Request Form for General Education Certification:
Social Science Requirement: (Except FYSM, please include a syllabus)
Faculty Member(s): Beatriz Maldonado-Bird
Course Number: INTL 120
Course Name: Economics of Globalization
This Course is currently listed in the Undergraduate Catalog Yes x No ___
(If your answer is “No”, please explain the status with the curriculum committee)

Department of faculty member(s): International Studies
Course Description:
This course introduces topics surrounding economic globalization. It examines the
historic and current economic causes and consequences of global integration.
Topics include history of globalization, the role of international trade, post-WWII
global monetary system and financial integration. It evaluates the arguments on both
sides of the globalization debate as well as globalization’s effects on domestic
economies and policies, labor markets, production, and on the environment (among
other topics).

I. Explain how the proposed course satisfies each of the following Approval Criteria for
Social Science:
1. Have as its primary purpose to provide explanations for human behavior, social
interaction, and/or social institutions.

Economics is the study of how social behavior guides in the allocation of scarce
resources to meet the unlimited needs and desires of individual members in a given
society. Economics seeks to understand how those individuals interact within the social
structure to address key issues about the production and exchange of goods and
services.

In INTL 120, the course covers topics within international finance, international trade,
and other topics within economics that deal with globalization. We discuss how money,
goods, people, and other resource move internationally and what are the driving forces
behind these international exchanges/moves (e.g. governments – social institution). In
these discussions, students learn about mechanisms and theories that help explain why
and how people trade in goods, services, money, etc. These mechanisms and theories
are ways to explain how people/countries behave in relation to one another (social
interactions).
2. By providing a survey of a particular social science discipline or by demonstrating ways in which the (more narrowly focused) material being covered in the course connects to other areas in the social sciences more generally, a course must:
   a. Expose students to empirical evidence and the varieties of social scientific methods of inquiry.

   Students are exposed to empirical data regarding international money flows, foreign direct investment, and trade just to name a few examples. Students are exposed to a variety of social science methodology and models including supply and demand, indexation of prices, and unemployment surveying. This is not an exhaustive list.

   b. Examine the impact the social sciences have on society.

   Students examine how economic theories including the theory of comparative advantage, Keynesian economics, and impossible trinity impact government policy and society at large. This is not an exhaustive list.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the social science learning outcome, using the evidence and grading rubric for the respective outcome

SAMPLE ASSIGNMENT:

Essay/short-answer question given on Midterm 2.
1. The following table gives the production of cars and jeans for a worker in the US and a worker in Mexico per day.

<table>
<thead>
<tr>
<th></th>
<th>US</th>
<th>Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cars</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Pairs of Jeans</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>

a. What theory (or model) can explain why the US, in this example, should trade with Mexico even if the US is better at producing both goods?
b. Describe and define the various aspects of the theory or model.
c. Apply the theory or model to the problem of trade in cars and jeans between the US and Mexico. Which worker has an absolute advantage in the production of cars? Which worker has an absolute advantage in the production of jeans? What about comparative advantage?
d. Why would they agree to trade, that is, what are the benefits of this arrangement?
**Student Learning Outcome 1**: Students apply social science concepts, models or theories to explain human behavior, social interactions or social institutions. *(List SLO 1 on syllabus.)*

**Evidence**: Written assignment or essay on exam (embedded assignment). Students must use a disciplinary social science concept(s), model(s) or theory(ies) to explain a hypothetical or case study example of human behavior or social life. Students must first provide a synopsis of the theory, model or concept, and then explain how these describe, provide an interpretation of, or predict human behavior, social interactions or social institutions. *(Written assignment or essay on exam (embedded assignment)).*

**Standard** At least 80% of students score 3 or 4 on each dimension of rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify or justify relevant theories/models/concepts</td>
<td>Unable to identify or justify</td>
<td>Incomplete identification or justification, lacks specificity, minor inaccuracies</td>
<td>Accurately summarizes at least one relevant concept, model or theory. Offers some insights</td>
<td>Accurately identifies or justifies core concept(s)/model(s)/theory(ies) and synthesizes other relevant concept(s)/model(s)/theory(ies)</td>
</tr>
<tr>
<td>Describe relevant theories/models/concepts</td>
<td>Inaccurate or absence of description provided</td>
<td>Satisfactory understanding, but lacked detail, specificity and accuracy</td>
<td>Accurate, complete description</td>
<td>Clear, coherent, sophisticated, multi-faceted description that demonstrates insight and/or mastery of material</td>
</tr>
<tr>
<td>Apply relevant theories/models/concepts</td>
<td>Incorrect or no application, failure to distinguish between fact and opinion</td>
<td>Inconsistently applies theories, models and/or concepts</td>
<td>Some connections between theory/models/concepts but little depth of analysis</td>
<td>Multiple logical connections, original analysis, subtlety of thought</td>
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</tbody>
</table>
III. SYLLABUS REQUIREMENT

Syllabi should include the following:

“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed. “These outcomes will be assessed in...final exam, essay 2, etc.” The name of the...final exam, essay 2, etc., will have to match the one given under Evaluation/Grading Distribution/ and it should indicate clearly the percentage of the grade that the assignment has in the course.

Example:

**General Education Student Learning Outcomes**

- Students apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.

This outcome will be assessed on the SHORT ESSAY #3 (you must specify which one!!)

LATER IN THE SYLLABUS...it should show the weight in the grade

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

- Homework and Discussion: 10%
- Quizzes: 10%
- Short Essays (3, 2-3 pgs. each, in-class and take home): 15%
- Midterm Exam: 20%
- Comparative Analysis Paper (6-8 pgs.): 20%
- Final Exam: 25%
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 9/13/13

2. Signature of Academic Dean:

   [Signature]

   Date: 9/16/13

3. Signature of Provost:

   [Signature]

   Date: 9/16/13

4. Signature of Committee on General Education Chair:

   [Signature]

   Date: __________

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: __________

Date Approved by Faculty Senate: __________
Economics of Globalization  
INTL 120  
Syllabus  

Instructor: Dr. Beatriz Maldonado  
Office: Beatty Center, Room 325  

Office Hours:  
Email: maldonadobirdba@cofc.edu  
Class Location:  
Meeting Times:  

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>9:00 AM</td>
<td>10:00 AM</td>
<td>11:00 AM</td>
<td>12:00 PM</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>3:00 PM</td>
<td>4:00 PM</td>
<td></td>
</tr>
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</table>

Textbook and class materials:  

- There is no required text for this course.  
- **Oaks**: Reading materials, including excerpts from textbooks and articles will be posted on learn as well as homework materials/practice problems. You can access Oaks through My Charleston (https://my.cofc.edu/) or directly at https://ims.cofc.edu/  
- **Videos on Oaks**: There are a number of videos that make up part of the assignment and preparatory work which will also be posted on Oaks. We will not watch any of the videos in class. You are responsible for watching these videos on your own time and taking notes for class discussion  

![Email icon]  

- **Email**: I will often send out emails to the class about upcoming deadlines and events that are relevant to the class. Please make sure to regularly check your university email.
Course Description:
This course introduces topics surrounding economic globalization. It examines the historic and current economic causes and consequences of global integration. Topics include history of globalization, the role of international trade, post-WWII global monetary system and financial integration. It evaluates the arguments on both sides of the globalization debate as well as globalization's effects on domestic economies and policies, labor markets, production, and on the environment (among other topics).

Course Learning Objectives:

- Students will demonstrate an understanding of basic international economic concepts that will allow them to critically think about current international economic issues.

- Students will demonstrate effective writing skills through the completion of short papers and one term paper that will incorporate the topics and concepts discussed in the class.

- Through the study of economics of globalization, students will acquire knowledge about other topics of globalization in complimentary fields such as history and political science. As a result, student will be encouraged to think in a multidisciplinary setting and to analyze issues using a multidisciplinary approach.

General Education Learning Objective:

- Students apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.

This learning outcome will be assessed in Midterm 2.
Grades:

- **Class Participation**: Students will be required to participate in class discussion and debates that will take place throughout the semester.

- **Reading quizzes and homework**: Quizzes consisting of multiple choice and/or short response to readings, articles, or videos will be given during class. **There are no make-up quizzes**. The two lowest grades in this category will be dropped. There will also be periodic writing assignments that deal with the topics being covered in the class.

- **Current Events**: Short papers describing current events in the news and how they relate to topics in the class will be assigned throughout the semester.

- **Paper Project**: A final paper on a topic related to one or more of the topics introduced through the semester. More details will be given as the project approaches.

- **Midterms**: There will be TWO midterms. The **tentative** date for the first midterm is October 11, 2013 and for midterm 2 is November 25, 2013.

- **Group Project & Presentation**: Semester long group project which will consist of various assignments throughout the semester including a presentation at the end of the semester. The group project will entail the students picking a good (e.g. the iPhone) and researching how and where the components of the good were made and what implications its production has on the local economy where the good is produced as well as on our local economy. Presentations will be given during the Final Exam Period (Wednesday December 4 8:00 am – 11:00 am).

- **Final Grade Calculation**: The final grade in this class will be calculated as follows:

  Reading Quizzes and Homework 10%
  Current Events 5%
  Class Participation 10%
  Paper Project 15%
  Midterm 1 15%
  Midterm 2 (Gen. Ed. Assessed here) 15%
  Group Project: 30%
    - Project Proposal - 5%
    - Project Draft/Outline- 5%
    - Participation - 5%
    - Individual Portion of Presentation- 5%
    - Group Presentation - 10%
• Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.5 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 – 93.4</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 – 89.4</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 86.4</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 – 82.4</td>
</tr>
<tr>
<td>C+</td>
<td>75.5 – 79.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5 – 75.4</td>
</tr>
<tr>
<td>C-</td>
<td>69.5 – 72.4</td>
</tr>
<tr>
<td>D+</td>
<td>66.5 – 69.4</td>
</tr>
<tr>
<td>D</td>
<td>62.5 – 66.4</td>
</tr>
<tr>
<td>D-</td>
<td>59.5 – 62.4</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59.5</td>
</tr>
</tbody>
</table>

Attendance:

Attendance will be taken at every class meeting and will count towards the class participation grade. Apart from that, attendance at every meeting is highly recommended as there will periodically be homework/ quizzes during class time. If you have missed class, you will need to obtain a copy of the notes from another student. The instructor will NOT provide copies of class notes.

Cell Phone Policy:

Please turn off cell phones as you enter class. While this is not a theatre, the same courtesies should be followed. It is distracting to your instructor as well as your neighbor when phones go off. If I hear or see a student using a cell phone, the student will receive a 50% reduction for that week’s quiz grade. If a cell phone rings (or vibrates audibly) during an exam that student will receive a 10% reduction for that exam.

Reasonable accommodation policy:

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me at least 48 hours before accommodation is needed.
Center for Student Learning:

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

Honor Code:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
Tentative Course Outline:

Introduction

What is Globalization?

- *What is Globalization?* (Video)
- Friedman, Thomas. (2007). *The World Is Flat 3.0.* (Video)

International Finance

Introduction to topics in International Finance


History of Money

- Gold Standard:
- The Inter-War Period:
- Bretton Woods:

Institutions of Bretton Woods – IMF, World Bank, and GATT/WTO

- International Monetary Fund History. http://www.imf.org/external/about/histcoop.htm (visit website, read the page and watch the short video provided – at home)
- Rischard, Jean-François. *The History of the World Bank.* (Video)
International Finance after Bretton Woods

- Class Notes.
- Additional Materials TBA

Financial Crises

- Mexican Peso Crisis News (Video – Posted on Oaks, watch at home)
- Asian Financial Crisis (Video – Posted on Oaks, watch at home)
- 2008 Financial Crisis:
- European Crisis:

Exam 1

International Trade

Introduction to Topics in International Trade


Free Trade?

- Why Trade is Good for You. (1998, October 3). The Economist, pp. 4-6.
- Balko, Radley. “Sweatshops and Globalization”

Fair Trade

- Tipping the Balance: What is Fair Trade? (Video)
- Do Farmers Benefit From Fair Trade? (Video)
- Fair Trade Is Not So Fair (Video – Posted on Oaks, watch at home)
- Booth, P. (2011, Feb. 28). Fair Trade is Neither Fair Nor Good For Trade. The Telegraph.
Other Topics

Economics Globalization and the Environment


Energy:


The Rise of the Rest:


Immigration:


Globalization and Development


Exam 2

Research Papers Due – Last Day of Class

Presentations – Final Exam Period