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### Course Instructor

**Rebecca A. Havens, Ph.D.**  
Professor of Economics

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3900 Lomaland Drive, San Diego, CA 92106

**Office Hours:** *Dr. Havens is available after class on Mondays or Tuesday and Thursday afternoons (please make an appointment to confirm).*

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### Course Schedule

**Classes:** March 1–June 4, 2021  
**Finals week:** June 7-11, 2021

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### Meeting Times

**Meetings:** Mon & Wed 1:25-2:40 pm (FSB 109)  
**Final Exam:** Monday June 7 – 1:30-4:00 pm

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### Course Delivery Format

**Remote (Fully Online) Format:**

Lesson 1 and Lesson 2 are both online  
One synchronous zoom meeting each week  
**Weekly Zoom Meeting:** Mon 1:25-2:40 pm

**Hybrid 50-50 Format:**

One F2F\* lesson and one online lesson each week  
Class is split into two groups: Group A and Group B  
**Group A:** Meets F2F on Mon 1:25-2:40 pm  
**Group B:** Meets F2F on Wed 1:25-2:40 pm

**Zoom Etiquette:** be present and attentive during the entire session, turn on your camera, sit upright at a table or desk, take notes and participate in all breakout activities

\* F2F = face-to-face

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### Course Information

**Catalog Description:**

This course presents theories and models of international trade and money, and government policy and macroeconomic stabilization, with a focus on global economic issues and applied economic topics. The economics of global cities, urban problems, poverty, labor, immigration, utilization of resources, environmental stewardship, globalization, gender, crime, and violence will be discussed.

**Prerequisites:** *Economics 101 and 102.*

**Purpose:** This course will develop the student's understanding of foundational theoretical concepts and policies pertaining to international trade and international money exchange, and discuss a variety of economic issues and applications as a result. Important newsworthy social issues in international economics will be explored, such as: globalization, free trade, migration, global cities, urban problems, poverty, labor, gender, income inequality, human rights, health, hunger, utilization of resources, environmental stewardship, crime, and violence. The ways in which Christians might respond to events in the global economy will be considered as important topics are discussed.

**Course Credit Hour Information:** In the interest of providing sufficient time to accomplish the stated Course Student Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit course delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

**State Authorization for Fully Online Courses:** State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the

student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California. <https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

**PLNU Copyright Policy:** Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

*All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.*

## Getting Started

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### Textbooks (required):

1. *International Economics*, by Robert J. Carbaugh, 15<sup>th</sup> edition, Cengage Learning, 2015.
2. *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*, by Edward Glaeser, Penguin Press, 2011.
3. *Uber and the Sharing Economy: Global Market Expansion and Reception, Case W04C79*, WDI Publishing, University of Michigan, 2016.
4. *ECO 4010 Workbook*, Havens 2021.  
*Note:* this is a required supplement with learning activities that will be used during lessons and class meetings. It will be provided in electronic format on Canvas
5. Articles and supplemental materials distributed on Canvas.

**Log-in to Canvas:** <https://canvas.pointloma.edu>

*Canvas is the web-based course management system that will be used to access instructional materials (power points, homework, assignments, activities, etc.) and submit assignments.*

## Point Loma Nazarene University (PLNU) Mission

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### *To Teach – To Shape – To Send*

*Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.*

## Fermanian School of Business (FSB) Mission

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### **Character – Professionalism – Excellence – Relationships – Commitment – Innovation**

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

## FSB Program Learning Outcomes (Core PLOs)

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Students who complete the program in Business Administration will be able to:

1. Exhibit general knowledge of theories and practices in the core areas of business.
2. Critically analyze and apply business knowledge to solve complex business situations.
3. Demonstrate effective business communication through both written and verbal means.
4. Formulate decisions informed by ethical values.
5. Collaborate effectively in teams.

## Course Learning Outcomes (CLOs)

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Students who complete this course will be able to:

1. Describe the fundamental theories of international trade and money (PLO 1 & PLO F4).
2. Discuss social economic issues resulting from globalization (PLO E1 & F4).
3. Evaluate alternative approaches to policies that concern global economic issues and the impact on global citizens (PLO 2 & F4).
4. Analyze essential elements of conducting business globally (PLO 2 & F4).
5. Evaluate important global economic problems using ethical values and economic thinking (PLO 4).
6. Demonstrate effective written communication when considering global economic issues (PLO 3).

## PLNU Attendance and Participation Policy

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Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

**Asynchronous Attendance/Participation Definition:** A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

***This course will begin as a fully online course. If Coronavirus guidelines change, the course will be shifted to hybrid instructional format (or fully face-to-face for a small class). Information on attendance in each instructional format is given here.***

**1. Fully Online Format:** In *fully online format*, students are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.) Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance. Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

**2. Hybrid Format:** In *hybrid format*, attendance is required at all scheduled classes. Hybrid format means some class meetings will be face-to-face and some will be online. Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week.

**Hybrid face-to-face (F2F) sessions:** In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy. If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the

student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course. [1 missed F2F class = warning; 2 missed F2F classes = de-enrollment]

**Hybrid online sessions:** If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy. If a student misses three online classes (fails to contribute to a discussion board by the due date) during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course. [2 missed online classes = warning; 3 missed online classes = de-enrollment]

**3. Face-to-Face Format:** In *face-to-face (F2F) class sessions*, regular and punctual attendance is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of F2F class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

## Use of Technology

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In order to be successful in the online environment, you will need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## Course Philosophy and Expectations

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**Class Time:** The instructor will utilize a variety of teaching methods, including presentation, discussion, questions, interactive exercises, and problems. Dr. Havens believes that students should be active participatory learners, not passive inactive observers. Wrestling with questions relevant to global social issues will engage students in relevant current events while sharpening their economic analysis (critical thinking) skills. Grappling with tough issues is meant to open a dialogue about what matters, not force students into one particular way of thinking. The classroom environment must be a safe space to discuss and dialogue, and to develop defensible reasons for one's way of thinking. Students must be open to learn, clarify and articulate a logical flow of thought, and align their thinking to factual evidence. The professor will foster a classroom environment of hospitality and grace, inquiry and objective evaluation, maturity and respect for diverse viewpoints, and openness to thoughtful dialog.

**Preparation for Class:** It is imperative that students come prepared to discuss readings and think critically about the concepts from the reading. Students will be expected to have read the assigned material before coming to class, know the economic facts, and at the same time be open to dialogue about alternative perspectives. Students should be able to defend their viewpoint while giving hospitality to classmates and authentically listening to others' viewpoints. Every student will be expected to come to class prepared to intelligently engage in dialogue after reading the assigned material.

**Expectations:** An average student will spend between six to nine hours per week outside class devoted to preparing for class and doing assignments, depending upon his/her reading comprehension speed. Regular class attendance should be made a high priority. However, if a student has an unavoidable illness or emergency he/she should notify the professor, review instructional materials on Canvas, and request

permission from the professor to make up any missed assignments.

**Professional Behavior:** Students are expected to adhere to the highest level of professional conduct at all times. This includes respect for one another and diverse viewpoints, being engaged and focused on the activities of the course while in class, honesty and integrity, timeliness, self-control and mature leadership. Laptop computers may be used during class only if they contribute to a student's engagement in course instruction, help students focus on class, and do not become a distraction. Students are responsible for all classroom announcements and activities. Maturity to openly consider others' viewpoints and objectively evaluate alternative perspectives will be necessary elements of each class. Every student's viewpoint will be treated with seriousness and respect by the professor and by all classmates.

**Christian Responsibility:** The Wesleyan Christian tradition, upon which PLNU is founded, encompasses a serious concern for social and economic justice, and compassion for marginalized populations. Critically evaluating alternative perspectives through the use of objective thinking tools is extremely important for all individuals who care about the future of our world, but it is particularly relevant for Christians who have foundations in the Wesleyan tradition. In addition, an understanding of how social justice intersects economic issues prepares each of us to evaluate diverse economic perspectives and the public discourse in the news.

## **Course Assignments**

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Assignments reinforce conceptual understanding and critical thinking skill development. Regular attention to completing reading assignments, homework and activities will provide the needed reinforcement of content instruction. Assignments encourage engagement with reading, course material and other students. Homework outside class will be assigned periodically to enhance the student's preparation for content instruction in a particular class and encourage students to read the assigned material. F2F activities and online learning activities reinforce conceptual understanding and develop critical thinking. Research assignments help students develop tools of analysis. Assignments will be graded based on substance, knowledge of factual material in readings, and the clarity of logic and thought. Make-up work will not be allowed unless the instructor has been notified in a timely manner of the situation, including documentation if possible (e.g. university sports or medical record), and the student receives permission from the professor. *For more information see: Make-up Assignment Process on the following page.*

**F2F Learning Activities (10 points each):** Learning activities in F2F format (or S2S format if fully online) will ask students to draw upon the readings, construct knowledge, sharpen students' critical thinking, and provide stimulus for discussion. These F2F activities will engage students in active learning, deepen their conceptual understanding, and identify key economic insights and economic applications. *Note: during Zoom sessions students must participate in the breakout sessions to receive credit.*

**Discussions (10 points each):** Online threaded discussions will provide an opportunity for students to talk to one another about concepts, social issues and topics of current importance.

**Homework (10 points each):** Homework assignments completed outside class will supplement readings and reinforce understanding of economic concepts and applications. Canvas will be used to post homework assignments.

**Track a Product (50 points):** This research assignment will ask students to work in a small group and track a product from start to finish. An example will be provided in class during instruction, and more detailed instructions will be provided to students in a separate handout (or on Canvas).

**Case Analysis (50 points):** This assignment will ask students to review a real world case in order to identify fundamental economic concepts and evaluate key global issues relevant to business and economics. Students will prepare answers to discussion questions, participate in a small group and/or class discussion, and prepare a written report summarizing the case. Detailed instructions will be provided in a separate

handout (or on Canvas).

**Data Analysis (50 points):** This assignment will ask students to work in a small group and analyze some international data in order to determine the impact of one or more explanatory factors on a variable of interest. Some instruction and examples will be given in class. Further detail outlining the specifics of this assignment will be available in a separate handout (or on Canvas).

**Faith Reflection (50 points):** Students will write a thoughtful reflection about a key global economic issue affecting society that they care about, and how their faith is applicable to it. More detailed instructions will be provided in a separate handout (or on Canvas).

**Exams (100 points each):** The purpose of exams is to evaluate students' comprehension of course concepts, their ability to articulate and analyze global issues, and their ability to apply theoretical concepts. Answers should articulate deep substantive comprehension, synthesis and analysis of topics covered in readings and/or presented in class. Exams may be given either in class or in a take-home format (on Canvas).

**Final Project (200 points):** The purpose of the applied project is to give students the opportunity to work with a small group of classmates in a culminating experience that enriches students' understanding of an international economics topic of interest to the group. **Topics** must be approved, and group selection will be made by the professor with input from students, according to common interest. Students should select newsworthy topics of relevance in the current global economy and are encouraged to choose topics of interest to Christians. It is preferable that groups select unique topics so that the class as a whole can be exposed to a diverse array of issues. Once groups are selected and the topic is approved, the group will write a **project proposal**. Projects should have both a research orientation and an "action component"—personal interview, organizational observation or review, service activity, etc. Dr. Havens will work with groups to determine action components that would be appropriate. The professor will work with each group to ensure their proposal is of appropriate scope, and to provide advice and assistance as necessary. Intermediate **consultations** with groups by the professor will include "proposal check" and "preliminary findings (pre-findings)". The groups will make an **oral presentation** to the class with the findings of their project work, scheduled during the final exam period. Groups will submit presentation materials to Canvas. **Evaluation** of the applied project will be made based on the following categories: relevance of topic, clarity of purpose, quality of organization, substance of work, sound critical economic thinking and application of international economics theories and principles, and appropriate interpretation of findings. A separate **handout** with detailed instructions on the Final Project will be available and posted on Canvas.

## Course Grades

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**Academic Conduct:** Students are expected to display ethical and professional academic conduct at all times in all matters pertaining to this course. Authentic effort, honesty, civility and maturity are expected at all times. The professor cares about the academic performance and personal life of each student. Students are invited to meet with the professor if needs arise for which the professor should be informed or could provide assistance. The areas below provide further detail from the Catalog about university policies and support pertaining to academic conduct.

**Academic Honesty:** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

**Final Examination Policy:** Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

**Academic Accommodations:** While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

**Point Distribution:** Your grades will be posted in the Canvas gradebook. It is important to read the comments posted in the gradebook as these comments are intended to help you improve your understanding. Final grades will be posted by the university grade submission deadline. Grades will be based on the following:

#### **Graded Assignments: Point Distribution**

*Note: as needed, there may be small variations made to this point distribution, for the benefit of all involved.*

<b>Graded Assignment</b>		<b>Points</b>	<b>Percent</b>
F2F Learning Activities	[14 x 10 pts]	140	14%
Discussions (S2S)	[14 x 10 pts]	140	14%
Homework	[12 x 10 pts]	120	12%
Track a Product (S2S)		50	5%
Case Analysis		50	5%
Data Analysis		50	5%
Faith Reflection		50	5%
Exams	[2 x 100 pts]	200	20%
Final Project		200	20%
<b>Total Points</b>		<b>1000</b>	<b>100%</b>

**Note:** F2F means face-to-face and S2S means student-to-student, which are interactive elements of the course.

**Note:** In a fully online format, F2F class attendance will be replaced with one synchronous zoom session and one additional video lesson will be made available each week. F2F learning activities will be

replaced with student-to-student (S2S) small group activities organized online.

**Grading Scale:** Course grades will be determined according to the percent of total points earned, as follows. A student's attendance, attitude, and professional behavior will be considered in borderline grade situations.

### Grade Scale

*Note: a student's attitude and overall engagement will be considered in borderline cases.*

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

## Incomplete and Late Assignments

All students, whether due to an emergency situation or a PLNU school-sponsored activity, must follow the make-up work policy detailed below in order to receive credit for missed work completed during face-to-face (F2F) class sessions or student-to-student (S2S) zoom meetings.

All online assignments are to be submitted by the due dates posted. There will be a **10% reduction** of possible points for each day an assignment is late. If missing assignments result in your failure to meet learning outcomes, this instructor may give up to a letter grade reduction on the final grade in addition to the loss of points for missing work.

You are encouraged to post your online work earlier than the due dates posted during the week they are due. Early postings allow the benefit of greater student-to-student interaction. Late postings prevent other students from benefiting from your perspective. Online assignments will be considered late if posted after midnight Pacific Standard Time on the day they are due (unless otherwise noted).

After Sunday night of the last week of class, no make-up work (F2F) or postings (online) will be accepted.

**Make-up Assignment Process:** Attendance, participation, taking online lessons and completing learning activities and assignments are the most important commitments that will support student success in this course. Class attendance policies of the University will be followed (Catalog). Not only should students show up for F2F and S2S interactions, but they should come alert, prepared, and ready to learn. In extremely rare circumstances when students are sick or have an unavoidable emergency situation, the **make-up policy** appears here.

### **Make-up Policy & Instructions:**

1. Email the professor before the class session that you must miss, get permission to make up the missed work, and prepare a doctor's note or some sort of documentation to substantiate your need to miss class.
2. If permission is granted, go to Canvas, find the Canvas page for the class session (hybrid format) or zoom meeting (fully online format) you missed, scroll to the bottom of the page to find the F2F or S2S activity for that class session or zoom meeting, and do the assigned work.
3. Submit the make-up work via email or hard copy to the professor within 2 weeks of the missed class session. Submit the documentation (#2 above) along with the make-up work.
4. Students will almost never be allowed to make up more than the University policy allowable

maximum number of class absences before de-enrollment (3 weeks of class, or 6 class sessions).

Students are strongly encouraged to make up work when an absence is absolutely unavoidable. Students are also strongly encouraged to speak to the professor in a private meeting if they have excessive absences or cannot meet the participation requirements, or if it becomes difficult for them to keep up with or meet the standards of the class. The professor is willing to talk about strategies or options for students who are facing unusual problems or unavoidable circumstances, in order to help them succeed.

## **Spiritual Care**

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Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

## ECO 4010 – Hybrid Course Schedule\* – Spring 2021

*Notes: Minor adjustments in the schedule may be made for the benefit of everyone involved.*

*Detailed lessons and assignments are available on Canvas.*

***\*For a fully online instructional format, there will be two video lessons and one zoom class meeting each week, and F2F Learning Activities will be replaced with S2S Learning Activities completed during zoom sessions in small groups.***

WK Dates	Topics	Learning Activities (Readings, External Videos, Articles, Podcasts)	Discussion Boards	Homework (Quantitative, Papers)	Other (Case Studies, Simulations, Group Projects, Presentations)	Faculty Interaction (F2F Classroom, Faculty Recorded Content, Live Zoom)	Points	Student Hours
1 3/1- 3/5	<b>SECTION 1:</b> Introduction to International Economics and Global Economic Issues Intro to Course & International Economics  Introduction to Globalization & Global Economic Issues	Carbaugh 1	Discussion #1: Basic Economics Review & Challenge	HW #1: Current issues in Global Economics		<b>Video Lesson #1:</b> Introduction to International Economics & Globalization  F2F Learning Activity #1: International Trade “IQ Test”	30	7

2 3/8- 3/12	Introduction to Global Cities  <b>SECTION 2: International Trade – Who Gains &amp; Who Loses?</b> Comparative Advantage	Glaeser Intro & 1  Carbaugh 2(29-51)	Discussion #2: Coming to America	HW #2: Workbook Activity 2.2, Law of Comparative Advantage		<b>Video Lesson #2:</b> Global Cities  F2F Learning Activity #2: Why Cities Develop	30	7
3 3/15- 3/19	Impact of Trade on Jobs  Factor Endowments	Carbaugh 2(51-67)  Video: “Making a T-shirt”  Carbaugh 3	Discussion #3: Winners & Losers of Free Trade	HW #3: Workbook Activity 3.1, Cost-Benefit Analysis of Free Trade		<b>Video Lesson #3:</b> Jobs & Income  F2F Learning Activity #3: Factor Endowments	30	7
4 3/22- 3/26	Labor Migration  Income Distribution, Global Poverty & Gender	Carbaugh 3  Havens, “Left Behind”	Discussion #4: Reflect on quote about educating girls?		<b>Group Presentation #1: Track a Product</b>	<b>Video Lesson #4:</b> Migration & Income Distribution  F2F Learning Activity #4: Immigration Myths	70	9
5 3/29- 4/2  Break 3/31	Urban Decline & Global Slums	Glaeser 2-3		HW #4: Compare Rio de Janeiro & Detroit – does urban decline always indicate failure?	<b>Final Project: Topic</b>	<b>Video Lesson #5:</b> Urban decline & slums  F2F Learning Activity #5: Causes of the economic decline of cities	30	7

<p><b>6</b> 4/5-4/9</p>	<p><b>SECTION 3: International Trade Policy and Current Global Issues</b> Tariffs &amp; Protectionism</p>	<p>Carbaugh 4</p>	<p>Discussion #5: Mainstream economic thought on protectionist trade policy</p>	<p><b>Exam 1</b> (Carbaugh 1-3; Glaeser Intro-3)</p>		<p><b>Video Lesson #6:</b> Free Trade Policy</p> <p>F2F Learning Activity #6: Bastiat – Candlestick maker’s petition</p>	<p>120</p>	<p>9</p>
<p><b>7</b> 4/12-4/16</p>	<p>Healthy Global Cities</p> <p>Nontariff Trade Barriers</p>	<p>Glaeser 4-5</p> <p>Carbaugh 5-6</p>	<p>Discussion #6: Consumer cities</p>	<p>HW #5: Workbook Activity 7.2, Trade Barriers</p>		<p><b>Video Lesson #7:</b> Healthy Global Cities</p> <p>F2F Learning Activity #7: Global Cities “IQ Test”</p>	<p>30</p>	<p>7</p>
<p><b>8</b> 4/19-4/23</p>	<p>The Sharing Economy; Environment &amp; Climate Problems</p> <p>Resource Use &amp; Global Cities</p>	<p>Uber Case Articles (TBA)</p> <p>Glaeser 6-8</p>	<p>Discussion #7: Climate Change</p> <p>Discussion #8: Workbook Activity 8.2, Resource Use &amp; Global Cities</p>	<p>HW #6: Workbook Activity 8.1, Step 1 – Reading Questions</p>		<p><b>Video Lesson #8:</b> Climate, Resource Use &amp; Global Cities</p> <p>F2F Learning Activity #8: Uber Discussion</p>	<p>40</p>	<p>7</p>
<p><b>9</b> 4/26-4/30</p>	<p>Special Lesson in Data Analysis</p> <p>Developing Countries &amp; Trade Agreements</p>	<p>Article(s) TBA</p> <p>Carbaugh 7-8</p>	<p>Discussion #9: Global Economic Impact of the Coronavirus</p>	<p>HW #7: Hypothesis Testing in International Economics</p>	<p><b>Case Analysis: Uber &amp; the Sharing Economy</b></p>	<p><b>Video Lesson #9:</b> Data Analysis &amp; Trade Agreements</p> <p>F2F Learning Activity #9: Stiglitz Discussion</p>	<p>80</p>	<p>9</p>

<p><b>10</b></p> <p>5/3-5/7</p> <p>Break 5/5</p>	<p>Labor Mobility &amp; Human Rights</p>	<p>Carbaugh 9</p> <p>Video: Chinese Apple Factory</p> <p>Video: Demographic Time Bomb</p>	<p>Discussion #10: Workbook 10.1, Chinese Apple Factory</p>		<p><b>Final Project: Proposal</b></p>	<p><b>Video Lesson #10:</b> Labor Mobility &amp; Human Rights</p> <p>F2F Learning Activity #10: Labor Mobility &amp; Human Rights</p>	<p>50</p>	<p>7</p>
<p><b>11</b></p> <p>5/10-5/14</p>	<p>Big Ideas of Global Cities</p> <p><b>SECTION 4: International Exchange Rate Systems</b></p> <p>BOP &amp; Foreign Exchange</p>	<p>Glaeser 9- Conclusions</p> <p>Carbaugh 10-11</p>	<p>Discussion #11: Lessons from Global Cities</p>	<p>HW #8: Workbook 11.2, BOP</p> <p>HW #9: Workbook 11.2, Foreign Exchange</p>	<p><b>Group Presentation #2: Data Analysis</b></p>	<p><b>Video Lesson #11:</b> BOP &amp; Foreign Exchange</p> <p>F2F Learning Activity #11: Lessons from Global Cities – The Big Ideas</p>	<p>90</p>	<p>9</p>
<p><b>12</b></p> <p>5/17-5/21</p>	<p>Exchange Rate Determination</p> <p>Exchange Rate Systems</p>	<p>Carbaugh 12-13</p> <p>Carbaugh 14-15</p>	<p>Discussion #12: Current Events</p>	<p>HW #10: Workbook Activity 12.1</p> <p>HW #11: Workbook Activity 12.2</p>		<p><b>Video Lesson #12:</b> Exchange Rate Determination &amp; Systems</p> <p>F2F Learning Activity #12: Currency Manipulation</p>	<p>40</p>	<p>7</p>

<b>13</b> 5/24- 5/28	<b>SECTION 5:</b> <b>Macroeconomic</b> <b>Policy &amp;</b> <b>Economic</b> <b>Stabilization in</b> <b>a Global</b> <b>Economy</b>  Macroeconomic Stabilization  The Big Ideas of International Economics	Carbaugh 16-17	Discussion #13: Big Ideas of International Economics	HW #12: Workbook Activity 13.1	<b>Faith</b> <b>Reflection on</b> <b>International</b> <b>Economics</b>	<b>Video Lesson #13:</b> Macroeconomic Stabilization  F2F Learning Activity #13: Lessons Learned	80	7
<b>14</b> 5/31- 6/4	Political Economy: Violence, Peace, Equality & Freedom		Discussion #14: Violence, Peace & Inequality	<b>Exam 2</b> (Carbaugh 4-17; Glaeser 4- Conclusion)		<b>Video Lesson #14:</b> Political Economy – Economic Freedom  F2F Learning Activity #14: Economic Freedom & Equality	120	9
<b>15</b> 6/7- 6/11	Final Exam Week				<b>Final Project</b> <b>Presentation</b>  <b>Final Project:</b> <b>Peer</b> <b>Evaluation</b>		160  <b>Total:</b> <b>1000</b>	7  <b>Total:</b> <b>115</b>