

CARLETON UNIVERSITY

Bachelor of Global and International Studies

GINS 2010-A Globalization and International Economic Issues

Thursdays 2:35 - 4:25pm, Mackenzie Building 3275

Prof. Pablo Heidrich

E-mail: pablo.heidrich@carleton.ca

Office Hours: Wednesday 1:30-3:30pm

Office: 2204R River Building

Tutorial Sections

A02 Stephanie Gervais	Mon	12:35 - 1:25pm	Paterson Hall 111
A03 Sergio Michel Chavez	Tue	4:35 - 5:25pm	Paterson Hall 240
A04 Sergio Michel Chavez	Mon	4:35 - 5:25pm	River Building 3201
A05 Decky Kipuka Kabongi	Thu	4:35 - 5:25pm	River Building 3201
A06 Decky Kipuka Kabongi	Wed	4:35 - 5:25pm	River Building 3110

Teaching Assistants

Stephanie Gervais StephanieGervais@cmail.carleton.ca

Sergio Michel Chavez SergioMichelChavez@cmail.carleton.ca

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Course Description

This introductory course looks at the world economy, assessing how the flows of trade, finance and migration are increasingly linking us further into a complex and uneven global market, while most individuals still live in poorer, developing countries. The semester is structured around three sections: a portrait of economic, institutional and social globalization (3 classes), an understanding of the economic components of globalization (6 classes), and a comparison of the economic experiences of developing countries (3 classes).

Using basic tools from economics and political economy, we will learn how international trade influences what we can buy and for how much, and what type of jobs and salaries we can seek. From international finance, we will study how countries and markets set the values of national currencies and interest rates, why these vary over time, and how financial crises happen in our globalized economy. We will also assess the economic impact of International migration, another hugely significant aspect of today's globalization, by analyzing its effects on wages and the funds sent home by migrants.

As income inequality between and within countries dominates much of the debate on the contemporary global economy, special attention is given to how developing countries have engaged in different strategies to improve their situations. We will learn about this by comparing mainly the experiences of Latin America with East Asia, but also looking at the biggest and most economically important developing countries, the BRICS (Brazil, Russia, India, China and South Africa), and how they are changing the balance of power in the global economy.

Learning Outcomes

By the end of this course students will be able to:

- Define and describe basic economic concepts related to international trade, international finance and economic development that apply to today's globalized world.
- Apply basic economic reasoning to topics in international affairs such as trade negotiations, financial crises, migration, and development.
- Critically evaluate the main policy debates on international economic issues such as global economic governance, trade liberalization, exchange rates and financial flows.
- Be aware of the global economic background of non-economic regional or local issues such as wars or civil conflicts, and cultural changes in local communities.
- Be cognizant of how the international economy constrains and provides opportunities to people at the local level in terms of incomes, jobs, security and knowledge.
- Be able to search and evaluate descriptive statistical information on countries' income, income per capita, economic growth, trade composition, etc. to inform her/his arguments related to global issues, as dealt with in the disciplines of economics, political science, history, law, anthropology, sociology, etc.

Class Format and Expectations

Our weekly classes will be made up of one weekly lecture and one discussion tutorial. Lectures will provide the theoretical and conceptual basis for each weekly topic, including clarification of key concepts and examples of how they can be applied. Tutorials, beginning in the 2nd week of the semester, will provide an opportunity to review and discuss course material in smaller group contexts, sometimes in debate format.

Attendance to both, lectures and tutorials, is required and will be monitored. Your participation grade, 20% of the total, will reflect the extent to which you contribute to lectures and discussions sessions in an informed and critical manner, not only with your attendance. If you miss a lecture or a tutorial you will still be held responsible for all course material discussed on that day.

Note on punctuality: Late arrival or early departure from the lecture or the tutorial is disruptive to everyone, and therefore will be counted as an absence. No oral justification will be taken but a written one sent to the assigned Teaching Assistant might be considered.

Evaluation and Grading

Attendance and Participation	20%	
Midterm Exam	30%	
Final Exam	30%	(TBA)
Writing assignment	20%	Due on December 8th, 2016

No make-up exams are given without a medical certificate provided within 7 days of the missed exam. No extensions on the writing assignment are given for any reason. Penalty for late submission of the writing assignment is one grade point (ie. from A to A-) per calendar day, including weekends.

Midterm and Final Exams

The examinations will include short (concept definitions) and medium questions taken from weeks 1 to 6 of all the class material for the midterm exam, and from weeks 7 through 12 for the final exam. "Class material" is defined as the sum of readings, lectures, and discussion sessions.

Writing Assignment

You will be expected to write a five to seven-page double-spaced paper, including bibliography, on one of three topics:

Global Socio-Economic Issues	(classes 2 and 9)
International Trade	(classes 4 to 6)
International Finance	(classes 7 to 8)
Economic Development	(classes 10 to 12)

The paper should be an original discussion on how economic globalization has positively or negatively affected a particular country, industrialized or developing, in the last decade. It can be centered on a particular instance, such as a financial crisis in Mexico or Greece, or a longer term process such as the success of manufacturing firms from South Korea or Taiwan, or a more recent trends such as the migrations flows from Middle East and Africa to Europe. It is an essential requirement that the paper includes statistical evidence of the arguments you are making, as well as different or opposing points of view from economists in regards to your case. The literature reviewed must be mostly academic, not exclusively from magazines or newspaper articles.

The most important aspect of the paper is to demonstrate understanding of the key concepts of each theme that we will be studying in the semester, and make successful applications to current, relevant issues of our globalized reality.

Textbooks and Other Readings

Gerber, James. 2014. International Economics. Pearson. 6th Edition. (4th or 5th edition can be used, too) <http://www.pearsonhighered.com/educator/product/International-Economics-6E/9780132948913.page>

Other readings will be posted through Carleton University Library Online Reserves (ARES) or in paper form at the Library's Reserve Desk.

Weekly Schedule

Class 1: Portrait of the Global Economy

Gerber, Chapter 1: International Economic Integration, pp. 1-11 only.

Debating Globalization. Giddens, "Globalization." Friedman, "The World Is Flat." Pankaj Ghemawat, "Why the World Isn't Flat." Brecher, Costello, and Smith, "Globalization and Its Specter." From Globalization 3rd edition, pp. 13-51.

No discussion session this week.

Class 2: Global Economic Institutions

Gerber, Chapter 2: International Economic Institutions.

Luckhurst, J. (2012), The G20 and ad hoc Embedded Liberalism: Economic Governance amid Crisis and Dissensus. *Politics & Policy*, 40: 740–782. <http://dx.doi.org.proxy.library.carleton.ca/10.1111/j.1747-1346.2012.00386.x>

Class 3: Global Social Conditions

Gerber Chapter 8: International Labour and Environmental Standards.

Wade, Robert. Growth, Inequality and Poverty: Evidence, Arguments and Economists. In Ravenhill, J. 2014. *Global Political Economy*. Oxford University Press.

Runyan, Ann Sisson & Spike V. Peterson. Chapter 5: Gendered Labor and Resources. In Runyan, A. & Peterson, S. 2013. *Global Gender Issues in the New Millennium*. Westview Press.

Class 4: Understanding International Trade I

Gerber, Chapter 3: Comparative Advantage and the Gains from Trade.

Watson, Matthew. The Historical Roots of the Theoretical Traditions in Global Political Economy. In Ravenhill, J. 2014. *Global Political Economy*. Oxford University Press, pp. 25-49.

Class 5 Understanding International Trade II

Gerber, Chapters 4 and 7

4. Comparative Advantage and Factor Endowment (1st part only)

7. Commercial Policy (1st part only)

Hicks, Raymond, Helen V. Milner, Dustin Tingley. (2014) Trade Policy, Economic Interests, and Party Politics in a Developing Country: The Political Economy of CAFTA-DR. *International Studies Quarterly*, 58-1, pp. 106–117 <http://doi:10.1111/isqu.12057>

Class 6: Understanding International Trade III

Gerber, Chapter 5: Beyond Comparative Advantage: Intra-industry trade, geography and industrial policy

Rodrik, Dani. (2014) When Ideas Trump Interests: Preferences, Worldviews, and Policy Innovations, The Journal of Economic Perspectives, 28-1 <http://dx.doi.org/10.1257/jep.28.1.189>

Class 7: Midterm-Exam

Class 8: International Finance I

Gerber, Chapter 9: Trade and the Balance of Payments.

“China Must Revalue to Correct Global Imbalances vs. Chinese Revaluation Will Not Correct Global Imbalances” pp. 253-270. In Oatley, T. (2012) Debates in International Political Economy. Pearson Education / Longman. Second Edition.

Class 9: International Finance II

Gerber, Chapters 11 and 12.

11. An Introduction to Open Economy Macroeconomics.

12. International Financial Crises.

Louis W. Pauly (2008) "Managing Financial Emergencies in an Integrating World," Globalizations: Vol. 6 : Iss. 3, Article 3. Available at: <http://services.bepress.com/globalizations/vol6/iss3/art3>

Class 10: International Migrations

Solimano, A. *International Migration in the Age of Crisis and Globalization: Historical and Recent Experiences*. Cambridge University Press, 2010. Chapters 1 – 3, pp. 1-66.

Unheim, Per; Rowlands, Dane. (2012) Micro-Level Determinants of Remittances from Recent Migrants to Canada, *International Migration*, 50-4, pp. 124-139. Available at the Library's electronic resources.

Class 11: Economic Development I

Gerber Chapter 15: Trade and Policy Reforms in Latin America.

Jean Grugel and Pia Riggirozzi, Post-neoliberalism in Latin America: Rebuilding and Reclaiming the State after Crisis. *Development and Change* 43(1): 1–21. Available at: http://eprints.soton.ac.uk/300440/1/Dev_and_Change_2012.pdf

Class 12: Economic Development II

Gerber Chapter 16: Export-Oriented Growth in Asia.

“Foreign Aid Promotes Development vs Foreign Aid Is Ineffective” pp. 295-313. In Oatley, T. (2012) Debates in International Political Economy. Pearson Education / Longman. Second Edition.

Class 13: Economic Development III

Gerber Chapter 17: The BRICS Countries in the World Economy.

Donno, Daniela and Nita Rudra. (2014) "To Fear Or Not to Fear? BRICs and the Developing World" International Studies Review 16 (3): 447-452. Available at:
http://resolver.scholarsportal.info/resolve/15219488/v16i0003/447_tfontfbatdw

Academic Accommodations:

- The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).
- Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy:

- Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism:

- The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:
 - reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
 - submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
 - using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
 - using another’s data or research findings;
 - failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.
- Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work:

- Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGIInS office in 2404R, River Building. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading:

- Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades:

- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts:

- All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline:

- The course outline posted to the BGIInS website is the official course outline.