

University of Waterloo
Department of Economics
ARTS140_014 Information and Analysis
How to Win a Trade War
Winter 2019
Monday 6:30pm – 9:20pm in ML 242

I acknowledge that our classes meet on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised and given to the Six Nations extending six miles on each side of the Grand River.

Instructor Information

Instructor: Dr. Barb Bloemhof

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Office Hours: Mon & Wed 2pm-3:30pm or by appointment arranged by email

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Please include ARTS140_014 in the subject line and use your UWaterloo account

Course Description

Arts 140 introduces students to diverse ways of finding, examining, and using data and information in the social sciences and humanities. In a small seminar setting, students will work collaboratively to understand quantitative and qualitative methods of data gathering and build competencies in conceptualizing, contextualizing, and comprehending methods of information analysis. Students will be expected to investigate, use, and assess the presentation of information in their own work and the work of others so that they can better understand the range of social, ethical, and political challenges of our world.

The theme for this course is “How to Win a Trade War.” Globally, regionally, locally, and individually, people have been engaging in exchange for a very long time. If this is such a compelling and enduring practice, why is it portrayed so dramatically in the media? This class looks at the irresistible incentives that countries have to engage in mutually advantageous trade and how the rules of trade matter to globalization.

Course Goals and Learning Outcomes

Within an interactive scholarly community of researchers, students will develop a communication portfolio that provides a vehicle for being able to:

- A. Access information and practice navigating library resources, including indexes and databases;

- B. Recognize, define, and reflect on the meaning of quantitative and qualitative data;
- C. Practice writing and speaking in iterative communication assignments in a variety of genres and for a variety of audiences, including the design and effective presentation of quantitative or qualitative information;
- D. Collaborate with peers and provide, incorporate and reflect on feedback;
- E. Demonstrate an ability to reflect on the knowledge-making function of information, analysis, and communication; and
- F. Assess, examine, and evaluate the uses and purposes of information, including distinguishing between facts and values.

International trade and globalization will be the theme in which to ground the communication and analysis skills that you will be developing. By the end of this course, you will be able to:

Explain who gains and who is harmed by tariffs;
Identify and define key elements of a system of international trade;
Say how important Canada's international trading system is to the Canadian economy; and
Distinguish the economic way of looking at international relations from other perspectives.

Two of the most important questions that you will become skilled with are "what is knowable about a situation?" and "where would someone look in order to verify the claims made by this writer?"

Resources

Your main resource for this course is the University Library. Required texts and readings will be posted from time to time through the University of Waterloo [LEARN](#) classroom space. Please connect regularly to ensure that you are up to date.

The Library also has excellent resources on academic integrity available [online](#).

Writing and Communication Centre:

The Writing and Communication Centre ([WCC](#)) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make several appointments throughout the term, or you can drop in at the Library for quick questions or feedback. Click [this link](#) to book a 25- or 50-minute appointment and to see drop-in hours. Group appointments for team-based projects, presentations, and papers are also available. Special consultation times for ArtsFirst students only (first come, first served in PAS 2013) are between 12 noon and 3pm Monday to Thursday during term.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but they will not change or correct your work for you.

Evaluation and Assessment

Assessment	Date of Evaluation	Weighting
Summary	Formative: by 11:59pm Jan 21 on LEARN Revised due April 9	<i>In portfolio</i>
Annotated Bibliography	Formative: by 11:59pm Feb 11 on LEARN Revised due April 9	<i>In portfolio</i>
Inquiry Paper	Formative: bring a printout to class on Mar 18 Revised: due April 9	<i>In portfolio</i>
Reflection	Week 9 (Mar 11)	10%
Group Project Presentation	Week 11 (Mar 25)	15%
Participation	Throughout term	15%
Portfolio	By 11:59pm April 9 on LEARN	60%
Total		100%

NOTE: There is no final examination for this course.

Participation:

We all benefit from working together and sharing ideas collaboratively, and our classroom is the most productive place to create these benefits. Participation and attendance are mandatory in this class. You must attend all classes to earn full marks for participation. Each unexplained absence will result in a reduction of 2 points from the attendance grade. Full marks for participation also require that you participate fully in class activities, including preparing assigned readings, engaging fully and collaboratively in group work, providing peer feedback on time, and actively engaging in discussions and classroom activities. You will receive formative feedback on your participation at midterm so that you can see how you are doing. If you are anxious about speaking in public please come meet with me in the first week of class to discuss accommodations. These accommodations will be specific and must be prearranged. If no accommodations are arranged or you do not meet the expectations of those accommodations, your participation grade will be reduced.

Policy for Missed or Late Work

Assignments must be submitted on time as indicated on the [Evaluation and Assessment](#) schedule; in particular, the draft essay must be submitted at the beginning of the Week 10 class (no exceptions). Evaluated in-class work must be completed at the time it is assigned. Late submissions cannot be accepted and there are no “make-ups” for work missed due to absence. Missed or late submissions will receive a grade of 0%. An exception will be made for university-accommodated religious holiday or documented emergency or illness (using the [Verification of Illness Form](#)).

Group Work

Acceptable rules for group work will be posted on LEARN. Your group project and presentation will be created with 3-4 other members of the class who are working on similar areas of research. You will collaboratively create an experience for presentation to the class, including a key message that you want to communicate and an engaging way to share that message. (Note that the message should not reflect any one group member’s research, but instead should be collaboratively determined.) Each group member will speak for at least 2 minutes about some aspect of the project, communicating part of the message and showing visuals as needed to support that part of the presentation. After the presentation, the group will hand in a copy of their bibliography and a Group Assignment Checklist (available on LEARN) signed by all members and indicating their contribution to the group project, within 24 hours of their presentation.

Reflection

Midway through the course, you will complete and submit a reflection on the process of self-assessment of your information and analysis skills, and your plans for further development. More information on this element, including a template of some suggested skills and format, will be provided on LEARN.

Portfolio

The major assessment in the course is a portfolio, consisting of a cover letter; a summary of the Canadian international trading situation (including a reference list); an inquiry paper on a research question that you chose (including a reference list); and an annotated bibliography of a broad number of scholarly resources that informed the development of your current beliefs about international trade (which includes but is not limited to all the items in the reference lists from the summary and the inquiry paper). You will have opportunities to revise and improve these elements with the benefit of peer and instructor feedback over the term. More information on the portfolio will be provided on LEARN.

Peer feedback

In this class you will have opportunities to receive and provide peer feedback.

Course Schedule

Please access the required readings through the Library Resources box on LEARN (click on "Get Course Reserves to link to the resources. The instructor reserves the right to make changes to the schedule. Any changes made will be announced on LEARN.

Week	Date	Topic	Readings Due
1	January 7	Introduction: What is trade?	none
2	January 14	Benchmarking & simulation	(question writing)
3	January 21	Finding answers to "What?"	Bhagwati ch.1 close reading
4	January 28	Canada's trade history	Carney, ch.14 MacMillan article
5	February 4	Impacts of trade between countries	Question Method Hudspith and Jenkins
6	February 11	Different perspectives on trade	(none)
7	February 25	Endowments	Review: In-class links from Week 6
8	March 4	The rules of international trade	North (on institutions)
9	March 11	Trade policy; Informaiton on Collaborative Group Presentations	TBA (on trade policy)
10	March 18	Draft essays feedback workshop	TBA (on presentations)
11	March 25	Collaborative Group Presentations	TBA (on peer feedback)
12	April 1	Research Rounds, Benchmarking	none

Electronic Device Policy

We will use pens/pencils and paper for most of the in-class writing. Laptops may be used for internet access or group work. Basically, any use of electronics that supports your learning is acceptable; however, other uses of electronic devices (such as for messaging or arranging meetings friends) can be disruptive and should be avoided.

Attendance Policy

Attendance is mandatory (see Participation above). Please be prepared to begin class on time. Note that if you miss a class, you are responsible for informing yourself about missed work by contacting other students in the class.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) and the [Arts Ethical Behaviour webpage](#) for more information.

Discipline

You are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation

The University of Waterloo has a longstanding commitment to support the participation in and access to university programs, services, and facilities by persons with all types of disabilities. The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Integrity Checking Software

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is fully and properly documented. Turnitin® stores the submitted assignment on a server in the United States and is subject to potential review. If you do not want to have your assignment screened by Turnitin®, you have the option to submit your work in progress to me followed by a meeting in which you demonstrate first-hand knowledge of the material used in the assignments. In this course, you will also be able to view the Turnitin® report of one draft of your assignment, which should be submitted early so that you have time to interpret the originality report and make the needed changes.

Academic Freedom at the University of Waterloo:

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.