

The course surveys the major topics in international trade and finance. Trade or the desire to trade has been credited with the “invention of invention” which has spawned economic progress, with the invention of writing, and with the invention of mathematics.

Economies almost universally have become increasingly open and international trade has grown much faster than national *GDPs*. International trade is the subject of continuous political debate in the U.S. and elsewhere. Policymakers, policy analysts, businesses, various politicians, and workers unions hold strong and opposing views on several issues.

Firms’ competitive strategies are increasingly influenced by the trade policies of U.S. and other countries. A firm without a global view will not be competitive in a global economy in which competition comes not only from domestic firms but also from firms located abroad. International trade policies are a key ingredient in firms’ strategic plans and their lobbying efforts. At the same time, it is not possible to conduct international or even national business without knowledge of the foreign exchange market and how it functions.

We will analyze and discuss the economic incentives that motivate the trade debates, as well as explore the institutional structure of trade and of trade barriers. We will analyze how international trade influences such things as social welfare, income distribution, employment, growth, and the ways public policy can affect the outcomes. We will also build the framework necessary to understand and use the international financial markets effectively.

LEARNING OBJECTIVES

By the end of the course you should be able to:

- (1) assess which proposed trade policies are likely to harm or help your business.
- (2) assess which proposed trade policies are likely to harm the country’s economy, and why such policies might have been proposed.
- (3) understand the effect that domestic and foreign tariffs have on the competitiveness of your business.
- (4) assess which policies here and abroad constitute non-tariff trade barriers.
- (5) understand the effect that world trade organizations (like the WTO and EXIM banks) have on the competitiveness of your business.
- (6) assess the effect that various regional or bilateral trade agreements have on the competitiveness of your business.
- (7) understand how the foreign exchange market functions, and the risks and pitfalls involved.
- (8) understand what macroeconomics can tell us about trade deficits and international borrowing.
- (9) understand and predict what can happen with alternative foreign exchange policies, and how these policies can affect your business.

We will cover most important trade theories and their policy implications. We’ll analyze various trade and industrial policies, such as quotas, tariffs, non-tariff trade barriers, voluntary export restrictions (VER), anti-dumping regulations, environmental protection, and customs unions. We will also discuss the institutional framework of WTO/GATT, U.S. trade law, the Uruguay and Doha Rounds negotiations, the Multi-Fiber Agreement, the EU, and NAFTA.

In the last part of the course we will shift attention to financial market. We will discuss the foreign exchange markets: spots, futures, forwards, and the Eurocurrency markets. We will also discuss two major relations in international finance: the (uncovered and covered) interest rate parities and purchasing power parity. Finally, we will survey the balance of payments with the particular aim of understanding what they can tell us about trade deficits and international borrowing. We will also analyze government policies towards exchange rates and the reasons behind them.

REQUIRED MATERIALS

Book:

International Economics by Thomas Pugel, 15th edition, McGraw-Hill Irwin, 2013.

The weekly assignments are listed below. Next to the chapter assignments there are entries called “problems.” These are end-of-chapter problems that indicate some of the important concepts you should have learned *but they are NOT homework problems* to be turned in. Homework assignments are listed on their due dates.

Lecture Notes:

Pdf versions of my PowerPoint slides and other relevant material is posted on Blackboard. Additional “lecture notes” posted on Blackboard.

In addition, I highly recommend that you read regularly sources of economic and business news. Probably the best source of *weekly* news is *The Economist* <http://www.economist.com>. It is a British publication with extensive U.S. and world coverage, and it has substantial student discounts. *The Wall Street Journal* is of course a prime source of information: <http://www.wsj.com>; there is an additional charge for online access. *The New York Times* has broad coverage and good analysis; <http://www.nytimes.com/>. Its online subscription is free. *The Financial Times of London* is an excellent daily newspaper with a clear international flavor, and it has a relatively inexpensive on-line subscription: <http://www.ft.com>; all these are also available to you free through the library’s electronic resources.

Cases:

Free Trade vs. Protectionism: the Great Corn Laws Debate, HBS Case 9-701-080, 2001.

The World Trade Organization, HBR Case 9-703-015, 2002.

A “course” has been set up at HBS online, where you can purchase the cases the student rate. To purchase the cases, please go to: <https://cb.hbsp.harvard.edu/cbmp/access/38694921> and follow the instructions. The Course name is: “**Int’l Trade_Fall 2015.**” This URL is specific to this course for this semester only. You cannot access the course by going to the HBS website, though you may also purchase the cases retail from the HBS website. These cases are not available as a “reader” in the bookstore. Be aware that occasional glitches develop in these processes so you ought to download the cases with plenty of time to spare. I *cannot*, send you a copy of the case, even if you already purchased it, because it violates the HBS copyright agreement with faculty.

Articles:

- Article #01 “Humans: Why They Triumphed?” The Wall Street Journal, 05/22/2010.
- Article #02 “Building a Green Economy,” The New York Times, April 11, 2010.
- Article #03 “Mexico and the U.S; Revving Up,” The Economist, 07/14/2011.
- Article #04 “Trade Disputes,” The Economist, 09/16/2004.
- Article #05 “Trade Talks: Mangling Trade,” The Economist, 06/28/2007.
- Article #06 “Blame Game Goes Global,” The Economist, 12/03/2009.
- Article #07 “Trade Pacts: Progress of a Sort,” The Economist, 06/30/2011.
- Article #08 “Failing to Learn From History,” Clyde Prestowitz on Trade, 01/11/2012.
- Article #09 “End of Era for Japan’s Exports,” The Economist, 01/24/2012.
- Article #10 “Charlemagne: The Trade War Within,” The Economist, 04/20/2011
- Article #11 “Free Trade Across the Atlantic,” The Economist, 02/16/2013.
- Article #12 “Life After Doha,” The Economist, 12/14/2013.
- Article #13 “Let’s Admit it: Globalization Has Losers,” The New York Times, 10/16/2011.
- Article #14 “No More Grand Bargains,” The Economist, 08/09/2014.
- Article #15 “Stiglitz on Inequality and the TPP,” Salon, April 29, 2015.
- Article #16 “Doffing the Cap: Tradable Emissions Permits Are a Popular, but Inferior, Way to Tackle Global Warming,” The Economist, 06/14/2007.
- Article #17 “Shale Gas Will Rock the World” The Wall Street Journal, 05/10/2010.
- Article #18 “Climate Policy and the Future of Coal,” The Economist, June 7, 2014.
- Article #19 “China's Population and Economy Are a Double Whammy for the World: Beyond 7 Billion,” The Los Angeles Times, July 7, 2012.
- Article #20 “China's Economy: On Cloud Nine Trillion,” The Economist, March 29, 2014.
- Article #21 “The Newest Frontier: Immigrants are Transforming America,” The Economist, February 21, 2008
- Article #22 “Give Me Your Scientists,” The Economist, 03/05/2009.
- Article #23 “A Reconsideration of the 20th Century,” Nobel Lecture by Robert Mundell, American Economic Review, June 2000, Vol. 90, 3, pp. 327-340.
- Article #24 “Adventures in Carry Trade,” by John Bilson, Bloomberg, 08/25/2013.
- Article #25 “The Big Mac Index,” The Economist, July 24, 2014.
- Article #26 “Is There a Better Way to Organize the World’s Currencies?” The Economist, 11/10/2010.
- Article #27 “Europe’s Many Economic Disaster,” The New York Times, July 3, 2015.
- Article #28 “Alone at the Top (Germany),” The Economist, July 7, 2014.

All the above articles are either in the public domain or can be downloaded from Proquest or the original sources through the University licensing agreements. However, for your convenience you will be able to find them in Blackboard under Assignments.

CLASS NOTES POLICY

No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. *Exceptions are made for students who have made prior arrangements with DSP and me.*

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. ***Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.***

COURSE REQUIREMENTS AND GRADING

The requirements for the course and the associated grading is:

Requirement	Grade Value
Two midterms	35.0% (17.5% each)
Final exam	28.5%
Case reports	5.0%
Corn Laws	2.5%
WTO	2.5%
Class attendance	10.0%
Current events presentations	7.5%
Seven problem sets to be handed-in according to the schedule	14.0% . Graded based on demonstrated effort

You may not use portable computers, smartphones, or any other device that connects to the internet in class at any time.

GRADING

The final grade is based on a “curve”. I adhere to the school guidelines, which suggest an average grade of **3.30** out of **4.00** for undergraduate elective courses. Since this is a *B+* average, it means more *B+* than *B-* grades and more *As* and *Bs* than *Cs*. I do not assign letter grades to individual exams and project reports. Interim letter grades can be misleading because changes can occur and in any case they don’t “add up” in a simple way. However, periodically I will post the full distribution of all your grades, so you can tell where you stand in the class. *Ws* are counted as *Fs* in the computation of the average class grade.

The distribution of grades in the class over the last few years has been:

A	B	C	D	F&W
45%	39%	12%	1%	3%

The Federal government and the University are very concerned with the privacy of your academic information. Consequently, I cannot post anywhere your grades with your name or even with your truncated social security number or your University ID number. Therefore, *if you wish to have your grades posted in Blackboard*, you must give me a signed statement with a number code known only to you. I will then post your grades under this code. I will accept any number you give me but for your own security you should not use your social security number, your University ID number, or your home or cell phone numbers. You will find a form for this purpose at the end of this document; it is also posted on Blackboard.

You must sign and return to me the “Course Syllabus Contract”. If you haven’t done so you will receive an “Incomplete” for the course. The form is attached; it is also posted on Blackboard.

NOTE:

In order to receive a passing grade for the course, you must have a *combined* grade from all the graded tasks you complete on your own (3 exams, 2 case reports, homework, and attendance) *at least equal to 75% of the class average.*

EXAMS

Each of the two midterms will address the subject matter that precedes it; the midterms are not cumulative. The final exam will cover the entire course; *it is* cumulative. The exams are intended to assess how well you understand the main ideas. You will not find “trick”, off-the-wall, or obscure questions in these exams. At the same time you will also not find the exact questions that I discuss in class or in the homework. Each exam will cover the required readings from the text, readings, cases, *and* all the material covered in class.

The exams consist of numerical problems, multiple choice questions, and possibly short essays. All exams will be closed-book, closed-notes. Any violation of the code of academic honesty will result in the severest sanctions compatible with University regulations.

MAKE UP EXAMS

Current department policy to which I adhere is the following:

No make-up midterm or final exams will be allowed. If for any reason a student must miss an exam, he/she will be given a ‘0’ for that exam. If they have an extenuating circumstance that prevents them from taking an exam, they must discuss their reason with the instructor before the time of the exam. Current department policy is that a student will not be given a make-up exam unless he/she obtains a written permission from the instructor in advance. In addition, a student must be able to document the extenuating circumstance.

The permission form is attached to this syllabus.

CASES

Cases are part of the learning process in the course, because they will provide an alternative perspective or additional information. In order to get the most out of the cases and prepare for discussion it is important that you are familiar with the case to be discussed.

Therefore, each student is required to submit a *no-more-than-one-page* summary of each case. The report ought to summarize the key arguments and/or issues. You don't have to "solve" the case but you need to provide an analysis of the key issues; you should refrain from using any of allotted one page rehashing the events and history of the case. You may discuss the case with anyone and in particular with your colleagues but the report must be your own work. Be prepared to participate in the class discussion.

CURRENT TOPIC PRESENTATIONS

It is important for the course, your job prospects, and your future career that you keep up with developments in the international environment. You can do this by readings newspapers (e.g. *The Financial Times*, *The New York Times*, and/or *The Wall Street Journal*), or weekly magazines (e.g. *The Economist*). It is also important to think critically about these developments and develop informed opinions on the issues by applying the theories and information that you acquire here.

To encourage you to do so, and to allow the class to take advantage of your thoughts and conclusions, we will reserve a 12-minute slot in the middle of the lecture for these presentations. Presentations will take place at the scheduled dates generally at the end of the 1st hour of class. Presentations can be made by a single student or a team of no more than two students; all must participate in the presentation. Failure to be present the day of your presentation will result in a grade of zero, unless you obtain an explicit exemption from me in advance.

The presentations can be done in teams of 1-2 students. I will circulate a schedule in class so that you can claim your presentation date in advance. If you don't sign up at that time, it will be up to you to let me know by **e-mail** when you want to make a presentation. You need to notify me *one week in advance*. After the initial sign-up space availability is *not guaranteed*.

Please e-mail me your presentation **by noon on the day of the presentation** so that it will be ready for you on my computer without loss of time. If you are using any program other than Powerpoint, in addition to the relevant URL, please provide me with a .ppt version of your presentation, in case of an IT failure.

I evaluate the presentations on basic things like time management, intelligible presentation, etc. I am specifically looking for critical thinking, i.e., your analysis and insights into the topic you choose. It is helpful to relate the topic to the course material and the associated class discussion when applicable. I also evaluate presentations based on how interesting, innovative and "fun" you make it.

An Important Warning: there is a huge amount of information, disinformation, informed and uninformed views and opinions and plain trash on the internet, and this includes potentially "reputable" sources. If you use less-than-sterling sources please be sure to double check the

veracity of the facts and whether the views/opinions you might adopt pass the “smell test.” When you rely on such sources, you are responsible for what you say and write; it is not enough to quote “a source” without regard to its integrity. This is yet another aspect of “critical thinking.”

CLASS PARTICIPATION

Class participation is an important ingredient of learning. *Your participation grade will come in large part from self-reporting.* Please but ands bring to class a stack of 3x5 cards. When you believe you have made a *relevant* contribution (not just asking clarification questions etc.) make a short note, write your name and section, and turn it in at the end of class.

At the same time I will also keep track and record meaningful participation by students; I will also keep track of negative participation. After the drop-add period I will make up a seating chart. You can insure of being correctly identified by always being at your assigned seat. There will be several opportunities for class participation: these include participation in the general class discussion, during the current topic presentations (see above), and during the case discussions. I may call on you even when you have expressed no interest in participating. Consistent lack of preparation when called upon will result in *lowering* your participation grade.

ATTENDANCE

I will circulate an attendance sheet each class. Please make sure you sign next to your name by the end of class. I will start taking attendance after the first three weeks of class. There will be **21** remaining class sessions (excluding holidays & midterms); if you attend **18** of these you will have a perfect attendance grade. This arrangement gives you a budget of **3** “pre-excused” absences to be used for the usual schedule conflicts, job interviews, family issues, sicknesses, etc.

Please be sure to

1. sign your name the same way all the time,
2. never sign anyone else’s name.

If through a spot check or other means it becomes clear that a student has been signed-in while absent, **three** points (current class plus two more) will be deducted from that student’s attendance total for each such infraction.

It is your responsibility to sign the attendance sheet. Because of the large class size neither you nor I can rely on my memory, and I will not consider later assertions that “... I was in class but forgot to sign!”

BLACKBOARD CONNECTION

All course material will be on Blackboard. In addition it will be my principal means of communication with you outside of class. It is your responsibility to make sure that,

1. you can get on Blackboard and know how to download the files,
2. you have your messages forwarded to your favorite e-mail account so that you can receive them promptly,
3. your e-mail account is functioning and not overfull.

I will assume that you have received any change of schedule, posting, or any other communication that I send through Blackboard. Note that if your account is full or otherwise unavailable I cannot warn you of this via e-mail.

Blackboard also allows you to communicate with other students in the class. The USC-specific Student Blackboard Help website is at <http://studentblackboardhelp.usc.edu/>, and the link for the “collaboration” portion is: <https://studentblackboardhelp.usc.edu/collaboration/>.

HOMEWORK

The due dates for the homework assignments are listed on the course schedule. Each student is responsible for turning in her or his homework at the beginning of class on the due dates. You get full credit for an honest effort by trying to do the homework and turning it in on time. You will *not* be graded on the *accuracy* of your answers. I encourage you to work on the homework problems with your classmates or your team members. However, each student must submit his or her own homework! The problem sets will be posted in Blackboard. Each answer will be posted after the due date of the homework.

GRADE APPEAL

If you think there is an error or you otherwise have reason to question a grade, you can appeal to me in writing, within one week after you have received the grade. Be clear and specific about the reason for your appeal. As a result of re-grading your score may increase or decrease.

CLASS ETIQUETTE

I will need your cooperation to ensure orderly conduct of the lectures.

- Please arrive on time. If you are going to be late on a particular day, for a valid reason, please let me know in advance.
- **Please turn off your cellular phones, beepers and pagers before entering the class.**
- **NO LAPTOPS, IPODS, IPADS, SMARTPHONES OR OTHER INTERNET ACCESS DEVICES MAY BE USED IN CLASS FOR ANY REASON. I will confiscate any such device for the duration of class if you use it.**
- For the exams, please arrive on time and take your seat promptly. You may start only when I announce the start of the exam and you must stop and hand-in your exams when the exam ends. Examination time includes writing your name **and** transferring your answers to the scantron.
- If you have to leave early on a particular day for a valid reason, please let me know in advance; also, try to find a seat near an aisle to minimize disruption to others. You may not come and go as you please.
- Private but audible discussions among students are disruptive to others. If you have a question or something to contribute to the class discussion, please share it with all of us. That'll also get you in-class participation points.

“Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action.

STATEMENT ON ACADEMIC INTEGRITY

Academic Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community or by me and can lead to dismissal.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

ACADEMIC ACCOMMODATIONS BASED ON A DISABILITY

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible and certainly a couple of weeks before the first exam. DSP is located in Grace Salvatori Hall, 3601 Watt Way Room 120 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. ability@usc.edu

EMERGENCY PREPAREDNESS/COURSE CONTINUITY

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

DUE DATES OF DELIVERABLES

Free Trade case report due	08/26
Sign up for current topics presentation. Presentations start 09/16.	08/31
Homework #1	09/14
Homework #2	09/28
<i>Midterm #1</i>	09/30
Homework #3	10/12
WTO case report due	10/19
Homework #4	10/26
Homework #5	11/03
<i>Midterm #2</i>	11/04
Homework #6	11/23
Homework #7	12/03
<i>Final Exam</i>	12/09

MATERIAL TO BE COVERED IN EACH TEST

<i>Midterm #1:</i>
<ul style="list-style-type: none"> ✓ Chapters 1 - 7 ✓ Articles #1 - 7, Free Trade case.
<i>Midterm #2:</i>
<ul style="list-style-type: none"> ✓ Chapters 8 – 15 (not 14) ✓ Articles #8 - 20, WTO case.
<i>Final</i>
<ul style="list-style-type: none"> ✓ Chapters 1 – 15, (not 14) and ✓ Chapters 16 – 20, and 25 as assigned. ✓ Articles #1-25, ✓ The 2 cases.

COURSE SCHEDULE AND READING ASSIGNMENTS FOR FBE 462

Note: All details in this handout are subject to change with adequate notice. The University's official "Schedule of Classes" supersedes all items such as final exam schedules, etc., which are reproduced here only for your convenience

Date	Topic	Assignment Due
Week 1:		
08/24	Course Introduction; International Linkages & Globalization	Ch. 1
08/26	The Basic Principles of Trade Case: Free Trade vs. Protectionism:	Ch. 2; Case report due. Articles #1, 2.
Week 2:		
08/31	The Basic Principles of Trade	Ch. 3. Sign-up for "current events" presentation
09/02	Why Countries Trade -1?	Ch. 2, Problems 1-6, 8-12 Ch. 3, Problems 1-10
Week 3:		
09/07	<i>Holiday</i>	
09/09	Why Countries Trade -2? the Heckscher-Ohlin Theorem	Ch. 4, Problems 1-3, 7, 8
<i>Last day to register & last day to drop without a W: 9/12</i>		
Week 4:		
09/14	Winners and Losers from Trade	Ch. 5, Problems 1-10 <i>Homework #1 due.</i>
09/16	Alternative Theories of Trade	Ch. 6, Problems 1-12
Week 5:		
09/21	Alternative Theories of Trade	Articles #3 - 9.
09/23	Growth and Trade	Ch. 7, Problems 1-13
Week 6:		
09/28	Review for Exam #1	<i>Homework #2 due.</i>
09/30	1st Midterm Exam	Chapters 1 thru 7
Week 7:		
10/05	Analysis of Tariffs	Ch. 8, Problems 1-9
10/07	Non-Tariff Barriers	Ch. 9, Problems 1-11
Week 8:		
10/12	Arguments For and Against Protection	Ch. 10, Problems 1-10, 12, 13 <i>Homework #3 due.</i>
10/14	Pushing Exports	Ch. 11, Problems 1-10

Date	Topic	Assignment Due
Week 9:		
10/19	WTO/GATT Case: The WTO; HBR Case	+ Articles # 10 - 15 Pp. 170-172; 190-94, 233-40, 246-51, 288-94. Case report
10/21	Trade Blocks	Ch. 12, Problems 1-10
Week 10:		
10/26	Trade & the Environment	Ch. 13, Problems 1-10 Articles #16 – 19 <i>Homework #4 due.</i>
10/28	Multinationals & Migration	Ch. 15, Problems 1-11 Article #20 – 22.
Week 11:		
11/02	Review for Exam #2	<i>Homework #5 due.</i>
11/04	2nd Midterm Exam	Chapters 8 – 13, 15
Week 12:		
11/09	FX Markets; Spot, Forwards, Futures, Eurocurrencies	Ch. 17, Problems 1-10
11/11	Spot, Forwards, Futures, Eurocurrencies	Ch 18, pp. 415 – 21.
<i>Last day to drop with a W: 11/14</i>		
Week 13:		
11/16	\$ Equivalent Returns; UIPRT & CIRPT	Ch18, pp. 422-439 Problems 1, 2, 4-9. Articles #23,- 25.
11/18	Real FX & PPP	Ch 19, pp. 419 – 432, problems 2-9, 11, 12.
Week 14:		
11/23	Balance of Payments and the BOP Identity	Ch 16, Problems 1-10 <i>Homework #6 due.</i>
11/25	<i>No Class</i>	
Week 15:		
11/30	FX Regimes & CB Intervention	Ch 20, problems 1-4, 6-12. Ch 25. Article #26, 27.
12/02	The EU; Creation and the Euro Crisis	Class Notes. Ch 25, pp654- 60, Problems1-10. Article #28. <i>Homework #7 due.</i>
Week 16:		
12/09	<i>Final Exam: 4:30 – 6:30 pm</i>	All material

UNIVERSITY OF SOUTHERN CALIFORNIA
MARSHALL SCHOOL OF BUSINESS

FBE 462 – INTERNATIONAL TRADE AND COMMERICAL POLICY

RELEASE FORM FOR GRADE POSTING

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If you wish to be able to access your grade information in Blackboard you must provide me with a 7-digit identification number of your own choosing and fill out and sign this form. Please return this form to me in class.

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I ask that you post my grades on a list or on the web, using the following 7-digit identification number. **Note: This number may not start with a zero**

____ _
My proposed identification number

Signature

Date

LETTER OF PERMISSION

This is to verify that I, Aris Protopapadakis have given permission to
INSTRUCTOR

_____, _____ to be excused
STUDENT SOCIAL SECURITY #

from the _____ in FBE 462 during this _____
MID-TERM/FINAL COURSE TERM/YEAR

semester. The student must make alternative arrangements to take a make-up exam.

_____, _____
INSTRUCTOR SIGNATURE DATE