Overview

This course meets once a week (Mondays 2:30-4:10) throughout the fall semester. The course has two parts, corresponding to the first and second halves of the semester. Part 1 will be similar to the 8401 class taught by Tim Kehoe in the first mini of Fall 2009. (See http://www.econ.umn.edu/~tkehoe/classes/8401-09) Part 2 will cover topics at the intersection of trade, industrial organization and regional economics.

Assignments and Grading:

There will be four problem sets, a group project, and a final exam. All assignments must be completed in order to receive a final grade for the course. The mark for each problem set will be counted once and the mark for the group project and the mark for the exam will be counted twice, providing a total of eight marks. The lowest of these marks will be dropped and the remaining marks averaged. Notice that this means that, if the lowest grade is that of the group project or that of the exam, its weight will be halved, but it will not be completely dropped.

Group Project:

Students will form groups to work on projects. Each group will consist of two, three, or four students. Topics for projects will be related to empirical issues in international economics, such as empirical tests of the Heckscher-Ohlins model, or to issues of current policy relevance, such as the modeling financial contagion. Each group will make a 50 minute presentation of its research at the end of the course.

Late Policy:

Any late assignment will be penalized 10 (out of 100) points for each class period it is late, up to a maximum of 40 points.

Cooperation on Assignments:

Students are permitted (and encouraged) to discuss the answers to problem sets together. Copying from another student's answers is not allowed. No cooperation on the final is allowed.

Description of Part 1

We economists traditionally divide the general field of International Economics into two subfields: International Finance and International Trade. In Part 1 of this course we will ignore this division. We will start by studying models from International Trade — the Ricardian model, the Heckscher-Ohlin model, and variants of the New Trade Theory model of increasing returns and monopolistic competition. By emphasizing dynamic general equilibrium versions of these models, we will develop tools compatible with modern, general
equilibrium macroeconomics. We will then use these sorts of models to address a number of topics, some of which are typically studied in International Finance courses. Specifically, we will try to answer the questions: (1) Why did static applied general equilibrium models of the North American Free Trade Agreement do such a poor job in predicting its impact on trade flows? (2) How can we best model real exchange rate fluctuations and the relationship of these fluctuations to international capital flows? (3) How can we use dynamic general equilibrium models to analyze the causes and consequences of international financial crises like those that afflicted Mexico in 1994–1995 and Argentina in 2001–2002? (4) How does trade liberalization affect a country’s growth rate?

**Part 1 Readings:**

Copies of many of the readings will be available on the course web site from last year: http://www.econ.umn.edu/~tkehoe/classes/8401-09.

There is no textbook for this course. A good textbook in international trade — which will be especially useful the first few weeks of the course for anyone who has not studied international trade previously — is


The best textbook in open economy macroeconomics is


We will also spend time talking about depressions and crises. A useful reference is


This book has a web page with data sets, computer programs, and a link to the book’s web page at Amazon.com:


**List of Topics and Readings for Part 1**

0. **Traditional Trade Theory**


Feenstra, Chapters 1–3.


1. Increasing Returns and Imperfect Competition

Feenstra, Chapter 5.


2. Dynamic Trade


Obstfeld and Rogoff, Chapters 4 and 5.


3. **Models with Heterogeneous Firms**


4. **Empirical Evidence**


5. **Applied General Equilibrium Analysis of Trade Policy**

Feenstra, Chapter 6.


6. **Real Exchange Rates**


Obstfeld and Rogoff, Chapters 8, 9, 10.


Notes for Part 1
We will take the material in topic 0 for granted, reviewing some of it selectively throughout the course. We will cover topics 1, 2, 3, and some of topic 4 for sure. We will not have time to do all of topics 4, 5, and 6. We hope to cover at least one of these three topics.
List of Topics and Readings for Part 2 (tentative, more an indication about topics than the papers that will actually be discussed)

7. **More on Impact of Trade with Heterogeneous Firms**


Andrew Bernard, Stephen Redding and Peter Schott, “Multi-product Firms and Trade Liberalization,” NBER working paper, April 2010

8. **Parallels between Trade Models and Regional (NEG) Models**


9. **Impacts of Trade on Productivity**


10. Spillovers


11. Cities


12. Offshoring, Skills,...


13. Borders and Pricing


15. Trade Data and Small Samples


Eaton and Kortum, (work in progress)
Guidelines for Defining Scholastic Dishonesty:
The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Scholastic dishonesty includes, but is not limited to, the description above. It could also be said that scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. Also included would be cheating on assignments or examinations, inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another’s work. (CLA Classroom, Grading & Examination Procedures, http://advisingtools.class.umn.edu/cgep/studentconduct.html.)

Penalties for scholastic dishonesty of any kind in any course will entail an "F" for the particular assignment/exam or the course.