



## **CIEE Global Institute – Paris**

<b>Course name:</b>	Survey of International Economics
<b>Course number:</b>	(GI) ECON 3004 PAFR
<b>Programs offering course:</b>	Open Campus
<b>Open Campus Track:</b>	Business
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2019

### **Course Description**

This course explores the ever-increasing linkages between the US and the global economy. These economic developments have consequences for our roles as citizens, consumers, employees/employers, and we need to understand the underlying structures of international trade and the policies connected to it. The course also gives students access to local experts and relevant sites in Paris so that students expand their knowledge of the host country's economic relationship to the US.

### **Learning Objectives**

By completing this course, students will:

- Apply their understanding of the US economy's relationship to the international economy
- Examine and evaluate the economic costs and benefits of policy actions that impact this relationship
- Learn about recent internationally relevant economic issues
- Critically evaluate the relationship between the US and France as an EU member state
- Develop a toolkit of insights, ideas and concepts with which to analyze any existing or future international economic issues that may arise

### **Course Prerequisites**

Students should have completed a course in economics prior to taking this course.

### **Methods of Instruction**

The course will be taught using lectures, seminars, problem set discussions, and field trips. Classroom activities will involve group work and discussions of the problem sets assigned as homework. Invited guest speakers will add to the learning objectives of this course.

### **Assessment and Final Grade**

1. Quizzes	8%
2. Homework assignments	10%
3. Group Presentation	12%



4. Research Paper	20%
5. Final Exam:	30%
6. Class participation:	20%
TOTAL:	100%

## **Course Requirements**

### **Quizzes**

From weeks two through to five (inclusive) students will complete weekly quizzes. Each weekly quiz will comprise of ten short questions for students to respond to. Each quiz is worth 2% of the total course grade.

### **Homework Assignments**

From weeks two through to six (inclusive) there will be weekly homework assignments based on the readings and the lectures. They will be comprised of problem sets that the students access and submit online. Each assignment is worth 2% of the total course grade.

### **Group Presentation**

Students will, in pairs, submit a 7 minute video presentation via FlipGrid providing a critical synopsis of an assigned co-curricular site visit. Student contributions should clearly demonstrate a 50/50 split in work.

### **Research Paper**

Students will, on an individual basis, submit a 2000 word paper addressing a question assigned by the instructor in week two of the course. Students should demonstrate evidence of reading from the course, and an ability to apply concepts and theories to the challenges posed in the question.

### **Final Exam**

Students will complete an in-class, essay based exam answering three questions based upon an application of theories, concepts, and readings from the class. This will be an in-class, proctored, and closed-book exam.

### **Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

## **Course Attendance and Punctuality**



Regular class attendance is required throughout the program, and all unexcused absences\* will result in a *lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

\*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event\*, as well as to Internship, Service Learning, or required field placement.*

\*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Reduction of participation grade
10 – 20%	2	Reduction of participation grade; written warning
More than 20%	3	Automatic course failure, and possible expulsion

**Weekly Schedule**



Please note this schedule is subject to change if opportunities arise to enhance the curriculum.

## **Week 1 Orientation Week**

### ***Class 1:1 Introduction to class/Overview International Trade***

Students will review the concept of supply and demand and how it relates to international trade. They will be introduced to world trade as a topic.

Pugel, *International Economics*, chapter 1

## **Week 2 Analysis and Test of International Trade Models**

### ***Class 2:1 Ricardo Model***

Students will be introduced to theoretical models of international trade and learn how to analyze them.

Pugel, *International Economics*, chapter 2

### ***Class 2:2 Heckscher Ohlin Model/Empirical Test***

Students familiarize themselves with the Heckscher Ohlin model as well as be introduced to empirical tests that investigate how well models match international trade data.

Pugel, *International Economics*, chapter 4

### ***Class 2:3 Exporting***

Students will visit a host environment business that specializes in exporting and benefits from international trade.

**Homework assignment 1 due.**

**Quiz 1 due.**

## **Week 3 Evaluation of the Impact of Tariffs and Non-Tariff Barriers**

### ***Class 3:1 Students will analyze different tariffs.***

Pugel, *International Economics*, chapter 6

### ***Class 3:2 Students will understand how non-tariff barriers such as quotas and voluntary export restraints work.***

Pugel, *International Economics*, chapter 7

### ***Class 3:3 Supranational Organizations***

Students will participate in a co-curricular site visit to the Schumann Foundation to examine the implications of supranational organizations on trade tariffs and barriers.

**Homework assignment 2 due. Quiz 2 due.**



## Week 4 Protectionist Policies and Trade Arrangements

**Class 4:1 Protectionism: Students analyze and evaluate the validity and efficiency of protectionist policies.**

Pugel, *International Economics*, chapter 10

**Class 4:2 Trade arrangements: Students gain an understanding of preferential trade arrangements.**

Pugel, *International Economics*, chapter 11

**Class 4:3 Importing**

In this sessions students will visit a business that depends on imports to examine the complications of international trade.

**Homework assignment 3 due. Quiz 3 due.**

**FlipGrid Group Presentation due.**

## Week 5 Cross-Border Movements of People and Financial Assets

**Class 5:1 Immigration: Students gain an understanding of the economics of immigration.**

Pugel, *International Economics*, chapter 12

**Class 5:2 Foreign Exchange: Students understand how the foreign exchange market operates.**

Pugel, *International Economics*, chapter 17

**Homework assignment 4 due. Quiz 4 Due.**

**Research Paper due.**

**Class 5:3 Co-curricular outing: the OECD representation in Paris.**

## Week 6 Exchange Rates and Currency

**Class 6:1 Exchange rate: Students compare exchange rate regimes and international monetary standards.**

Pugel, *International Economics*, chapter 20

**Class 6:2 Eurozone: Students gain a basic understanding of EU trade policies and the Eurozone. Miscellaneous current EU policy papers.**

**Class 6:3 Final Exam.**

**Homework assignment 5 due.**



## Course Materials

### **Readings**

#### Required:

Pugel, Thomas. *International Economics*, 16<sup>th</sup> edition. McGrawHill Education, 2016.

#### Recommended:

Eichengreen, Barry. *Globalizing Capital: A History of the International Monetary System*. Princeton: Princeton University Press, 2008.

Feenstra, R. C. *Advanced International Trade: Theory and Evidence*. Princeton: Princeton University Press, 2016.

## Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad*.

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).



There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.