

Economics 470 – World Economy – Fall 2024
California State University Channel Islands
Dr. Claudio Paiva

“I can explain things to you; I cannot learn things for you”

Lectures: TTh 3 pm – 4:15 am @ BL 1750

Final Exam: Dec 12, 1 pm – 3 pm

Office Hours: T 4:25 PM – 5:55 PM

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Program Learning Goals

These are the skills we try to help you build in all MVS courses:

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Collaboration
5. Conduct (Ethics)
6. Competency in Discipline

Course Description

Theory, practice, and institutions of the international economy. Topics include international trade and investment, balance of payments, foreign exchange rates, international institutions in the global economy, and international economic policies. Prerequisite: ECON 111

No textbook will be assigned. We will use a collection of chapters, papers, and presentations from various sources. The material will be available on the web, at the library, or it will be made available through Canvas or copies handed during lecture. If you are not sure where to find an assigned or additional reading, please come to my office hours. Because I am willing to find or directly provide readings to any student that seeks my help, I will not accept “I couldn’t find the reading” as a valid excuse for poor performance.

Course Learning Objectives

Students who successfully complete this course will be able to:

- evaluate various trade theories and determine the gains from trade and investment (L1, L6)
- predict the pattern of trade between countries (L1, L6)
- distinguish between various trade policy instruments and their economic impact (L1, L6)
- describe the factors that cause exchange-rate fluctuations and the determinants of a country’s balance of trade (L1, L2, L6)
- evaluate the costs and benefits of alternative trade and exchange rate policies (L1, L6)

My Approach to Teaching

The material posted on Canvas provides the foundation for the course. However, my lectures and assignments will also make extensive use of “case studies” based on my previous work at the International Monetary Fund and on reports appearing in reputable media outlets (the Wall Street Journal, The New York Times, The Economist, CNN, etc.). These reports may be discussed in class and/or provide background to homework and exam questions. My main goal will be to give you the basic tools to understand, analyze, and form a critical opinion about the main economic and international issues of our time. We may also discuss links among economics, policies, politics, and social issues when appropriate.

What should you do to succeed in this course?

Come to Class: Attendance is expected. Lecture will be your best source of information and analysis for this course. Missing class means missing valuable discussion of the course content as well as information regarding assignments.

Read the Support Material: material distributed in class, made available through Canvas, or freely available on the www will be a valuable source of information to complement lecture slides and the in-depth discussions in class.

Read or watch (real) news: The course will be very much related to current events and economic issues. Being aware of what is going on in the developing world, relating these developments to the course subject, and hopefully raising questions in your mind shall be important components of your learning experience.

Do the Work: I will provide regular assignments to help you develop and assess your knowledge. I believe in challenging assignments and exams, but I do not believe in surprises. You will be given many chances to test your

understanding of the material, in the classroom and outside. Make use of my office hours and additional appointments available.

Grades

MID-TERM EXAM = 25% FINAL EXAM = 35% PROJECT PRESENTATION = 25% (15%+10%)
CLASS PARTICIPATION and "Check This Out" presentations = 15%

The final course grade is based on the ratio of the weighted sum of all points earned to the weighted sum of all points possible. I expect the average class score to earn a grade of C+. As a general guideline, a weighted-average score of 60 percent would be needed for a D; 70 percent for a C; 80 percent for a B; and 90 percent or more for an A. Let me emphasize that I want you to learn and do well in the course, and I will be glad to provide you with extra help if needed: please don't hesitate to drop by during office hours or to make an appointment with me for another time.

Alternative Grading: Mid-Term Exam = 40% Final Exam = 60%

Those opting for Alternative Grading should send me an email by September 9.

Exams

The exams in this course are designed to challenge your ability to apply the tools of economics and analyze real world problems. Pure memorization will not get you very far. Many questions shall require you to read an excerpt from a recent news article, explain the economic reasoning behind it, identify problems and suggest solutions using the theory and concepts covered in the course. In addition to proper application of the analytical techniques and extensive use of graphs, careful explanations in clear and concise written English are essential. Some math will be required. THERE WILL BE NO MAKE UP EXAMS.

You must bring a green scantron to all exams. The use of cell phones, computers, tablets, or Ipods is prohibited during exams. The only electronic gadget you may use during exams is a simple algebra calculator.

Project Presentation: comparative country experiences in a major international issue

Working in groups of 2 or 3 students, you will choose two countries to study through the semester. I expect you to read about these countries and to provide periodical updates in class and through homework assignments. Your presentation should be a comparative study between the performances of the two countries in one of the following major global economic issues: economic growth, inflation, international trade, international capital flows, and exchange rates. You should compare the performances, evaluate their impact on the overall economy, analyze the reasons why they are different (or similar), and recommend policies that could improve (or could have improved) outcomes. We will define the issue and the countries of study for each group during the first few weeks of class. You should aim at a PPT with about 10-15 slides (mainly with comparative data and little writing summarizing the takeaway from the comparative data). You will have about 20 min presentation followed by 10 min of questions.

I will grade your presentation looking for a skillful application of the analytical tools covered in the course as well as critical and original thinking. The PowerPoint slides should be sent to me attached to an e-mail before November 27.

This initial PowerPoint will count for 15 percent of your final grade in the course. I will then provide you with comments on this PowerPoint and allow you to incorporate these comments before you present it in class. The in-class presentation (and how well you answer questions) will count for the other 10 percent of your grade. Remember: gathering information will not earn you many points (anyone can Google!). Thoughtful explanations, analysis, comparisons, and critical thinking will earn you points. Supporting your arguments with data might also be an important feature of your presentation. Coming to discuss your ideas with me during the semester is "fair game" and strongly recommended.

I know some of you think of the presentation as an "easy credit." DO NOT count on it. Not only I will carefully review the content of your presentation, I will also expect you to answer questions as you deliver your presentation: I will ask questions, your fellow students will ask questions. So you should read, prepare, and know a lot more about your countries and the issue you are studying than what you put on slides (which should be an effective summary of what you learn through your research). For more details, please see the "Complement to the Syllabus" PowerPoint that is posted on Canvas. The presentations will take place during the last week of classes.

"Check This Out" Short Presentations

EVERY OTHER WEEK throughout the semester, your group is expected to make a 3-minute "flash presentation" (check this out) about a single interesting economic issue you find about your countries of study. You should back your

“check this out” presentation with one or two graphs or tables which should illustrate the point you want to make. You may choose to compare one country of study to another or to compare both countries of study to the rest of the world.

For instance: suppose the countries you are studying are Switzerland and New Zealand; you want us to “check out” the stronger impact that the crisis in the Euro Area had on Switzerland compared to New Zealand. You could illustrate this point by building 2 graphs showing that economic growth and unemployment in Switzerland follow Euro-area growth and unemployment very close, while New Zealand’s growth and unemployment show little correlation to the Euro-area. A few sentences providing possible explanations for this different link would conclude a great “check this out” flash presentation.

As in every other assignment, I would be glad to discuss and help you develop your ideas during office hours.

Class participation

I expect students to participate in class discussions. Participation may include answering questions, raising relevant questions, discussing current events, making connections between lectures and country developments, adding relevant comments to ongoing discussions. Reading the recommended material ahead of class, reviewing lecture notes and slides, and following international developments should facilitate your participation in class. You may also be asked to share information about developments in your countries of study and connect them to the class subject. Submitting articles and reports to be used in class also counts as participation (i.e., e-mail me interesting articles).

Communication Rules

1. **I do not teach through e-mail.** Students in my courses always have many chances to ask questions about the material during lecture and during my office hours. Especially if you miss lecture, come to my office hours: please do not ask me to explain the material via email.
2. As mentioned above, I am willing to review any optional homework answers and any early drafts of your research when students come to my office hours. I will not provide written comments on things sent to me via e-mail.
3. It happened in the past that some students did not find my scheduled office hours as convenient as they would like. Students would skip office hours and ask me for a special appointment for another time. That is not right or feasible. Therefore, before requesting special appointments, students must come to my office hours first. If needed and my schedule allows, I will stay longer or set up a special appointment to finish what we started during regular office hours.
4. Before sending me an email asking questions about the course, students should please look for the answer in this syllabus and all other material I post on the course web page. Other things will likely come up, and I surely will be glad to answer those questions that are not already answered here or in postings on Canvas.

Credit hour

As of July 1, 2011, federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the “credit hour” is defined as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.”

Academic honesty

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if

circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project, or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."

6. The Academic Appeals Board shall consist of faculty and at least one student.

7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.

8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

ADA Statement

California State University Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

Notice: Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor.