

1. General Information

1a. Submitted by the College of: GRADUATE SCHOOL

Date Submitted: 1/16/2014

1b. Department/Division: Patterson School Of Diplomacy

1c. Contact Person

Name: Christine Wolcott

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Phone: 859 257-4666

Responsible Faculty ID (if different from Contact)

Name: Ying Juan Rogers

Email: yrogers9@gmail.com

Phone: 859 266-2125

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

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SENATE COUNCIL

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: DIP 716

2c. Full Title: International Trade Policy and Practice

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is designed to prepare students to function comfortably in either the trade policy formulation (public trade policy producers) or commercial environment (policy consumers). Although the course is organized in two discrete sections, throughout the course, the implications of policy on commercial practice and the reverse will be stressed.

2k. Prerequisites, if any: No prerequisites. . The grading scale in DIP 716 is for internal use on grading assigned work. Instructors will adjust the final grades to conform to the graduate grading of A-B-C-E.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: This course is currently offered under DIP 600 "Special Topics" and is being assigned a permanent DIP number - DIP 716.

6. What enrollment (per section per semester) may reasonably be expected?: 10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain: This course is currently offered under DIP 600 "Special Topics" and is being assigned a permanent DIP number - DIP 716.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JACKSON|Brian A Jackson|DIP 716 NEW College Review|20130625

SIGNATURE|JBLACK|J L Blackwell|DIP 716 NEW Approval Resent to College|20130821

SIGNATURE|ZNNIKO0|Roshan N Nikou|DIP 716 NEW Graduate Council Review|20130819

SIGNATURE|CCAVAL2|Carey E Cavanaugh|DIP 716 NEW Dept Review|20130625

SIGNATURE|JBLACK|J L Blackwell|DIP 716 NEW Approval Resent to College|20130822

SIGNATURE|ZNNIKO0|Roshan N Nikou|DIP 716 NEW Graduate Council Review|20130822

SIGNATURE|JBLACK|J L Blackwell|DIP 716 NEW College Review|20140114

SIGNATURE|CCAVA2|Carey E Cavanaugh|DIP 716 NEW Dept Review|20140114

SIGNATURE|ZNNIKO0|Roshan N Nikou|DIP 716 NEW Graduate Council Review|20140128

Courses | **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
2781	DIP716 International Trade Policy Fall 2013.pdf

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is designed to prepare students to function comfortably in either the trade policy formulation (public trade policy producers) or commercial environment (policy consumers). Although the course is organized in two discrete sections, throughout the course, the implications of policy on commercial practice and the reverse will be stressed.

k. Prerequisites, if any:

No prerequisites. The grading scale in DIP 716 is for internal use on grading assigned work. Instructors will adjust the final grades to conform to the graduate grading of A-B-C-E.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

This course is currently offered under DIP 600 "Special Topics" and is being assigned a permanent DIP number - DIP 716

6. * What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- The chair of the cross-listing department must sign off on the Signature Routing Log.
- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

DIP 716 – 001

International Trade Policy and Practice

Fall 2013

Instructor: Professor Ying Juan Rogers

Classroom: Van Room, 4th Floor 420 POT

Time: Tuesday 9:00-11:30 AM

Course Summary: This course is designed to prepare students to function comfortably in either the trade policy formulation (public trade policy producers) or commercial environment (policy consumers). Although the course is organized in two discrete sections, throughout the course, the implications of policy on commercial practice and the reverse will be stressed.

Students are encouraged to consider the present state of the nexus between the two, and to postulate how coordination might be improved. At the conclusion of the course, students should understand (1) the implications of trade policy for global business, (2) each of the key entities which play an important role in global trade policy and its respective function, (3) and how international business is transacted.

Outcomes: After completing the course, students will demonstrate a broad knowledge of international trade policy and theory as well as a practical understanding of how international transactions take place.

Students will be able to discuss and evaluate contemporary international business issues and impact of trade policy decisions and agreements. Students will be able to articulate how trade policy decisions are made under U.S. trade law. Students will be able to give competent professional written and oral presentations.

Academic Integrity: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred.

If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct.

Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>.

A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done. It must be done by the student, and the student alone.

Format: The class will be taught through lectures, class discussions, and case studies. Students are expected to complete all assigned readings prior to class.

Class participation and group discussions will be an important component of the experience.

Required Textbooks:

- International Economics: Theory and Policy (9th Edition) [Hardcover], January 2011
Paul R. Krugman, Maurice Obstfeld, Marc Melitz

- U.S. Trade Strategy, Daniel W. Drezner, Council on Foreign Relations. (Book in PDF is available)

Additional Articles:

All articles referenced below will be available via Dropbox

Grading:

Students will be graded in the following manner:

- Mid Term examination—25%
- Final examination (project)—25%
- Written and oral assignments—25%
- Class participation —25%

Written assignments: 3

Oral presentation: 1

A+	=4.3
A	=4
A-	=3.7
B+	=3.3
B	=3
B-	=2.7
C+	2.3
C	2

The assignments are set forth as examples. They may be modified in number, scope, length, and/or topic.

Semester Outline:

SECTION ONE

Class 1 Global Trade Introduction (September 3)

Ricardian model and comparative advantage, Gains and pattern of trade, standard trade models, economies of scales.

Reading:

- Paul Krugman: International Economics: page 10-47
- Case study: Krugman page 36, 66
- How US lost jobs
- Apple shift to US manufacturers

Assignment: (due Class 2)

1. Quiz
2. Readings for class 2

Class 2 Basic Trade Policy Instruments and Tools (September 10)

Tariffs, quotas, Voluntary export restraint agreements, (VERs), AD/CVD, Export promotion-subsidies

Reading:

- Paul Krugman, International Economics: page 192-218
- Europe and China agrees to settle solar fight
- Argentina Protectionisms see car swamp for rice

Assignment: (due class 3)

- 1) Quiz in dropbox
- 2) Readings for class 3 in dropbox,

Class 3: International Negotiations and Trade Policy (September 17)

GATT and WTO

Reading:

- Paul Krugman, International Economics: Page 236-251
- Banana Wars: Challenge to the European Union's Banana Regime

Assignment:

Reading for class 4

Class 4: Origins of International Trade Regime Free Trade Agreement (September 24)

Free trade agreements and regional trade blocs

Reading:

- Lee Hudson Teslik, NAFTA's Economic Impact, July 7, 2009, Council on Foreign Relations
- Krugman: Case study "the Gains from 1992", page 223-224, 249
- Talks over a huge U.S.-Europe trade deal start this week. Here's what you need to know

Written assignment (650-700 words) and oral presentation-7 minutes (due class 5, oral presentation)

Choose one of the topics:

Critique the efficiency of WTO. What are its strengths and weaknesses? Where might improvements be made and how?

- 1) What were the key negotiation, policy and leadership challenges presented by the Banana Wars dispute, and did US handle them?
- 2) Describe your position on free trade agreements.
- 3) Describe the impact of NAFTA.
- 4) Your position on US and EU FTA

Class 5: Government Trade Policy in Developing Countries (October 1)

Import substitution-led industrialization and infant industry argument; recent economic developments in the BRIC countries

Reading:

- Krugman: International Economics, chapter 11
- Carlos Primo Braga “Import Substitution Industrialization in Latin America: Experience and Lessons for the Future”
- Case study Krugman page 261

Class 6: International Monetary System (October 8)

World Bank, IMF, Development Banks, Ex-Im Bank, foreign exchange rate and risks

Reading:

- Paul Krugman, International Economics: page 321-332, 518-521, 572-578
- Robert B. Zoellick, Why We Still Need the World Bank, Looking Beyond Aid, 2012

Class 7: US Trade Strategy: Free Trade vs. Fair Trade (October 15)

Group Discussion and presentation:

Group One: Making the case for global free trade

Group two: Making the case for fair or managed trade

Class 8: Midterm (October 22)

SECTION TWO

Class 9: Global Market Entry Part one (October 29)

Visit Big Ass Fan and introducing semester project

Big Ass Fan’s Europe marketing strategies

Class 10: Global Market Entry Part Two (November 5)

Market mode and entry, conducting market analysis on best market and global strategies.

Reading:

- Global entry case study Huawei

Assignment: (Due class 11)

Group study and presentation on: Market entry strategies for Dippin’ Dots. (Suggested outline in Dropbox)

Class 11 Creating Global Marketing (November 12)

Global marketing and branding, pricing, product adaptation, sales Reps, distributors, due diligence

Reading:

- Larry Roellig, "Designing Global Brands: Critical Lessons", Design Management Journal Vol. 12.
- Global business case study: Wall's, Haageen-Dazs

Assignment: (due class 13)

Written report: 1500-2000 case study on one of the following topics: Global strategies of a US company in a foreign country: (e.g.), KFC, Whirlpool, GAP, Sony, Wal-Mart etc. (suggested outline in dropbox)

Class 12 Basics of Exporting (November 19)

Trade Regulation, Procedures and Documentations and license for exporting

Reading:

- Information on Export Control
- Documentation requirements for exporting to Saudi Arabia

Class 13 Basics of Importing (November 26)

Global sourcing, Trade Regulation, Procedures and Documentations for importing

Reading:

- Sara Ireton, 10 Factors to Consider When Sourcing Globally, JPMorgan Global Trade Services
- John Brew, Nicole M. Jenkins, Customs 101 Importation Process Basics, Trade & Customs Law.
- IKEA case study: Global sourcing strategies: Process of selecting international suppliers

Class 14: International shipping (December 3)

Incoterms and global supply chain

- The 10 Keys to Global Logistics Excellence

Class 15: International Payment (December 10)

International payment methods/terms for international trade transactions

- Article "Trade Finance Guide"
- Module Trade Payment Methods

Final Exam December 17

Student project oral presentation, writing