



## ECO 4010 – International Economics (3 units) Spring 2022

### Course Instructor

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

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**Office Hours:** *Dr. Havens is available on most Tues/Thurs afternoons and Mon/Wed afternoons after 3 pm (make an appointment to confirm).*

### Course Schedule

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**Classes:** January 11–April 29, 2022  
**Finals week:** May 2-6, 2022

### Meeting Times

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**Meetings:** Mon & Wed 1:25-2:40 pm (FSB 103)  
**Final Exam:** Wed May 4 – 1:30-4:00 pm

### Course Delivery Format

#### **WEEK 1 (Jan 11-14): Zoom Format**

In order to begin the semester with the new covid onboard testing protocols, the university is starting the first week in remote format using synchronous Zoom meetings. A link to join your class session(s) will be available in your Canvas course in the Zoom menu. Attendance will be taken, which means you are present and attentive for the entire zoom meeting and following good zoom etiquette (see Canvas for details).\*

We plan to return to fully in-person format starting in Week 2. However, be sure to follow university communications to remain up-to-date on your course scheduling. For this course, updates will be posted in Canvas Announcements. Make sure to adjust your Canvas course settings to receive Canvas Announcements in your email.

**\*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

#### **WEEK 2-15 (Jan 17-Apr 29): In-person Format**

This course will be taught in a fully in-person format. University attendance policies apply. The Educational Access Center (EAC at [EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486) can be contacted if you need special accommodations.

### Course Information

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#### **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 1001 and 1002.*

**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.

**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, 2022.  
*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. You may print it or use it by writing on an iPad or electronic device.
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 & 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 class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, 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. For more information, see [Academic Policies](#) in the Academic Catalog.

## Use of Technology

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In order to be successful in your course, you'll 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, microphone, or webcams compatible with their computer available to use for any online or hybrid classes. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online. [In this course, exams will be given in person.]

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. F2F activities reinforce conceptual understanding and develop critical thinking. Homework and online discussions will be assigned periodically to enhance the student's preparation for content instruction in a particular class and integrate assigned reading material, debrief or apply class content. Exams will require that students summarize and synthesize their understanding of course material. Track a Product, Case Analysis, Data Analysis and the Final Project will provide students with an opportunity to collaborate, conduct research, develop tools of analysis, and make a presentation. Assignments will be graded based on substance, knowledge of factual material in readings, and clarity of logic and thought.

**Make-up Work:** Make-up work will be allowed only given EAC official accommodations, school sponsored events, or extreme emergencies with proper notification and documentation (e.g. university sports or medical record), and if the student receives permission from the professor. *For more information see: **Make-up Assignment Process** on page 7 of this Syllabus.*

**F2F Learning Activities (10 points each):** Learning activities in F2F format 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. The Workbook will be used in conjunction with these F2F learning activities.

**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).

**Midterm Exam (100 points):** 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 Exam Essay (100 points):** The purpose of the final exam essay is to provide students with an opportunity to thoughtfully reflect in writing about what they have learned, what they perceive as the most important global economic issues, how their faith impacts their perspective, and recommendations for solutions.

**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.

**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.*

*F2F = face-to-face, or work done during class*

*S2S = student-to-student, or interactive assignments*

Graded Assignment		Points	Percent
F2F Learning Activities	[25 x 10 pts]	250	25%
Discussions (S2S)	[9 x 10 pts]	90	9%
Homework	[11 x 10 pts]	110	11%
Track a Product (S2S)		50	5%
Case Analysis (S2S)		50	5%
Data Analysis (S2S)		50	5%
Midterm Exam		100	10%
Final Exam Essay		100	10%
Final Project (S2S)		200	20%
<b>Total Points</b>		<b>1000</b>	<b>100%</b>

**Academic Accommodations:** PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

**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

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All assignments are to be submitted by the due dates posted. However, the professor prefers that you make up work that is legitimately missed due to EAC accommodations, school sponsored events, and extreme emergencies. 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. Permission to make up the work must be given by the professor, and students must submit the make up work within two weeks of the absence. No make-up work will be accepted after midnight on the last day of classes.

***Make-up Policy & Instructions:*** During EAC official accommodations, school sponsored events, or *extremely rare emergencies*, the ***make-up policy*** works as follows.

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 you missed, scroll to the bottom of the page to find the F2F learning activities for that class session, 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 during EAC accommodations, school sponsored events, or 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 – Class Calendar – Spring 2022**

The following is a tentative schedule of topics, readings, and assignments. This will be adjusted if necessary for the benefit of all involved. Reading from chapters in the textbook should be completed *before class*.

Week. Class	Date	Class Topic	Reading chapter(pages)	Assignments	CLOs (Note 1)
<b>Section 1: Introduction to International Economics and Global Economic Issues</b>					
1.1	Tu Jan 11	Introduction to Course & International Economics	Carbaugh 1	F2F #1	2,5
1.2	W Jan 12	Introduction to Globalization & Global Issues	Carbaugh 1	F2F #2	2,5
<b>2.1</b>	<b>M Jan 17</b>	<b>MLK Jr Day (no class)</b>			
2.2	W Jan 19	Introduction to Global Cities	Glaeser Intro & 1	F2F #3	2,4
<b>Section 2: International Trade – Who Gains &amp; Who Loses?</b>					
3.1	M Jan 24	Comparative Advantage	Carbaugh 2(29-51)	F2F #4	1,4
3.2	W Jan 26	Impact of Trade on Jobs	Carbaugh 2(51-67) “Making a T-shirt”	F2F #5	1,2
4.1	M Jan 31	Factor Endowments	Carbaugh 3 Article(s) TBA	F2F #6	1,2
4.2	W Feb 2	Labor Migration	Carbaugh 3	F2F #7 <i>Track a Product</i>	1,2
5.1	M Feb 7	Income Distribution, Global Poverty & Gender	Havens, “Left Behind” Article(s) TBA	F2F #8 <i>Project Topic</i>	1,2,3,5
5.2	W Feb 9	Urban Decline & Global Slums	Glaeser 2-3	F2F #9	2,3,4,5
<b>6.1</b>	<b>M Feb 14</b>	<b>Midterm Exam</b>	Carbaugh 1-3, Glaeser Intro-3	<b>Midterm Exam</b>	6
<b>Section 3: International Trade Policy &amp; Current Global Issues</b>					
6.2	W Feb 16	Tariffs & Protectionism	Carbaugh 4	F2F #10	2,3,4
7.1	M Feb 21	Healthy Global Cities	Glaeser 4-5	F2F #11	2,3
7.2	W Feb 23	Nontariff Trade Barriers Trade Regulation	Carbaugh 5-6	F2F #12	2,3,4
8.1	M Feb 28	The Sharing Economy Environment & Climate Problems	Uber Case Article(s) TBA	F2F #13 <i>Case Analysis Discussion</i>	2,3,4,5
8.2	W Mar 2	Resource Use & Global Cities	Glaeser 6-8	F2F #14	2,3,4,5,6
<b>No class</b>	<b>Mar 7-11</b>	<b>Spring Break</b>			
9.1	M Mar 14	Special Lesson in Data Analysis	Article(s) TBA	F2F #15 <i>Case Analysis</i>	2,3
9.2	W Mar 16	Developing Countries & Trade Agreements	Carbaugh 7-8	F2F #16	2,3,4,5
10.1	M Mar 21	Labor Mobility & Human Rights	Carbaugh 9 Article(s) TBA	F2F #17 <i>Project Proposal</i>	2,3,4,5
10.2	W Mar 23	Lessons from Global Cities: The Big Ideas	Glaeser 9- Conclusions	F2F #18	2,3,4,5
<b>Section 4: Money – International Exchange Rate Systems</b>					
11.1	M Mar 28	Balance of Payments	Carbaugh 10	F2F #19 <i>Data Analysis</i>	1
11.2	W Mar 30	Foreign Exchange	Carbaugh 11	F2F #20	1,4

**ECO 4010 – Class Calendar – Spring 2022 (continued)**

Week	Date	Class Topic	Reading	Assignments	CLOs (Note 1)
12.1	M Apr 4	Exchange Rate Determination	Carbaugh 12-13	F2F #21	1,3
12.2	W Apr 6	Exchange Rate Systems	Carbaugh 14-15	F2F #22	1,3
<b>Section 5: Macroeconomic Policy &amp; Economic Stabilization in a Global Economy</b>					
13.1	M Apr 11	Macroeconomic Stabilization	Carbaugh 16-17	F2F #23 <i>Project Findings</i>	1,3
13.2	W Apr 13	The Big Ideas of International Economics		F2F #24	1,2,3,4,5
<b>14.1</b>	<b>Apr 14-18</b>	<b>Easter Recess</b>			
14.2	W Apr 20	Political Economy: Violence, Peace, Equality & Freedom	Article(s) TBA	F2F #25	2,3,4,5,6
<b>15.1</b>	<b>M Apr 25</b>	<b>Final Exam Essay</b>	Carbaugh 4-17 Glaeser 4- Conclusion	<b>Final Exam Essay</b>	
15.2	W Apr 27	TBA: work on project			
<b>16</b>	<b>W May 4</b>	<b>Final Exam Period: 1:30 – 4:00 pm</b>		<b>Final Project Presentations</b>	

**Note 1:** CLOs (p. 2) are identified for each class (repeated here).

Students who complete this course will be able to:

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

## ECO 4010 – Weekly Course Schedule – Spring 2022

This is a detailed schedule of topics, readings and assignments.

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

*Detailed lessons and assignments are available on Canvas.*

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 1/11- 1/14	<p><b>SECTION 1:</b> Introduction to International Economics and Global Economic Issues</p> <p>Intro to Course &amp; International Economics</p> <p>Introduction to Globalization &amp; Global Economic Issues</p>	<p>Carbaugh 1 Workbook 1.1</p> <p>Carbaugh 1 Workbook 1.2</p>		<p>HW #1: Basic Economics Review &amp; Challenge (WB 1.1)</p>		<p>F2F Learning Activity #1: Current Issues in Global Economics</p> <p>F2F Learning Activity #2: International Trade “IQ Test”</p>	30	7

2  MLK Jr Break 1/17  1/18- 1/21	Introduction to Global Cities	Glaeser Intro & 1 Workbook 2.2	Discussion #1: Coming to America (WB pp. 14-16)			F2F Learning Activity #3: Why do global cities develop?	20	7
3  1/24- 1/28	<b>SECTION 2:</b> International Trade – Who Gains & Who Loses?  Comparative Advantage  Impact of Trade on Jobs	Carbaugh 2(29-51) Workbook 3.1  Carbaugh 2(51-67) Video: “Planet Money Makes a T- shirt” Workbook 3.2		HW #2: Law of Comparative Advantage (WB 3.1)		F2F Learning Activity #4: Why Trade?  F2F Learning Activity #5: Impact of Trade on Jobs & Income	30	7
4  1/31- 2/4	Factor Endowments  Labor Migration	Carbaugh 3 Workbook 4.1  Carbaugh 3 Workbook 4.2	Discussion #2: Winners & Losers of Free Trade (WB p. 24)		<b>Group Presentation #1: Track a Product</b>	F2F Learning Activity #6: Factor Endowments  F2F Learning Activity #7: Immigration Myths	80	9

<p><b>5</b> 2/7-2/11</p>	<p>Global Inequality, Poverty &amp; Gender</p> <p>Urban Decline &amp; Global Slums</p>	<p>Havens, “Left Behind” Workbook 5.1</p> <p>Glaeser 2-3 Workbook 5.2</p>	<p>Discussion #3: Global impact of the coronavirus</p>		<p><b>Final Project: Topic</b></p>	<p>F2F Learning Activity #8: Educating Girls</p> <p>F2F Learning Activity #9: Comparing Rio &amp; Detroit – insights about global cities</p>	<p>40</p>	<p>7</p>
<p><b>6</b> 2/14-2/18</p>	<p><b>SECTION 3: International Trade Policy and Current Global Issues</b></p> <p>Tariffs &amp; Protectionism</p>	<p>Carbaugh 4 Workbook 6.2</p>		<p><b>Midterm Exam</b> (Carbaugh 1-3; Glaeser Intro-3)</p>		<p>F2F Learning Activity #10: Candlestick maker’s petition (Bastiat)</p>	<p>110</p>	<p>9</p>
<p><b>7</b> 2/21-2/25</p>	<p>Healthy Global Cities</p> <p>Nontariff Trade Barriers</p>	<p>Glaeser 4-5 Workbook 7.1</p> <p>Carbaugh 5-6 Workbook 7.2</p>		<p>HW #3: Trade Barriers (WB pp. 35-36)</p>		<p>F2F Learning Activity #11: Consumer Cities</p> <p>F2F Learning Activity #12: Global Cities “IQ Test”</p>	<p>30</p>	<p>7</p>
<p><b>8</b> 2/28-3/4</p>	<p>The Sharing Economy; Environment &amp; Climate Problems</p> <p>Resource Use &amp; Global Cities</p>	<p>Uber Case Articles (TBA) Workbook 8.1</p> <p>Glaeser 6-8 Workbook 8.2</p>	<p>Discussion #4: Climate Change</p>	<p>HW #4: Reading Notes, Step 1 Uber Case (WB p. 37, Step 1)</p>		<p>F2F Learning Activity #13: Uber Discussion</p> <p>F2F Learning Activity #14: Resource Use &amp; Global Cities</p>	<p>40</p>	<p>7</p>

<b>Spring Break</b> 3/7-3/11								
<b>9</b> 3/14-3/18	Special Lesson on Data Analysis	Article(s) TBA Workbook 9.1		HW #5: Using Regression in Excel – Test (WB p. 40, Step 1 & 2)	<b>Case Analysis: Uber &amp; the Sharing Economy</b>	F2F Learning Activity #15: Data Analysis & Trade Agreements	100	9
	Developing Countries & Trade Agreements	Carbaugh 7-8 Workbook 9.2	Discussion #5: Trade Agreements	HW #6: Hypothesis Testing in International Economics (WB p. 40)		F2F Learning Activity #16: Stiglitz Discussion		
<b>10</b> 3/21-3/25	Labor Mobility & Human Rights	Carbaugh 9 Video: Chinese Apple Factory Video: Demographic Time Bomb Workbook 10.1	Discussion #6: Chinese Apple Factory (WB pp. 43-44)		<b>Final Project: Proposal</b>	F2F Learning Activity #17: Labor Mobility & Human Rights	70	7
	Big Ideas of Global Cities	Glaeser 9- Conclusions Workbook 10.2	Discussion #7: Lessons from Global Cities			F2F Learning Activity #18: Lessons from Global Cities		

<p><b>11</b> 3/28-4/1</p>	<p><b>SECTION 4: International Exchange Rate Systems</b></p> <p>Balance of Payments (BOP)</p> <p>Foreign Exchange</p>	<p>Carbaugh 10 Workbook 11.1</p> <p>Carbaugh 11 Workbook 11.2</p>		<p>HW #7: BOP (WB p. 48)</p> <p>HW #8: Foreign Exchange (WB pp. 49-50)</p>	<p><b>Group Presentation #2: Data Analysis</b></p>	<p>F2F Learning Activity #19: BOP</p> <p>F2F Learning Activity #20: Foreign Exchange</p>	<p>90</p>	<p>9</p>
<p><b>12</b> 4/4-4/8</p>	<p>Exchange Rate Determination</p> <p>Exchange Rate Systems</p>	<p>Carbaugh 12-13 Workbook 12.1</p> <p>Carbaugh 14-15 Workbook 12.2</p>	<p>Discussion #8: Govcoins and the Future of Banking</p>	<p>HW #9: Exchange Rate Determination (WB pp. 51-53)</p> <p>HW #10: Exchange Rate Systems (WB pp. 54-56)</p>		<p>F2F Learning Activity #21: Exchange Rate Determination</p> <p>F2F Learning Activity #22: Currency Manipulation</p>	<p>50</p>	<p>7</p>
<p><b>13</b> 4/11-4/13  Easter Break 4/14-4/18</p>	<p><b>SECTION 5: Macro Policy &amp; Stabilization in a Global Economy</b></p> <p>Macroeconomic Stabilization</p> <p>The Big Ideas of International Economics</p>	<p>Carbaugh 16-17 Workbook 13.1</p> <p>Workbook 13.2</p>	<p>Discussion #9: Big Ideas of International Economics</p>	<p>HW #11: Macroeconomic Stabilization (WB pp. 57-58)</p>		<p>F2F Learning Activity #23: Macroeconomic Stabilization</p> <p>F2F Learning Activity #24: Big Ideas of International Econ</p>	<p>40</p>	<p>7</p>

<b>14</b> Easter Break <i>extends to Mon 4/18</i> 4/19- 4/22	Political Economy: Violence, Peace, Equality & Freedom	Articles on Canvas Workbook 14.2				F2F Learning Activity #25: Economic Freedom & Equality	<i>10</i>	<i>9</i>
<b>15</b> 4/25- 4/29				<b>Final Exam Essay</b> (Carbaugh 1-17; Glaeser 1- Conclusion)			<i>100</i>	
<b>16</b> 5/2- 5/6	<b>Final Exam Week</b>			<b>Project Peer Evaluation</b>	<b>Final Project Presentation</b>		<i>160</i>  <b>Total: 1000</b>	<i>7</i>  <b>Total: 115</b>