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Diplomacy Syllabi

School of Diplomacy and International  
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Fall 2023

## **DIPL 6155 WB Advanced Economic Aspects of International Relations**

Omer Gokcekus Ph.D.

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# Advanced Economic Aspects of International Relations

*DIPL 6155WB*

FALL 2023

## Instructor Information

Instructor: Prof. Omer Gokcekus

Office: Mc Quaid Hall Room 128

Office Hours: By Appointment

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Preferred Method of Contact: e-mail

## Course Description

The main premise of graduate level work is change. Change requires openness to new ideas. It also requires willingness to abandon old ones. In order to be successful in this course, you should be willing to unlearn and rethink many of the perceptions you might have about international economics or globalization: You already know a great deal, taught by politicians, media, roommates, friends, and relatives. Most of these are either incomplete or simply wrong!

Accordingly, to better understand the economic aspects of international relations, we will review the economic issues generated by globalization by emphasizing facts as well as theories. In doing so, we will be familiarized with the essential concepts required to understand the issues associated with globalization. In particular, we will address a set of topics including, why nations trade, how nations trade, how and why governments regulate international trade, the relationship between economic integration & labor markets, poverty, and environment.

## Course Goals/Outcomes

At the end of this course, students will:

1. Explain essential theorems, approaches, and concepts required to understand the issues associated with globalization;
2. Apply these theorems, approaches, and concepts to address a set of topics including, why nations trade, how nations trade, how and why governments regulate international trade, the relationship between economic integration & labor markets, poverty, and environment.

## Course Materials

### Required textbook:

Paul R. Krugman, Maurice Obstfeld, Marc Melitz. (2018). International Economics: Theory and Policy, 12<sup>th</sup> Edition (11<sup>th</sup> edition is fine too.) Pearson.

### Required articles:

Various articles from the Journal of Economic Perspectives which are free to download can be found at this url: <https://www.aeaweb.org/journals/jep>

## Prerequisite Information

No prerequisite course, but introductory level microeconomics is required

## Expectations

### Students

- Use their Seton Hall email address when emailing the Instructor and fellow students
- Review the how to get started information located in the course content area
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Interact online with instructor and peers
- Review and follow the course calendar
- Submit assignments by the corresponding deadline

### The instructor

- Turnaround time for feedback and graded assignments: I will read every one of your postings and comment in a general note to the entire class within 48 hours of that class. Occasionally, I will offer specific comments on your individual postings. Papers and drafts, unless in exceptional circumstances, will be commented on and graded (if applicable) within a week.
- Response time for email – week day/ week end: I will check my email daily, and will do my best to respond to you within 24 hours during the week (There may be days where it will take a little longer for me to respond to your e-mail). On Fridays, I will not answer e-mails after 4pm EST. And I will not respond to e-mails on Saturdays and Sundays.
- Virtual office hours: I will be available for calls, video conferences, and chats via Microsoft Teams on Mondays and Tuesdays from 2 pm -4 pm, EST. To schedule Microsoft Teams calls, video conferences, or chat meetings at other times, please email me.

## Discussion Forums

- The Discussion Board forum for the specific week will become available at the beginning of each week. The weeks are from Monday morning at 12:01 am through Sunday at 11:59 pm.
- You will receive a grade for “participation” based on your meaningful postings and responding to other students’ posts. A meaningful posting is a posting that is clear, substantive, and most importantly relates to the readings. Neglecting to post or posting/responding inadequately will result in a low class participation grade.
- Instructor will be reading all postings, monitoring the discussions and when necessary ask for further explanations for clarification.
- Our interactions must be characterized by collegiality and professionalism. All participants should feel free to express their own ideas and opinions, and in order to foster an environment in which this can take place, we must consistently treat one another with respect. Should any student in the course violate this policy by engaging in insults or affronts toward other participants, I will send this student a private email to ask the student to refrain from further comments on the forum in question, and the student will receive no credit for the assignment. All Discussion Board responses must be in clearly-understandable, error-free prose. Of course, to express our ideas effectively and completely, we will write in full and correctly-constructed sentences.

## Assignments/Activities

### **Weekly journals:**

- To encourage you to read the assigned materials, you are required to keep a journal.
- You will write at least a one page long (double spaced) note summarizing the main points of each of the reading assignments—chapters from the text book, i.e., Krugman & Obstfeld—for week 1, week 2, week 3, week 5, Week 6, and week 8.
- You will write at least a one page long (double spaced) note summarizing your reactions to each of the journal articles for week 10, week 11, and week 12.
- You will turn in your journal before the beginning of the week via Journal Page at Blackboard.
- Turned in journals will receive a “check,” i.e., full credit.

### **Weekly discussion questions:**

- Each week, a relevant question will be posted, and you will be expected 1) to post and 2) respond to another student’s post at least once within the week.
- A meaningful posting of 100-200 words and responding is a posting that is clear, substantive, and most importantly relates to the readings. Neglecting to post or posting/responding

inadequately will result in a low class participation grade. Discussion grades will be determined based on your meaningful posting and responding to another student's post. Students will receive full credit of 2 points based on the following criteria:

1. Posted in a timely fashion, before the due date, giving others an opportunity to respond
  2. Connections made to the course content.
  3. Written clearly, showing depth of thought and critical thinking.
  4. Extends discussions already taking place, posing new possibilities or opinions not previously voiced.
  5. Replies to at least one other student in a manner that continues the conversation, adding value to their contribution.
  6. References cited were appropriate.
- Each forum will stay open for a week.

### **Midterm exams:**

- Two midterm exams will be assigned.
- Economics explores the implications of living in a world of scarcity in which 'there is no such thing as free lunch.' Learning economics takes time, attention, hard work and smart work. In particular, setting the foundation is extremely critical in the early stages of a life-long, continuous learning process. Thus, there will be two exams on the basic concepts. You are encouraged to work together on this exam to maximize the benefits of peer learning. However, each one of you will be turning in your own exam.
- You will have two weeks to complete your take-home exams. Your exam, as all other assignments will be typed in its entirety: no hand-written exam/assignment or parts of assignment such as charts and graphs will be accepted.
- The first exam will be assigned at the end of week 3 (on September 15), and it will be turned in at the end of week 4 (on September 24), at 11:59 pm. The second take-home exam will be assigned on week 9 (on October 27) and will be turned in at the end of week 10 (November 5), at 11:59 pm promptly via Assignment Page at Blackboard.

### **Final paper:**

- To apply what you have learned in this course, you will read and write further on an issue from international economics that you are deeply interested in.
- The process of writing your final paper has five steps:
  - Choose a specific topic from international economics that interests you and submit a one-paragraph research idea note to get my approval. This is a crucial step and reports on unapproved topics will not be accepted and will result in "zero" points.
  - Schedule a one-on-one conference with the instructor via Microsoft Teams on week 14 to discuss your research idea, identify possible starting points, and get the approval of the instructor for your topic.
  - Read one or two 'starter' article(s) on your topic and send them for the instructor's approval.

- Once the approval process is completed, you will need to pick 10 articles on your topic. All of these articles should be from peer-reviewed academic economics journals.
- Submit a list of your 10 articles. Then, read them carefully and prepare your brief literature survey. To do so, you should answer the following questions for each of your articles: (1) What is the practical problem and research question? (2) What kind of analyses are conducted? (3) What are the research answers/main findings? and (4) What are the policy implications of these findings?
- You will submit your final paper on December 18, 2023 via Assignment Page at Blackboard.
- Guidelines for submitting your final paper will be made available on December 4, 2023.

## Grading Policies

### Grading weights:

Weekly Journals	18 points (9 @ 2 points each)
Discussion Forums	18 points (9 @ 2 points each)
Midterms	34 points (2 @ 17 points each)
Final paper	30 points

### Late policy:

For each assignment, the penalty for late work is 20% points per day.

### Extra credit policy:

There is no extra credit option in this course.

### Grade scale:

Grade Ranges			
A	95% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	65% - 69%
B-	80% - 83%	D	60% - 64%
		F	< 60%

Table 1: Grade Scale

## Course Schedule

<b>Week # Date</b>	<b>Learning Objectives</b>	<b>Readings and Instructional Materials</b>	<b>Assignment: Student Task</b>	<b>Assignment: Instructor Task</b>
Week 1: August 28	Getting familiarized with the course contents, rules of the game, expectations, etc.	Blackboard site and syllabus	Reviewing the how to get started information located in the course content area  Introducing yourself to the class by posting a self-introduction in the appropriate discussion forum	Monitoring the posts
Week 1 ...	Why nations trade? I. Understanding the main framework of the Gravity Model and its pattern of trade, efficiency, and income distribution implications	Krugman, Obstfeld, Melitz - Chapter 2	Submitting Journal 1  Participating Discussion 1	Checking journal submission  Monitoring participation to the discussion
Week 2: September 4	Why nations trade? II. Understanding the main framework of the Ricardian Model and its pattern of trade, efficiency, and income distribution implications	Krugman, Obstfeld, Melitz - Chapter 3	Submitting Journal 2  Participating Discussion 2	Checking journal submission  Monitoring participation to the discussion
Week 3: September 11	Why nations trade? III. Understanding the main framework of the Hecksher-Ohlin-Samuelson Model and its pattern of trade, efficiency, and	Krugman, Obstfeld, Melitz - Chapters 4 and 5	Submitting Journal 3  Participating Discussion 3	Checking journal submission  Monitoring participation to the discussion

Week # Date	Learning Objectives	Readings and Instructional Materials	Assignment: Student Task	Assignment: Instructor Task
	income distribution implications			
Week 4 September 18	Understanding the first three models	Krugman, Obstfeld, Melitz - Chapters 2-5	Midterm Exam 1	
Week 5: September 25	Why nations trade? IV. Understanding the main framework of the Monopolistic Competition and Dumping Models and their pattern of trade, efficiency, and income distribution implications	Krugman, Obstfeld, Melitz - Chapter 7 and 8	Submitting Journal 4  Participating Discussion 4	Checking journal submission  Monitoring participation to the discussion
Week 6 October 2	How to impose restriction on trade? Understanding how trade policy instruments, tariffs and quotas work	Krugman, Obstfeld, Melitz - Chapter 9	Submitting Journal 5  Participating Discussion 5	Checking journal submission  Monitoring participation to the discussion
Week 7 October 9	Spring Break			
Week 8: October 16	Why to impose restriction on trade? Understanding different international political economy approaches	Krugman, Obstfeld, Melitz - Chapter 10	Submitting Journal 6  Participating Discussion 6	Checking journal submission  Monitoring participation to the discussion
Week 9 October 23	Understanding the monopolistic competition and dumping models; international trade policy instruments; and international political economy approaches	Krugman, Obstfeld, Melitz - Chapters 7, 8, 9, 10	Midterm Exam 2	



<b>Week # Date</b>	<b>Learning Objectives</b>	<b>Readings and Instructional Materials</b>	<b>Assignment: Student Task</b>	<b>Assignment: Instructor Task</b>
Week 10: October 30	<p>Current Topics I: Does the U.S. really gain from trade?</p> <p>Putting what we learned into use to understand current international economics issues</p>	<p>Arnaud Costinot and Andrés Rodríguez-Clare (2018). The US Gains from Trade: Valuation Using the Demand for Foreign Factor Services. <i>Journal of Economic Perspectives</i>, 32 (2): pp. 3-24.</p> <p>Robert C. Feenstra (2018). Alternative Sources of the Gains from International Trade: Variety, Creative Destruction, and Markups. <i>Journal of Economic Perspectives</i>, 32 (2): pp. 25-46.</p> <p>Teresa C. Fort, Justin R. Pierce and Peter K. Schott (2018). New Perspectives on the Decline of US Manufacturing Employment. <i>Journal of Economic Perspectives</i>, 32 (2): pp. 47-72</p>	<p>Posting a reaction paper on one assigned article</p> <p>Commenting on two reaction papers at the discussion forum</p>	<p>Checking reaction paper submission</p> <p>Monitoring participation to the discussion</p>
Week 11: November 6	<p>Current Topics II: Immigration and labor markets</p>	<p>Giovanni Peri. (2016). Immigrants, Productivity, and Labor Markets.</p>	<p>Posting a reaction paper on one assigned article</p>	<p>Checking reaction paper submission</p>

Week # Date	Learning Objectives	Readings and Instructional Materials	Assignment: Student Task	Assignment: Instructor Task
	Putting what we learned into use to understand current international economics issues	<p>Journal of Economic Perspectives 30 (4): pp. 3-30.</p> <p>Christian Dustmann, Uta Schönberg and Jan Stuhler. (2016). The Impact of Immigration: Why Do Studies Reach Such Different Results? Journal of Economic Perspectives 30 (4): pp. 31-56.</p> <p>Gordon Hanson and Craig McIntosh. (2016). Is the Mediterranean the New Rio Grande? US and EU Immigration Pressures in the Long Run Journal of Economic Perspectives 30 (4): pp. 57-82</p>	Commenting on two reaction papers at the discussion forum	Monitoring participation to the discussion
Week 12: November 13	<p>Current Topics III: Oil and gas markets</p> <p>Putting what we learned into use to understand current international economics issues</p>	<p>Thomas Covert, Michael Greenstone and Christopher R. Knittel. (2016). Will We Ever Stop Using Fossil Fuels? Journal of Economic Perspectives, 30 (1): pp. 117 - 138.</p>	<p>Posting a reaction paper on one assigned article</p> <p>Commenting on two reaction papers at the discussion forum</p>	<p>Checking reaction paper submission</p> <p>Monitoring participation to the discussion</p>

Week # Date	Learning Objectives	Readings and Instructional Materials	Assignment: Student Task	Assignment: Instructor Task
		<p>Christiane Baumeister and Lutz Kilian. (2016). Forty Years of Oil Price Fluctuations: Why the Price of Oil May Still Surprise Us. Journal of Economic Perspectives, 30 (1): pp. 139 – 160.</p> <p>Anthony J. Venables. (2016). Using Natural Resources for Development: Why Has It Proven So Difficult? Journal of Economic Perspectives, 30 (1): pp. 161 -184.</p>		
Week 13 November 20	Thanksgiving Break			
Week 14: November 27	Identifying and reading relevant articles on a specific topic in international economics and writing a report		Submitting a one paragraph research idea note	Attending a one-on-one Microsoft Teams meeting with the professor
Week 15 December 4	Identifying and reading relevant articles on a specific topic in international economics and writing a report		Submitting a “starter article” for professor’s approval	
Week 16: December 11	Identifying and reading relevant articles on a		Submitting the list of 10 relevant articles	

Week # Date	Learning Objectives	Readings and Instructional Materials	Assignment: Student Task	Assignment: Instructor Task
	specific topic in international economics and writing a report			
Final Exams December 18			Submitting the final paper	

## Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at [servicedesk@shu.edu](mailto:servicedesk@shu.edu)

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to [Seton Hall's Technology Blog](#).

## Statement on Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester.

For more information or to register for services, contact DSS at:

Email: [dss@shu.edu](mailto:dss@shu.edu)  
 Phone: 973-313-6003  
 Fax: 973-761-9185  
 Duffy Hall room 67

## Academic and Professional Integrity Policy

Students are expected to follow the Academic and Professional Integrity Policy outlined in the Student Handbook, in addition to the specific Academic and Professional Integrity Policy of his/her major school or college:

1. **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. (Original student work is expected. Any work containing plagiarized material will result in an automatic “0” for the assignment.)
5. **Passion for the profession:** candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

## Policy on Incompletes

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

## Artificial Intelligence Tools, such as Chat GPT

Students may use AI tools as a learning support, or as a resource (e.g., to generate ideas from the literature, brainstorm, prepare a draft outline), but may not use AI tools to generate a final product. Students could be required to submit a report on what/how they used AI. Students should cite to all AI generated content.

## Academic Integrity & Dishonesty

All assignments submitted must be your own. Contributions from anyone or anything else- **including AI tools**, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation.

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and

<https://www.shu.edu/diplomacy/academic-conduct.cfm>.