

**Санкт-Петербургский филиал федерального государственного  
автономного образовательного учреждения высшего профессионального  
образования «Национальный исследовательский университет  
«Высшая школа экономики»**

Факультет Санкт-Петербургская школа экономики и менеджмента

**Рабочая программа дисциплины**  
**Мировая экономика и международная торговля**  
**(преподается на английском языке)**

для образовательной программы Менеджмент  
направления подготовки 38.03.02 «Менеджмент»  
уровень бакалавриат

Разработчик(и) программы

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Согласована начальником ОСУП

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« \_\_\_\_ » \_\_\_\_\_ 2017 г.

Утверждена академическим советом ОП «Менеджмент»

Академический руководитель ОП

Е.А. Шакина \_\_\_\_\_

« \_\_\_\_ » \_\_\_\_\_ 2017 г.

Санкт-Петербург, 2017

*Настоящая программа не может быть использована другими подразделениями  
университета и другими вузами без разрешения кафедры-разработчика программы.*

## Course Syllabus

Title of the course	<b>World Economy and Economic Trade</b>				
Title of the Academic Programme	International Business and Management				
Type of the course	Compulsory course				
Prerequisites	Knowledge of foundations of economics, management, mathematics and economic geography.				
ECTS workload	6				
Total indicative study hours	Directed Study	Self-directed study	Total		
	72	156	228		
Course Overview	The course develops a framework for understanding the past and current trends in the global economy, including international trade, capital flows and migration. Students will acquaint open data and basic approaches to analyze the open economy, as well as comparative economic growth and development. A special attention is devoted to global problems identification. Topics covered in the course demonstrate the facts related to both classical and modern theories of international trade in goods and services, as well as empirical research on trade. A substantial fraction of the course is dedicated to examination of efficient trade policies.				
Intended Learning Outcomes (ILO)	The students will be able to understand global trends and the rapid changes in the world economy; identify the global problems; consider the structure of international economic relations; explain the basis for trade, the gains from trade and effects of trade; apply theories of regional economic development, location, and trade to the contemporary process known as globalization.				
Teaching and Learning Methods	The course consists of 6 credits, including lectures (36 hours) and tutorials (36 hours).				
<b>Content and Structure of the Course</b>					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Introduction: What in the World Is Going On?	14	2	2	10
2	Trade, migration and capital flows in the Global Economy	16	2	4	10
3	Basic economic indicators of the global economy	16	2	4	10
4	The Centre of Gravity Shifts: Transforming the Geographies of the Global Economy	16	4	2	10
5	Technological Change: 'Gales of Creative Destruction'	14	2	2	10
6	Transnational Corporations: The Primary 'Movers and Shapers' of the	14	2	2	10

	Global Economy				
7	Destroying Value? Environmental Impacts of Global Production Networks	14	2	2	10
8	Winning and Losing: Where You Live Really Matters	16	4	2	10
9	Making the World a Better Place	14	2	2	10
10	Ricardian theory of comparative advantage	14	2	2	10
11	Heckscher-Ohlin theory	14	2	2	10
12	Movement of Labor and Capital between Countries	14	2	2	10
13	Increasing Returns to Scale and Monopolistic Competition	14	2	2	10
14	International trade policy	24	4	4	16
15	Macroeconomic analysis of international trade	14	2	2	10
<b>Total study hours</b>		228	36	36	156
<b>Indicative Assessment Methods and Strategy</b>	Students' progress will be measured by students' activities in class (10% of the final grade), 1 test (30%) and 1 home task (20%), final exam will take 80 minutes (questions and tasks) and contribute 40% to the final grade.				
<b>Readings / Indicative Learning Resources</b>	Mandatory Krugman P., Obstfeld M., Melitz M. (KOM) International Economics: Theory and Policy, 2015 (10th edition). <a href="http://proxylibrary.hse.ru:2048/login?url=https://proxylibrary.hse.ru:2119/login.aspx?direct=true&amp;db=nlebk&amp;AN=1419045&amp;site=eds-live">http://proxylibrary.hse.ru:2048/login?url=https://proxylibrary.hse.ru:2119/login.aspx?direct=true&amp;db=nlebk&amp;AN=1419045&amp;site=eds-live</a>				
<b>Indicative Self- Study Strategies</b>	<b>Type</b>			<b>Hours</b>	
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)			50	
	Assignments for seminars / tutorials / labs			50	
	E-learning / distance learning (MOOC / LMS) Problem solving				
	Fieldwork			-	
	Home task			30	
	Preparation for the exam and control work			26	
<b>Academic Support for the Course</b>	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials				
<b>Facilities, Equipment and Software</b>	(If required)				
<b>Course Instructor</b>	Dmitry Rudenko				

## Course Content

- 1 Introduction: What in the World Is Going On?  
The end of the world as we knew it? Conflicting perspectives on ‘globalization’  
Grounding ‘globalization’: geography really does matter. Subsystems in the global economy.
- 2 Trade, migration and capital flows in the Global Economy  
The Basics of World Trade. Is Trade Today Different from the Past? Map of World Trade. Trade Compared with GDP. Barriers to Trade. Map of Migration. Map of Foreign Direct Investment. “First Golden Age” of Trade. “Second Golden Age” of Trade.
- 3 Basic economic indicators of the global economy  
Indicators of globalization. Indicators of economic development. Purchasing Power Parity. Social development. Global competitiveness.
- 4 The Centre of Gravity Shifts: Transforming the Geographies of the Global Economy  
The importance of taking a long view: the imprint of past geographies. Roller-coasters and interconnections. Global shifts: the changing contours of the global economic map. The centre of gravity has shifted.
- 5 Technological Change: ‘Gales of Creative Destruction’  
Technology and economic transformation. Processes of technological change: an evolutionary perspective. Time–space shrinking technologies. Technological innovations in products, production systems and organizational forms. Geographies of innovation.
- 6 Transnational Corporations: The Primary ‘Movers and Shapers’ of the Global Economy  
The myth of the global corporation. Why firms transnationalize. How firms transnationalize. TNCs as ‘networks within networks’. Configuring the TNCs’ internal networks. TNCs within networks of externalized relationships. Perpetual change: reshaping TNCs’ internal and external networks.
- 7 Destroying Value? Environmental Impacts of Global Production Networks  
Production–distribution–consumption as a system of materials flows and balances. Disturbing the delicate balance of life on earth: damaging the earth’s atmosphere. Fouling the nest: creating, disposing and recycling waste. Used clothing.
- 8 Winning and Losing: Where You Live Really Matters  
Location matters. Incomes and poverty. Where will the jobs come from?. Over-dependence on a narrow economic base. Populations on the move.
- 9 Making the World a Better Place  
‘The best of all possible worlds’? TNCs and corporate social responsibility. States and issues of global governance. A better world?
- 10 Ricardian theory of comparative advantage  
Reasons for Trade. Determining the Pattern of International Trade. The Ricardian model of trade. Empirical evidence and policy results.
- 11 Hecksher-Ohlin theory  
Specific-Factors Model. Hecksher-Ohlin model of trade. Stolper-Samuelson effects. Rybczynski effects. Problems with the Hecksher - Ohlin model. Empirical evidence of trade theory.
- 12 Movement of Labor and Capital between Countries  
International Labor Mobility. International Capital Flows. Multinational Firms and Direct Foreign Investment.
- 13 Increasing Returns to Scale and Monopolistic Competition

Basics of Imperfect Competition. Trade Under Monopolistic Competition. The North American Free Trade Agreement. Intra-Industry Trade and the Gravity Equation.

14 International trade policy

Economics of Tariffs. Economics of Quotas. Protection and Imperfect Competition. Import Substitution and Infant Industry argument. Export-oriented development strategies. The East Asian Miracle?

15 Macroeconomic analysis of international trade

Foreign Exchange: Currencies and Crises. Globalization of Finance: Debts and Deficits. Government and Institutions: Policies and Performance. Exchange Rate Essentials.

## Assessment Methods and Criteria

## Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test			*	*
	Essay			*	*
	Report/Presentation			*	*
	Project				
	In-class Participation			*	*
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)			*	*
Summative Assessment	Exam				*

## Assessment Criteria

### In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

### Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

### Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

## **Recommendations for students about organization of self-study**

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

### **Recommendations for essay**

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

## **Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.



## Мировая экономика и международная торговля (преподается на английском языке)

Курс создает основу для понимания прошлых и текущих тенденций в мировой экономике, включая международную торговлю, потоки капитала и миграции. Студенты познакомятся с открытыми данными и основными подходами к анализу открытой экономики, а также с экономическим ростом и развитием. Особое внимание уделяется выявлению глобальных проблем. Темы курса описывают ситуации, связанные как с классической, так и с современной теориями международной торговли товарами и услугами, а также с эмпирическими исследованиями в области торговли. Значительная часть курса посвящена изучению эффективной торговой политики.

После изучения данного курса студенты смогут разбираться в глобальных тенденциях и стремительных изменениях в мировой экономике; выявлять глобальные проблемы; анализировать структуру международных экономических отношений; объяснять основы торговли, выгоды от торговли и последствия торговли; применять теории регионального экономического развития, местоположения и торговли к современному процессу, известному как глобализация.

Курс состоит из 36 часов лекций и 36 семинарских занятий.