



Universidad  
de Alcalá

## COURSE GUIDE

# International Trade & Globalization

Bachelor's Degree in  
Economics and International Business

**Universidad de Alcalá**

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2025/2026

## COURSE GUIDE

Subject:	<b>International Trade and Globalization</b>
Code:	<b>363003</b>
Degree:	<b>Bachelor in Economics and International Business</b>
Department and field of study:	<b>Department of Economics</b>
Type of course:	<b>Compulsory</b>
ECTS credits:	<b>6 ECTS</b>
Year and Term:	<b>Third Year - Second Term</b>
Professor:	<b>Prof. Sébastien Fontenay</b> ( <a href="mailto:sebastien.fontenay@uah.es">sebastien.fontenay@uah.es</a> )
Office hours:	<b>By appointment</b> (office 1.25)
Language:	<b>English</b>

### 1. DESCRIPTION

The course "International Trade and Globalization" offers an updated overview of the main aspects of the theory of international trade and the phenomenon of globalization. The course provides a detailed analysis of the main concepts and methods of international trade theory, and a basic framework for analyzing, from a microeconomic perspective, the current problems of the international economy. In combination with "International Macroeconomics", these subjects provide the basis for a correct understanding of the economic problems of open economies. Although in this course great attention is paid to theoretical models, analytical techniques, and contrasting them with the available empirical evidence, their presentation is always motivated by the concrete problems of the real world. The analysis of practical cases allows students to verify the usefulness of the theoretical models and contributes to stimulate their interest in studying them. The subject first deals with the study of the basic models of international trade with emphasis on modern approaches to them. Subsequently, the course deals with an analysis of trade policies, international factor movements and the consequences of globalization.

### 2. LEARNING OBJECTIVES

#### **General skills:**

- CG1. Ability to solve economic environment problems
- CG2. Ability to analyze and synthesize economic topics
- CG3. Ability to organize and plan economically

- CG4. Skill in analyzing and gathering information from various economic sources
- CG5. Ability to make economic decisions
- CG6. Ethical commitment in work
- CG7. Ability to work in teams
- CG8. Critical and Self-Critical Thinking
- CG9. Ability to understand economic reality
- CG10. Adaptability to new situations
- CG11. Self-Directed Learning Ability
- CG12. Ability to use the English language for information retrieval, resource utilization, and the preparation/presentation of academic activities

### **Basic skills:**

- CB1. Demonstrate knowledge and understanding in an area of study that builds upon general secondary education, typically at a level supported by advanced textbooks, including cutting-edge aspects of their field.
- CB2. Apply knowledge professionally and demonstrate skills through developing and defending arguments and solving problems within their field.
- CB3. Gather and interpret relevant data (usually within their field) to make judgments considering social, scientific, or ethical issues.
- CB4. Communicate information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- CB5. Develop learning skills necessary for further studies with a high degree of autonomy.

### **Transversal skills:**

- CT1. Acquire techniques and skills related to professional practice, including applicable ethical regulations.
- CT2. Know and effectively use available resources for information access.
- CT3. Develop oral and written communication skills in modern languages, both in professional and other contexts.
- CT4. Understand ideas and arguments expressed in a foreign language, both in writing and orally, in everyday and professional/specialized contexts.
- CT5. Advanced proficiency in common office tools (word processors, databases, spreadsheets) and advanced use of electronic communication, browsing, and data search tools (email and internet).
- CT6. Design presentations using software, structure information effectively, and convey it clearly, with basic knowledge of data transmission networks.
- CT7. Know key techniques in management, conflict resolution, personnel selection, and team motivation, applying effective time management strategies.
- CT8. Plan and conduct research in a specific field, adhering to academic and scientific requirements.
- CT9. Understand the history of the University of Alcalá, the functioning of European institutions, and the historical, social, economic, and cultural realities of European and Ibero-American countries.

### **Specific skills:**

- CE2. Acquire skills to understand microeconomic and macroeconomic phenomena.  
 CE3. Acquire skills to analyze concepts and techniques in modern intermediate microeconomic and macroeconomic theory.  
 CE4. Acquire skills to understand Mathematical Analysis for Economics.  
 CE17. Develop the ability to critically analyze, synthesize, and summarize business-economic information using quantitative tools in various economic-business contexts.

### Transversal Skills:

The course incorporates digital and environmental sustainability skills, as outlined in the Department's Master Plan, aligned with the University of Alcalá's Strategic Plan 2036.

### Learning outcomes:

The study of the causes and consequences of international trade is essential for the training of any economist and constitutes an essential tool for those who direct their activity towards the field of economics and international business. Although in this course great attention is paid to theoretical models, analytical techniques and contrasting them with the available empirical evidence, their presentation is always motivated by concrete problems in the real world. The analysis of practical cases allows students to verify the usefulness of theoretical models and helps stimulating their interest in studying them.

## 3. CONTENT

### UNIT 1. Introduction

- Global interdependence and the objectives of international economics.
- Gravity model and impediments to trade.

- 1 subject, 1 lecture

<p><b>PART I. THE MODELS OF INTERNATIONAL TRADE</b></p> <p><b>UNIT 2. Labor productivity and comparative advantage</b></p> <ul style="list-style-type: none"> <li>• The classical Ricardian model.</li> <li>• Gains from trade and empirical evidences.</li> </ul> <p><b>UNIT 3. The neoclassical models</b></p> <ul style="list-style-type: none"> <li>• The specific factors of production.</li> <li>• The Heckscher-Ohlin model.</li> </ul> <p><b>UNIT 4. New explanations of international trade</b></p> <ul style="list-style-type: none"> <li>• The standard trade model.</li> <li>• External economies of scale and imperfect competition.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 subjects, 15 lectures</li> </ul>
<p><b>PART II. INTERNATIONAL TRADE POLICIES</b></p> <p><b>UNIT 5. Trade policy instruments</b></p> <ul style="list-style-type: none"> <li>• Tariffs and subsidies.</li> <li>• Restrictions on exports and other instruments.</li> </ul> <p><b>UNIT 6. The political economy of trade policy</b></p> <ul style="list-style-type: none"> <li>• Free trade vs protectionism.</li> <li>• Income distribution and trade policy.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 subjects, 8 lectures</li> </ul>
<p><b>PART III. GLOBALIZATION</b></p> <p><b>UNIT 7. The international movements of factors</b></p> <ul style="list-style-type: none"> <li>• International labor mobility.</li> <li>• Capital mobility and multinational companies.</li> </ul> <p><b>UNIT 8. The problems of globalization</b></p> <ul style="list-style-type: none"> <li>• The political trilemma of globalization.</li> <li>• Controversies in trade policies.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 subjects, 7 lectures</li> </ul>

## 4. TEACHING AND LEARNING METHODS

### 4.1. Number of hours

<p>Total hours in classroom: 48</p>	<ul style="list-style-type: none"> <li>• Theory lectures: 22,5</li> <li>• Practical classes: 22,5</li> <li>• Exams: 3</li> </ul>
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Total hours of individual study: 102

- Solving problem sets, required readings, individual and group works

Total: 150 hours

## 4.2. Learning activities, materials, and resources

- Theory lectures to present the topic, introduce students to a complex topic, draw conclusions.
- Practical session for solving exercises and practical application of theoretical content.
- Solving problem sets, carrying out individual and group works.
- Reading of articles, books and different documents
- Debates on a topic proposed by the teacher
- Search for information and use of electronic resources (web pages, online dictionaries, etc.)
- Attention to students individually or collectively for the holding of tutorials, in order to carry out an adequate follow-up of them
- Consult the teacher in the Virtual Classroom
- Application of teaching innovation techniques (cooperative learning, flipped learning, role-playing games, gamification methods, blended learning...)
- We will collaborate with CRAI-Library professionals so that students carry out an activity that develops informational skills in the use and management of information" As agreed at the last Faculty Meeting on March 11, 2019, it is important that a University student possesses informational skills and competencies, it being appropriate for the training to be provided by the Library.

## 5. EVALUATION: Exams, evaluation criteria and grades<sup>1</sup>

### Assessment criteria:

- Understand of the main concepts, models and ideas and how to apply them.
- Ability to integrate and relate the different models and apply them to different situations.
- Properly solve practical cases, exercises and activities.
- Synthesize ideas in an integrated way and propose coherent, reflective and critical reasoning in exams and assignments.

<sup>1</sup> Following the Regulations governing learning assessment processes, approved by the Governing Council on March 24, 2011 and the Regulations of the Governing Council on July 16, 2009.

- Oral or written expository clarity and rigor in the justification and presentation of the works.

### **Assessment method:**

Throughout the course, evaluation methods will be implemented to assess the extent to which students achieve the competencies related to the subject. In accordance with the provisions of the regulations governing learning assessment processes approved by the Governing Council on March 24, 2011, to pass the subject all students must submit to the **continuous assessment system**. Only exceptionally can a student take a final exam in May.

The continuous assessment system will be based on the control and monitoring of the student's work throughout the course. It will be adapted to the teaching resources and the number of students per group, and will be communicated in a timely manner at the beginning of the classes. None of the planned tests will mean more than 40% of the continuous assessment grade. Specifically, the evaluation may include:

- Written tests on the theoretical and practical knowledge acquired through the face-to-face classes and the individual work of the student. These tests will assess the skills associated with the acquisition of fundamental knowledge.
- Individual and group work and exercises that will sometimes be presented in class and form a student portfolio based on the practical sessions. These regular tests will assess the skills associated with the search for information, the ability to interpret, communicate and work as a team, and the specific knowledge of the students.

To pass the subject, a minimum score of 5 points out of 10 of the average grade must be obtained among the tests that are evaluated.

The extraordinary evaluation in June (resit) consists of a final exam.

### **Grades:**

The student will receive a numeric decimal grade which corresponds to a qualitative classification. (This conforms to the European Credit Transfer System Royal Decree 1125/2003 which stipulates that the student must receive a numeric decimal grade and a qualitative classification). The scale is as follows:

0,0 – 4,9	FAIL
5,0 – 6,9	PASS
7,0 – 8,9	VERY GOOD
9,0 – 10	OUTSTANDING

During the development of the evaluation tests, the guidelines established in the Regulations that establish the Coexistence Rules of the University of Alcalá must be followed, as well as the possible implications of the irregularities committed during said tests, including the consequences for committing academic fraud according to the Regulations for the Disciplinary Regime of the Student Body of the University of Alcalá.

The teaching-learning methodology and the assessment process will be adapted as needed, in accordance with the guidelines of the Diversity Support Unit, to implement curricular adaptations for students with specific needs.

## 6. BIBLIOGRAPHY

### Main textbooks:

Krugman, P., Obstfeld, M., & Melitz, M. (2022). International Economics: Theory and Policy, 12<sup>th</sup> edition.

<http://www.pearsonhighered.com/krugman/>

### Further reading:

Feenstra, R. C., & Taylor, A. M. (2021). International trade. Macmillan, 5th edition.

Rodrik, D. (2011). The globalization paradox: Democracy and the future of the world economy. WW Norton & Company.

Stiglitz, J. E. (2017). Globalization and its discontents revisited: Anti-globalization in the era of Trump. WW Norton & Company.

More books, reports and scientific papers will be Indicated at the end of each unit.