<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="6">International Economics II</td></tr>
<tr><td>Code</td><td>EUEC02</td><td>Year of study</td><td colspan="5">1.</td></tr>
<tr><td>Course teacher</td><td>Dražen Derado, Ph.D.
Vladimir Šimić, Ph.D.</td><td>Credits (ECTS)</td><td colspan="5">5</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2"></td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td colspan="2">F</td></tr>
<tr><td>26</td><td></td><td>26</td><td colspan="2"></td></tr>
<tr><td>Status of the course</td><td>mandatory / elective</td><td>Percentage of application of e-learning</td><td colspan="5">30%</td></tr>
<tr><td colspan="8">COURSE DESCRIPTION</td></tr>
<tr><td>Course objectives</td><td colspan="7">The aim of the course is to give theoretical and empirical explanation of: traditional and modern trade theories in the analysis of contemporary trade flows, the effects of cross-border movements of production factors, the effectiveness of trade policy measures under imperfect competition, and interdependencies between international trade and economic growth.</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="7">• Course enrolment requirements: regulated by the Statute of the Faculty of Economics, and the Regulation on study and studying.
• Entry competences include computer skills (program package Microsoft Office) and language skills (English or any other foreign language).</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="7">LEARNING OUTCOME FOR THE COURSE: to recommend specific solutions to real world problems in the field of international economics based on various theoretical and empirical contributions in this field (level 7).
INDIVIDUAL LEARNING OUTCOMES:
1. to justify the choice between various traditional international trade theories in analysing contemporary problems of international trade (level 7).
2. to predict the effects of international flows of production factors (level 7).
3. to justify the choice of the model of imperfect competition in analysing actual trade flows (level 7).
4. to re-examine the measures of international trade policy under imperfect competition (level 7).
5. to evaluate the effects of economic growth on international trade (level 7).</td></tr>
<tr><td rowspan="5">Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="3">Lectures</td><td colspan="4">Exercises</td></tr>
<tr><td colspan="2">Topic</td><td>Hours</td><td colspan="3">Topic</td><td>Hours</td></tr>
<tr><td colspan="2">Advantages of international trade and comparative advantage in a historical perspective</td><td>2</td><td colspan="3">Introduction to the course. Outline of the course requirements.</td><td>2</td></tr>
<tr><td colspan="2">Ricardo’s theory of comparative advantage</td><td>2</td><td colspan="3">Curriculum revision. Student presentations.</td><td>2</td></tr>
<tr><td colspan="2">Empirical evaluations of the Ricardian trade model and enlargement of the analytical model</td><td>2</td><td colspan="3">Curriculum revision. Student presentations.</td><td>2</td></tr>
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	The Heckscher-Ohlin trade theory	2	Curriculum revision. Student presentations.	2
	Generalizations and empirical verifications of the Heckscher-Ohlin theory	2	Curriculum revision. Student presentations.	2
	International trade model with sector-specific production factors	2	Curriculum revision. Student presentations.	2
	International movements of production factors	2	Curriculum revision. Student presentations.	2
	Foreign direct investment – theoretical and empirical aspects	2	Curriculum revision. Student presentations.	2
	Imperfect competition and international trade	2	Curriculum revision. Student presentations.	2
	Intra-industry trade – theoretical and empirical analysis	2	Curriculum revision. Student presentations.	2
	International trade and economic growth	2	Curriculum revision. Student presentations.	2
	Theoretical analysis of trade protection under perfect competition and with imperfect market structures	2	Curriculum revision. Student presentations.	2
	Strategic trade policy	2	Curriculum revision. Student presentations.	2

Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☒ partial e-learning ☐ field work	☒ independent assignments ☒ multimedia ☐ laboratory ☐ work with mentor ☒ other: guest lectures
Student responsibilities	• regular class attendance (min. 70% of lectures and min. 70% of seminars) • submission of seminar in written format including oral presentation.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		Quiz	
	Essay		Seminar essay	1		
	Tests	3*	Oral exam			
	Written exam	3	Project			

Grading and evaluating student work in class and at the final exam	* Passing two progress tests can replace the written exam. • **PRE-TERM EXAM:** includes passing two progress tests; final mark is calculated as a simple average of the success on two progress tests (each carrying 50% of the final grade) according to the following distribution of points: 0-49 points: insufficient (1),

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<tr><td></td><td colspan="3">50-64 points: sufficient (2),
65-79 points: good (3),
80-89 points: very good (4),
90-100 points: excellent (5).
• EXAM: positively graded written exam entail passing the course.
All tests (progress tests and final exams) can be carried out in written and/or oral form, either in physical or virtual environment.</td></tr>
<tr><td rowspan="9">Required literature (available in the library and via other media)</td><td>Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td>Feenstra, R. C., Taylor, A. M., (2008), International Economics, New York: Worth Publishers.</td><td>1</td><td></td></tr>
<tr><td>Langdana, F., Murphy, P. T., (2014), International Trade and Global Macropolicy, New York: Springer.</td><td></td><td>e-book</td></tr>
<tr><td>Derado, D., (2014), authorized lecture materials.</td><td>-</td><td>Intranet EFST (www.efst.hr)</td></tr>
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<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">Books:
1. Maneschi, A., (1998.), Comparative Advantage in International Trade - A Historical Perspective, Cheltenham: Edward Elgar.
2. Negishi, T., (2014.), Developments of International Trade Theory (2nd ed.), New York: Springer.
3. Bhagwati, J., Panagariya, A., Srinivasan, T. N., (1988.), Lectures on International Trade (2. izdanje), Cambridge, Massachusetts: MIT Press.
4. Dunn, R. M., Mutti, J. H., (2004.), International Economics (6. izdanje), Abingdon: Routledge.
5. Feenstra, R. C., (2004.), Advanced International Trade - Theory and Evidence, Princeton: Princeton University Press.
6. Screpanti, E., Zamagni, S., (2001.), An Outline of the History of Economic Thought, Oxford: Oxford University Press.
7. Moosa, I. A., (2002.), Foreign Direct Investment - Theory, Evidence and Practice, Basingstoke: Palgrave Macmillan.
8. Zhang, W.-B., (2008.), International Trade Theory - Capital, Knowledge, Economic Structure, Money, and Prices over Time, Heidelberg: Springer.
Scientific papers:
9. Derado, D., (2008), Effects of Trade Liberalization in Croatia: An Approximation of the Integration Effects with the EU, Zagreb International Review of Economics and Business, 11(1), pp. 81-96.
10. Derado, D., (20011), Country-specific Characteristics as Determinants of FDI-Flows to Transition Economies, in: Antevski, M. (ed.), Development Potentials of Foreign Direct Investment: International Experiences, Belgrade: Institute of International Politics and Economics, pp. 180-196..</td></tr>
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	11. Derado, D., (2013), Determinants of FDI in Transition Countries and the Estimation of Potential Level of Croatian FDI, *Financial Theory and Practice*, 37(3), pp. 227-258. **Other publications:** **12.** National Bureau of Economic Research (http://www.nber.org/). **13.** Bruegel (http://bruegel.org/). **14.** World Trade Organization (https://www.wto.org/). **Web-sources:** **15.** Eurostat (http://ec.europa.eu/eurostat). **16.** OECD.Stat (https://stats.oecd.org/).
Quality assurance methods that ensure the acquisition of exit competences	• Monitoring of class attendance and success in realization of students' duties (teacher). • Supervision of lecture progress (Vice-Dean for Education). • Analysis of success rate per core subjects (mandatory and elective) throughout the study programme (Vice-Dean for Education). • Students' Survey (University of Split, Centre for Quality Improvement). • Exams ascertain the realization of the learning outcomes per course. Exam contents is regularly checked (Vice-Dean for Education).
Other (as the proposer wishes to add)	Lectures are held in Croatian and English language.