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| SYLLABUS  Faculty of Economics and Administrative Sciences | | | | | | | | | | | | |
| Course Code | | | **Course Title** | | | | | **Credits** | ECTS Value | | | |
| ITL-101 | | | International Trade | | | | | (3-0-3) | 06 | | | |
| Prerequisite Courses: | | | None | | | | | | | | | |
| Course Language: | | | English | | **Course Delivery Mode:** | | | | | Face-to-Face | | |
| Course Type and Level: | | | Compulsory / First cycle / 1. Year / Fall Semester | | | | | | | | | |
| Instructor's Title, Name, and Surname | | | | | **Course Hours** | | | **Office Hours** | Contact | | | |
| Assoc. Prof. Emre Kadir ÖZEKENCİ | | | | | Tuesday  10.15-12.45 | | | Monday-Friday  14.00-16.00 | [ekadirozekenci@cag.edu.tr](mailto:ekadirozekenci@cag.edu.tr) | | | |
| Course Coordinator: | | | Res. Asist. Kübra T. ONAT ([kubraonat@cag.edu.tr](mailto:kubraonat@cag.edu.tr)) | | | | | | | | | |
| Course Objectives: The primary objective of this course is to introduce undergraduate students to the fundamental concepts, theories, and practices of international trade. The course aims to develop a foundational understanding of the global trade environment, enabling students to comprehend the economic, legal, political, and socio-cultural dimensions that influence trade between nations. Students will be encouraged to critically analyze global trade patterns, the process of firm internationalization, and the strategic decisions made by businesses operating in international markets. By the end of the course, students will be equipped with the analytical tools needed to understand how international trade functions, why it matters in a globalized economy, and how governments and firms respond to the opportunities and challenges it presents. | | | | | | | | | | | | |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | | | | | | | | | Relations | | |
| Program Outcomes | | Net Contribution |
| 1 | | Prepare and deliver clear, structured, and professional reports and presentations on various international trade topics using appropriate communication tools and terminology. | | | | | | | 1 | | 5 |
| 2 | | Analyze the ethical, legal, and political dimensions of international trade policies, including their implications for developing countries and global economic development. | | | | | | | 4 | | 4 |
| 3 | | Integrate theoretical knowledge with practical applications to solve real-world problems in international trade operations and decision-making. | | | | | | | 5 | | 3 |
| 4 | | Demonstrate leadership, collaboration, and interpersonal communication skills while working in team-based projects related to international trade scenarios. | | | | | | | 6 | | 3 |
| Course Content: | | | This course offers a comprehensive introduction to the fundamental concepts, theories, and practices of international trade. It is designed for undergraduate students seeking to understand how goods, services, and capital flow across national borders, and the economic, political, legal, and cultural forces that shape global trade dynamics. The course begins with an overview of international trade's historical development and its role in globalization, followed by a critical examination of classical and modern trade theories, including absolute and comparative advantage, the Heckscher-Ohlin model, and new trade theories. Students will explore various trade policy instruments—such as tariffs, quotas, and subsidies—and their implications for economic development, income distribution, and market efficiency. In addition, the course analyzes the institutional framework governing international trade, focusing on organizations such as the World Trade Organization (WTO), International Monetary Fund (IMF), and World Bank. Attention is also given to regional trade agreements, trade law, ethical considerations, and sustainability issues in global trade. Through lectures, case studies, and group discussions, students will gain the analytical tools needed to interpret trade data, assess trade policies, and understand the strategic decisions of firms engaged in international markets. | | | | | | | | | |
| Course Schedule (Weekly Plan) | | | | | | | | | | | | |
| Week | | **Topic** | | | | | **Preparation** | | | | Teaching Methods and Techniques | |
| 1 | | Introduction to International Trade | | | | | **Review:** Course syllabus and introductory reading on globalization and trade | | | | Lecture, instructor-led discussion | |
| 2 | | Evolution of Trade and Globalization | | | | | **Read**: Chapter on globalization and trade history  **Review**: Recommended references (Journals and websites) | | | | Lecture, visual timeline (short videos), Q&A | |
| 3 | | Case Study | | | | | **Research**: Trade barriers between nations | | | | Debate: "Protectionism vs Free Trade"  Tariff Game: Simulate import costs using real product data | |
| 4 | | Guest Speaker | | | | | **Review**: Recommended references (Journals and websites) for O&A session | | | | Practitioners share real-world insights on International Trade | |
| 5 | | Theories of International Trade I: Classic Approaches | | | | | **Read** **textbook**: Smith, Ricardo, and Heckscher-Ohlin theories | | | | Lecture, real-world examples, group debate | |
| 6 | | Theories of International Trade II: Modern Approaches | | | | | **Review:** Readings on new trade theories | | | | Lecture, real-world examples, group debate | |
| 7 | | Review | | | | | **Review**: Key topics | | | | Discussion | |
| 8 | | Midterm Exam | | | | | **Review**: Weeks 1-7 | | | | In-class written midterm | |
| 9 | | Midterm Exam | | | | | **Review**: Weeks 1-7 | | | | In-class written midterm | |
| 10 | | Regional Trade Agreements (EU, NAFTA, ASEAN, etc.) | | | | | **Research**: RTA and its impact | | | | RTA Fair: Each group creates an interactive poster about a different RTA | |
| 11 | | International Trade and Sustainability | | | | | **Research**: Green trade policies | | | | Group challenge: Create a sustainable trade policy for a fictional country | |
| 12 | | Cultural Factors in Trade (Trade Negotiations) | | | | | **Research**: Hofstede's dimensions | | | | Interactive workshop: Cross-cultural communication in trade | |
| 13 | | E-commerce and Digital Trade | | | | | **Watch:** Documentary on digital trade | | | | Watch & Reflect: Short documentary on E-Commerce | |
| 14 | | Student Project Presentations | | | | | **Prepare**: Group project | | | | Group project presentations with report (APA + PPT)  Peer feedback using rubric | |
| 15 | | Student Project Presentations | | | | | **Prepare:** Group project | | | | Group project presentations with report (APA + PPT)  Peer feedback using rubric | |
| 16 | | Review | | | | | **Review**: key topics | | | | Feedback session and reflection activity | |
| 17 | | Final Exam | | | | | **Review:** all topics | | | | In-class written final exam | |
| 18 | | Final Exam | | | | | **Review:** all topics | | | | In-class written final exam | |
| Course Resources | | | | | | | | | | | | |
| Textbook: | | | | 1) International Trade: Theory and Policy, Global Edition, 11th Edition. Paul. R. Krugman, M. Obstfeld, Marc. J. Melitz. Pearson. ISBN: 978-1292216355.  2) International Economics, Global Edition, 7th Edition. J. Gerber. Pearson. ISBN: 978-0134472096. | | | | | | | | |
| Recommended References: | | | | Journal List in International Trade & Business Studies;   * Journal of International Business Studies * Journal of Management Studies * American Economic Review * Journal of Consumer Research * Review of Economic Studies * Strategic Management Journal * World Trade Review   Weekly Economics and International Trade Newsletter;   * [www.wto.org](http://www.wto.org) * [www.imf.org](http://www.imf.org) * [www.worldbank.org](http://www.worldbank.org) * [www.oecd.org](http://www.oecd.org) * <https://ec.europa.eu/trade/> * [www.forbes.com](http://www.forbes.com) * <https://hbr.org/> * <https://hbrturkiye.com/> | | | | | | | | |
| Course Assessment and Evaluation | | | | | | | | | | | | |
| Activities | | | | **Number** | | **Percentile** | | Notes | | | | |
| Midterm Exam | | | | 1 | | %30 | | Written Exam | | | | |
| Term Project (APA+Presentation) | | | | 1 | | %15 | | Group Project | | | | |
| Assignment | | | | 4 | | %5 | | Poster + Case Study | | | | |
| Final | | | | 1 | | %50 | | Written Exam | | | | |
| ECTS Table | | | | | | | | | | | | |
| Content | | | | | | **Number** | | **Hours** | Total | | | |
| Course Duration | | | | | | **14** | | **3** | 42 | | | |
| Out-of-Class Study | | | | | | **14** | | **3** | 42 | | | |
| Assignment | | | | | | **4** | | **3** | 12 | | | |
| Term Project | | | | | | **1** | | **20** | 20 | | | |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | | | | | | **1** | | **25** | 25 | | | |
| Final Exam (Final Exam Duration + Final Exam Preparation) | | | | | | **1** | | **30** | 30 | | | |
| Total: | | | | | | | | | 171 | | | |
| Total / 30: | | | | | | | | | 171/30=5.7 | | | |
| ECTS Credit: | | | | | | | | | 6 | | | |

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| Past Term Achievements | |
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**Term Project**

**Topic:** International Trade and the Global Economy

**Course:** International Trade

**Level:** Undergraduate

**Type:** Group Project

**Deliverables:** Written Report + Oral Presentation

**Weight:** (15% of total grade)

In the 21st century, international trade has become increasingly interconnected and dynamic. Multinational corporations source raw materials, manufacture products, and distribute goods across multiple countries. Globalization has expanded trade volumes and reshaped the global economy. However, while trade offers economic growth and access to global markets, it also brings social, cultural, and environmental challenges that must be critically assessed.

This case study aims to help students explore the complex relationship between **international trade, globalization, and sustainable development**, with a specific focus on **Türkiye as an exporting country**.

**Learning Objectives**

By completing this assignment, students will be able to:

* Analyze the mechanisms and impacts of international trade within a globalized world.
* Conduct market and feasibility research for selected products.
* Evaluate the economic, environmental, and social implications of trade activities.
* Develop teamwork, decision-making, and presentation skills.
* Apply cross-cultural and international business knowledge in a realistic scenario.

**Assignment Description**

Students will form groups to complete this project collaboratively. Each group will act as an **export consulting team** based in Türkiye. Your task is to design and justify an **export strategy** for selected Turkish products to various international markets.

**Project Requirements**

**1. Country and Product Selection**

* You must select **at least 5 export products or services** originating from Türkiye.
* Products may come from traditional (e.g., textiles, food, automotive) or emerging industries (e.g., technology, renewable energy, creative industries).
* Select **at least 3 different importing countries** (from different regions: e.g., Europe, Asia, Africa, Americas).
* You may not choose Turkey as an importing country.

**2. Feasibility & Market Research**

* Conduct a brief **market feasibility analysis** for each product-country pair.
* Include market demand, competition, entry barriers, logistics, and customer preferences.
* Support findings with **graphs, charts, and reliable trade data** (e.g., from IMF, WTO, UNCTAD, World Bank).

**3. Cultural and Regulatory Analysis**

* Identify **cultural**, **legal**, and **customs-related differences** between Türkiye and the target markets.
* Discuss how these differences influence product adaptation, branding, negotiation, and communication styles.

**4. Trade Policy and Logistics**

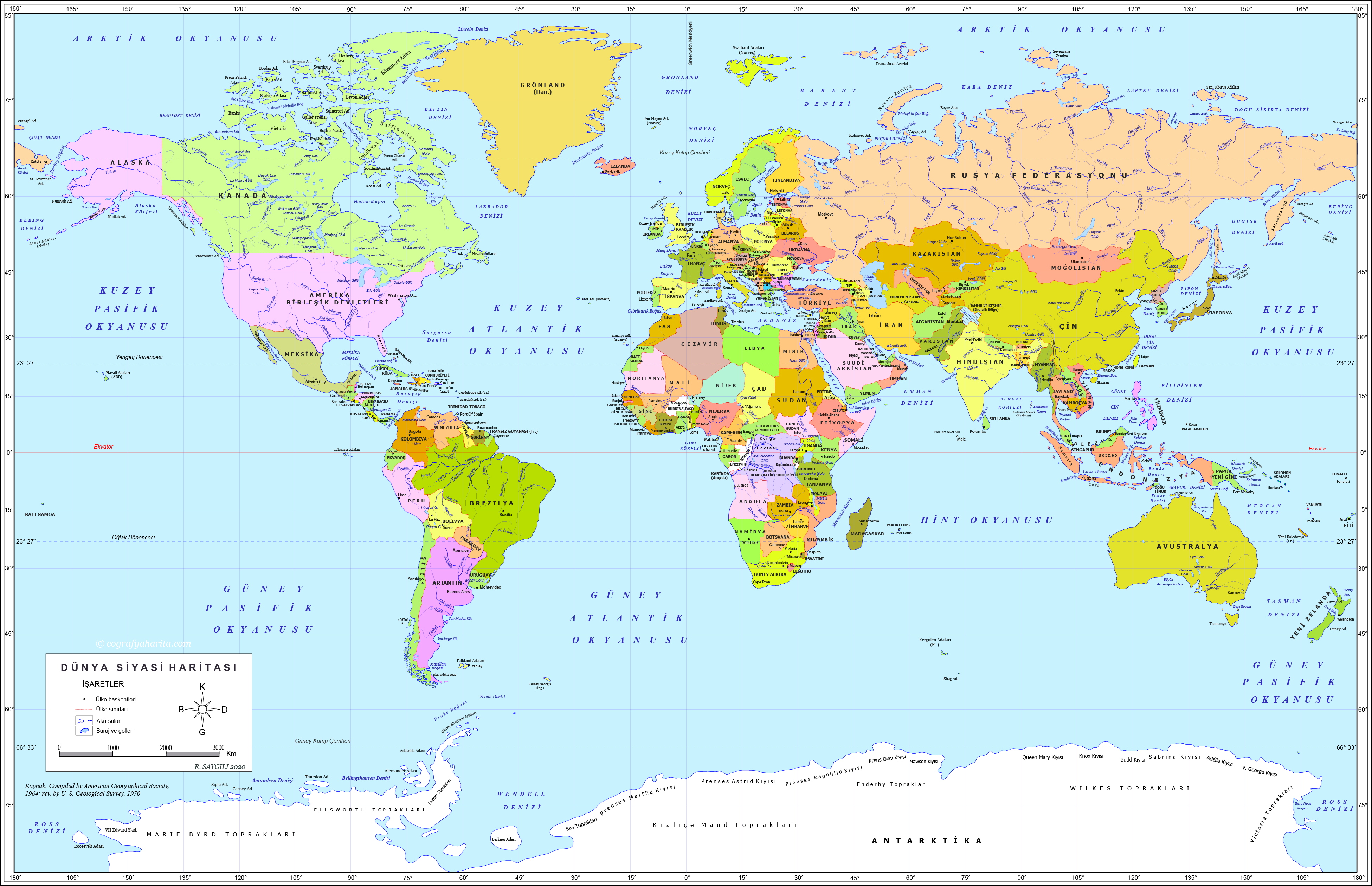
* Outline relevant trade agreements, tariffs, and logistical considerations for each export.
* Identify any **free trade agreements (FTAs)** or **customs unions** that Türkiye is part of.

**5. Sustainability Impact Evaluation**

* Assess the **economic, social, and environmental** impacts of the selected trade activities.
* Reflect on how globalization affects:
  + Labor conditions (e.g., outsourcing, fair wages)
  + Environmental practices (e.g., carbon emissions, waste)
  + Cultural integration or resistance
* Propose solutions for mitigating negative impacts and enhancing sustainable trade.

**6. Final Deliverables**

* **Written Report** (4.500–5.000 words)
  + Abstract, Introduction, Conceptual Framework, Discussion, Conclusion, etc.
  + Visual data (graphs, tables, charts)
  + References (APA style)
* **Oral Presentation** (15-20 minutes per group)
  + Include visual aids (PowerPoint, Canva, etc.)
  + Each member must present a portion
  + Q&A session after the presentation



**ITL-101 International Trade**

**Research Project**

**Assessment Rubric**

|  |  |
| --- | --- |
| Student: |  |
| Evaluator: |  |
| Date: |  |

For each of the evaluation dimensions identified below, use the evaluation rubric to assess the student’s work by specifying a score based on the performance ratings and descriptors delineated in the rubric form and supplying relevant comments in the space provided.

1. **Focus on Topic:** The degree to which the student will acquire fundamental and technical knowledge in the area of business and use this knowledge to approach business problems
2. **Integration of Theoretical and Practical Knowledge**: The extent to which students use elementary and relevant knowledge related with international trade & logistics applications.
3. **Analytical/Critical-Thinking Skills**: The degree to which the students will recognize the relations among businesses and identifies the research problem, concept, or idea, and specifies its constituent elements; investigates, selects, and organizes research information.
4. **Writing Skills**: The degree to which the student employs APA formatting in the written project, the extent to which the student uses appropriate language/word choice, mechanics, and writing conventions and the extent to which the student uses and cites appropriate resources in the research project
5. **Oral Communication Skills**: The degree to which the student presents the project information in a logical sequence, employs supporting graphics, and uses appropriate communication conventions in the oral presentation of the research project
6. **Collaboration/Integration Skills**: The degree to which the student will be able to apply effective communication skills and work in teams effectively
7. **Corporate Social Responsibility Awareness:** The extent to which the students will develop sensitivity towards society and environment.

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| **Research Project Evaluation Rubric** | | | | |
| **Criterion** | **Performance Rating** | | | **Score** |
| **Needs Improvement** | **Competent** | **Exemplary** |
|  | **0-5** | **6-15** | **16-25** |  |
| **Focus on Topic**  **(Content)** | Content is unclear, inaccurate, and/or incomplete; support for the central purpose, arguments, or goals of the project is weak or poorly discussed. | Presents clear and appropriate information that adequately supports the central purpose, arguments, or goals of the project. | Presents balanced, significant, and valid information that clearly and convincingly supports the central purpose, arguments, or goals of the project |  |
| **Comments**:  **Measures: ISLO 1;** students will be able to recognize elementary and relevant theoretical knowledge such as economics, law, mathematics, statistics, accounting and finance. | | | |
|  | **0-3** | **4-7** | **8-11** |  |
| **Integration of Theoretical and Practical Knowledge** | Definition of international trade & logistics application is not clearly stated. Supporting details and information are unclear regarding international trade & logistics. | Definition of international trade & logistics application is missing several elements. Supporting details and information are relevant but several topics are not discussed. | Definition of international trade & logistics application is clearly stated. Quality details give the reader important information about topics. |  |
| **Comments**:  **Measures: ISLO 2;** students will be able to use elementary and relevant knowledge related with international trade procedures. | | | |
|  | **0-3** | **4-7** | **8-11** |  |
| **Analytical/**  **Critical-Thinking Skills** | Research problem, concept, or idea is not clearly articulated, or its component elements are not identified or described; research information is poorly organized, categorized, and/or superficially examined. Personal assessment is not related to topic and no point of view regarding company. | Adequately identifies and describes (or sketches out) the research problem, concept, or idea and its components; gathers and examines information relating to the research problem, concept, or idea. Personal assessment is relevant but there is a need for more supporting knowledge. | Effectively formulates a clear description of the research problem, concept, or idea, and specifies major elements to be examined; selects and prioritizes information appropriate to addressing the research problem, concept, or idea. Main idea stands out and is supported by detailed information. Personal assessment is clearly stated. |  |
| **Comments**:  **Measures: ISLO 3;** students will be able to demonstrate ability to arrive at optimal solutions to business problems by using critical thinking abilities. | | | |
|  | **0-3** | **4-7** | **8-11** |  |
| **Writing Skills**  **1) APA**  **2) References**  **3) Grammar** | **1)** Research project exhibits frequent and significant errors in APA formatting.  **2)** Most of the references are from sources that are not peer-reviewed or professional, and have uncertain reliability.  **3)** The written project exhibits multiple errors in grammar, sentence structure, and/or spelling; inadequate writing skills. | **1)** Professionally legitimate references are generally used; clear and fair citations are presented in most cases.  **2)** APA formatting is employed appropriately in the research project with a few minor errors.  **3)** Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar | **1)** Presents compelling evidence from professionally legitimate sources; attribution is clear and  accurate.  **2)** APA format is used accurately  and consistently throughout the research project.  **3)** Readability of the project is enhanced by facility in language use/word choice; uses language conventions effectively |  |
| **Comments**:  **Measures: ISLO 4;** students will be able to learn how to gather date related with international trade and use research skills to analyze the available data. | | | |
|  | **0-6** | **7-13** | **14-20** |  |
| **Oral Communication Skills**  **(During presentation)** | Oral presentation cannot be understood because there is no logical sequencing of research information; presenter uses superfluous graphics or no graphics; presenter reads most or the entire project notes with little or no eye contact. There is no any supportive material (ppt, pdf, etc). The student does not use form of presentation (debate, dialogue, speech) to effectively communicate with audience. | Research information is presented in a sequence that the audience can follow; graphics support and are related to the content of the project; presenter maintains eye contact with the audience with a few minor exceptions; presenter reads from notes on a few occasions. There is a supportive material but there is a need for more knowledge. The student use form of presentation (debate, dialogue, speech) with several mistakes. | Research information is presented in a logical, interesting, and effective sequence, which the audience can easily follow; oral presentation uses effective graphics to explain and reinforce the information presented; presenter maintains eye contact with audience, seldom returning to notes; presenter speaks in a clear voice and uses correct. There is a sufficient material. The student use effectively forms of presentation (debate, dialogue, speech). |  |
| **Comments**:  **Measures: ISLO 5;** students will be able to present information orally and in writing at the stated level with colleagues over international trade. | | | |

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|  | **0-3** | **4-7** | **8-11** |  |
| **Collaboration & Integration Skills**  **(Team Working)** | The group atmosphere is competitive and/or individualistic.  Team working is not clear. | There is a general atmosphere of respect for group members, but some members of the group do not feel free to ask questions and contribute. Team working is relevant but should be developed. | Members of the group share respect for each other.  Team working is well established. |  |
| **Comments**:  **Measures: ISLO 6;** students will be able to utilize managerial skills to work effectively in teams. | | | |
| **Corporate Social Responsibility**  **Awareness** | **0-3** | **4-7** | **8-11** |  |
| Demonstrated limited awareness of environment and corporate social responsibility. The student didn’t prepare a letter of recommendation to company to enhance awareness of ethical issues in business world. Copy of letter is not available. | Demonstrated adequate awareness of environment and corporate social responsibility. The student prepares a letter of recommendation to company to enhance awareness of ethical issues in business world. But need to develop. Copy of letter is available. | Demonstrated strong awareness of environment and corporate social responsibility. The student prepares comprehensive letter of recommendation to company to enhance awareness of ethical issues in business world. Copy of letter is available. |  |
| **Comments**:  **Measures: ISLO 7;** students will be able to recognize business, ethical and cultural issues within the environment he / she lives. | | | |
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| **Summary Performance Ratings on Programmatic ISLOs** | |
| **ISLOs/Program-Level Assessment Criteria** | **Score** |
| Focus on Topic (Content) |  |
| Integration of Theoretical and Practical Knowledge |  |
| Analytical/Critical-Thinking Skills |  |
| Writing Skills |  |
| Oral Communication Skills |  |
| Collaboration & Integration Skills |  |
| Corporate Social Responsibility Awareness |  |
| **Total Score** |  |

CC (70/100) and higher grades will be considered as successful for this lecture.

*Best wishes...*

*Assoc. Prof. Emre Kadir ÖZEKENCİ*

**Grading Scale of Çağ University**

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| --- | --- | --- | --- |
| **Letter Grade** | **Number of Points**  **(Scale of 100)** | **Number of Points**  **(4 Points)** | **Definition** |
| AA | 90-100 | 4.00 | Excellent |
| BA | 85-89 | 3.50 | Very good |
| BB | 80-84 | 3.00 | Good |
| CB | 75-79 | 2.50 | Satisfactory-Good |
| CC | 70-74 | 2.00 | Satisfactory |
| DC | 60-69 | 1.50 | Sufficient Satisfactory |
| DD | 50-59 | 1.00 | Sufficient |
| FD | 40-49 | 0.50 | Fail |
| FF | 0-39 | 0.00 | Fail |
| N/A | - | - | Absent |