

CARLETON UNIVERSITY

Bachelor of Global and International Studies

GINs 2010-B Globalization and International Economic Issues

Winter 2020

Wednesdays 4:05 pm - 5:55 pm ONLINE

Prof. Pablo Heidrich

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Office Hours: Tuesdays 12:30-2:00pm

Office: ONLINE

Teaching Assistants and Groups

Sophie Robinson sophie.robinson@carleton.ca

Abram Lutes abram.lutes@carleton.ca

Section	Day	Time	Teaching Assistant
B-1	Friday	8:35-9:25	Abram Lutes
B-2	Thursday	12:35-13:25	
B-3	Wednesday	11:35-12:25	Sophie Robinson
B-5	Wednesday	12:35-13:25	

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, by analyzing its effects on wages, technological change 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 will be given to how developing countries have engaged in different

strategies to improve their material conditions. We will learn about this by comparing mainly the experiences of Latin America with East Asia, but also looking at some of the biggest and most economically important developing countries, the BRICs (Brazil, Russia, India, and China), 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 per capita, economic growth, trade composition, etc. to inform 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 asynchronic lecture and one synchronic discussion session or tutorial. Lectures will provide the theoretical and conceptual basis for each 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 materials in smaller group contexts, sometimes in a debate format.

Active online participation in the discussion sessions or tutorials is required. Active is defined as being present, with the camera turn on, and participating verbally. That is to be demonstrated in the extent to which you contribute with questions and readings/lecture-informed comments, not only with your virtual attendance. If you miss any tutorial or you do not watch any of the lectures, you will still be examined on all course materials discussed in those instances at the time of each biweekly evaluation.

Note on punctuality: Late arrival or early departure from a discussion session or tutorial is disruptive to everyone, and therefore it is not allowed. No oral justification will be taken but a written one sent to the assigned Teaching Assistant before the discussion date (previous day) might be considered.

Evaluation and Grading

Biweekly evaluations (5 best out of 6) 50% will be done every two weeks

Writing assignment	30%	Due at the beginning of the last class.
Tutorial sessions' participation	20%	through the semester

No make-up evaluations are given without a medical certificate provided within 7 days of the missed instance. 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.

Bi-weekly evaluations

The evaluations will include multiple choice questions, short (concept definitions) and, occasionally, one medium question. These will be based on all the class materials from weeks 2 through 12, assessing sets of two weeks' materials in each evaluation. "Class material" is defined as the sum of readings, lectures, and discussion sessions.

Writing Assignment

You will be expected to write a eight to ten-page double-spaced **international economics research paper**, including bibliography, on one of the following four topics:

Global Socio-Economic Issues	(classes 3 and 10)
International Trade	(classes 4 to 6)
International Finance	(classes 8 to 9)
Economic Development	(classes 11 to 13)

The paper should be an original discussion on how economic globalization has positively or negatively affected one country, industrialized or developing, in the last two decades. 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 in regards to your case. The literature reviewed must be academic, not from magazines or newspaper articles.

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

Paper is due on Class 13, at the beginning of class.

Textbooks and Other Readings

Gerber, James. 2014. International Economics. Pearson. 6th Edition. (7th 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 made available 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.

No discussion session this week.

Class 2

Global Economic Institutions

Gerber, Chapter 2: International Economic Institutions.

O'Brien, Robert & Marc Williams. Theories of Global Political Economy. In O'Brien and Williams, 2013. Global Political Economy. Palgrave 4th edition, pp.7-22.

Class 3

Global Social Conditions

Gerber Chapter 8: International Labour and Environmental Standards.

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.

"Sweatshop Regulation is Counterproductive vs. Government Must Regulate Sweatshops", pp. 159-182. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Education / Longman. 2nd Ed.

Class 5

Understanding International Trade II

Gerber, Chapters 4 and 7

4. Comparative Advantage and Factor Endowment, pp. 63-74.

7. Commercial Policy, pp. 136-148.

"Retrain Workers vs. Redistribute Income," pp. 53-75. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Education / Longman. 2nd Ed.

Class 6

Understanding International Trade III

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

“Free Trade Agreements are Stepping Stones vs. Free Trade Agreements are Stumbling Blocks”, pp. 95-121. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Ed. / Longman. 2nd Ed.

Class 7

Global Economics of Covid-19

Readings to be assigned

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, pp. 250-262.

12. International Financial Crises, pp. 270-298.

“Too Little Market Regulation Caused the Financial Crisis vs. Too Much Government Intervention Caused the Financial Crisis” pp. 235-252. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Education / Longman. Second Edition.

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, 2 & 3**, pp. 1-66.

“Migration Brings Economic Gains vs. Migration Reduces Cultural Cohesion,” pp. 76-94. In Oatley, T. (2012) *Debates in International Political Economy*. Pearson Education / Longman. Second Edition.

Class 11

Economic Development I

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

“Trade Promotes Growth vs. Trade Does Not Promote Growth”, pp. 273-294. In Oatley, T. (2012) Debates in International Political Economy. Pearson Education / Longman. 2nd Ed.

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. 2nd Ed.

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.