

Dixie State University
INTERNATIONAL ECONOMICS
Econ 3500, Section 01
Fall 2013

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Required Textbook: Beth V. Yarbrough & Robert M. Yarbrough, The World Economy: Trade and Finance, *Seventh Edition, 2006*, Thomson South-Western Publishing. ISBN: 0-324-20397-7. Copies are currently available online for as little as \$3.50 – thus the additional requirements below. (Y&Y)

Required Periodical: Students are required to read *The Wall Street Journal* (WSJ) every day, as a core assigned text for the course. As you study the WSJ, pay closest attention to International Economic issues. While copies are available to read in the library, I recommend that each student purchase his/her own subscription at the low discounted rate of only \$1.00 per week. Go to wsj.com/class to secure your discounted subscription.

Additional Required Readings and Resources: Additional readings and data, including various online resources and short videos, will be required and made available to students free of charge throughout the semester. Thus the total out-of-pocket expense to purchase all required materials will be ~\$20.

Prerequisites: Econ 2020 and student must be enrolled in either Bachelor of Science or Bachelor of Arts program.

Course Description: International Economics is the study of economic activity that crosses a national border, including cross-border investment activity. This course will introduce you to various theories of trade and international investment and how these evolved through time. It will also address the history of and current movement of capital and labor across international borders. Since international transactions are not beyond the reach of national or local laws and policies, our study of international economics must also include an overview of both domestic and international institutions and practices that regulate the flow of goods, resources, and money between countries.

Student Learning Outcomes & Course Objectives: This course is intended to address the following Bachelor of Business program learning outcomes on both the introductory and developmental levels:

1. Students will demonstrate a working level knowledge of the core functional areas of International Economics, including:
 - A. Students will demonstrate a working level knowledge of core business functions in International Economics, including the foundational theories of cross-border trade and how these evolved over time;
 - B. Students will demonstrate a working level knowledge of the history of and current movement of capital and labor across international borders;
 - C. Students will also demonstrate a working level knowledge of the key international institutions and practices that regulate the flow of capital – whether goods, resources or money – between countries;
 - D. Students will analyze complex, current business situations, identify relevant International Economics issues therein, and suggest viable courses of action as informed by a working level knowledge of International Economics.

2. Students will hone the ability to apply higher levels of critical thinking:
 - A. Students will: analyze a complex International Inbound Investment scenario in-depth; utilize both qualitative and quantitative analytic tools from the field of International Economics; demonstrate applied working level knowledge of the core conceptual foundations of International Economics; synthesize findings to develop sound alternatives and recommendations for real-world action.

3. Students will continue to hone the interpersonal and communication skills necessary to succeed in business:
 - A. Students will deliver professional quality oral presentations;
 - B. Student will prepare professional quality written presentations;
 - C. Students will identify the essential elements of successful teamwork and will reflect upon their competency and experiences in applying them.

4. Students will continue to develop the ability to identify and resolve ethical issues:
 - A. Students will analyze complex business situations as a key capability of this course, and be able to identify the pertinent ethical issues and recommend ethical courses of action.

Grading and Teaching Philosophy: I accept it as my Mission to provide the pedagogical tools, resources and individual attention required for every student to thoroughly, successfully engage the course material, and thereby, for every student to earn whatever letter grade that he/she desires. There is no mystery about how to earn a high grade in this class: Come prepared to every class; begin work quickly on your final project so that it can be tackled piecemeal; and work closely with your classmates/team members and the Instructor to produce a stellar final project.

50% Attendance, Quizzes & Participation. Your final grade will be based 50% on in-class quizzes and in-class participation (which, of course, require your attendance). Because the course only meets once per week and is an interactive,

discussion-based course; and because each week's course content builds on the prior material covered in class, attendance and participation is mandatory. There will be a one-question quiz every class, based on the reading assignment for the prior week, including the *Wall Street Journal*. Quizzes will be designed straightforwardly so that if you did the reading, you will get 100% on each quiz and be able to participate successfully in class. There will not be a mid-term exam.

50% International Investment Analysis Project. Throughout the semester, in conjunction with the instructor and classmates/team members, each student will prepare and develop an International Investment Project based on a current, real-life fact-pattern approved by the Instructor, involving potential, inbound International Investment activity. There will be deadlines for progress throughout the semester, including mid-term and final deadlines, but there will not be a traditional final exam. Rather, students will present their International Investment Project findings to each other during the last two days of class, and each presentation, combined with submission of the final written project itself, will constitute each student's "International Investment Analysis Project" which is worth half of the final grade. There will not be a final exam.

As a general rule, in-class quizzes and project deadlines cannot be made up if missed. If there is a truly extraordinary situation which compels you to miss a class or a project deadline, you should report that to me as soon as possible (in most cases, this should be done before the scheduled class). In the rare case of a truly extraordinary circumstance, I will provide each student up to two opportunities per semester to make-up a missed in-class quiz. But in-class participation points cannot be made-up.

Regarding the final project, a student should not miss any deadlines and must submit the completed final project on the last day of class. Because the project is a semester-long task, no extensions or adjustments will be granted regarding the final due-date.

Distribution of Points:

In-Class Participation & Attendance	25 %
In-Class Quizzes	25%
Mid-term draft of Final Project	20%
Final Project & Presentation	30 %

Total	100 %

You will be given a numerical grade for each of the quizzes and for the final project. This grade, in turn, will have a **letter grade equivalent** as shown below:

90-100 = A	76-73 = C+	59-57 = D-
89-87 = A-	72-70 = C	Below 57 = F
86-83 = B+	69-67 = C-	
82-80 = B	66-64 = D+	
79-77 = B-	63-60 = D	

The final grade assigned for the course may be curved based on the total points earned of the highest-scoring student. In such a case, the overall course grades would be curved up. For example, an 88 could become an “A” or an 85 could become an “A-”.

Tentative Course Outline:

The following course outline is provided to give you some guidance as to how the material will be covered in this course and the pace at which we shall be moving. The actual coverage and content may vary depending on student preparation and student interests impacting the ultimate pace of the course.

Week	Topic [Relevant chapter from textbook in brackets]
1	Course Overview; Introduction to the World Economy & International Economics [1];
2	MOVIE NIGHT: International Economics in Movies
3	Comparative Advantage I & II [2,3]
4	Distribution, Welfare & New Trade Theories [4,5] <i>Short Guest Presentation by famous economist</i>
5	Tariffs & Nontariff Barriers [6,7]
6	Arguments for Restricting Trade & The Political Economy [8,9]
7	Growth, Immigration, MNCs, Development & Transition [10,11]
8	Currency Markets & Exchange Rates [12] <i>Tentative: Field Trip to International Investment Site(s)</i>

9	The Balance of Payments Accounts [13] Survey of Key Sources for International Investment Analysis
10	Market for Goods & Services in an Open Economy [14]
11	Money, the Banking System, and Foreign Exchange [15]
12	Prices & Output in an Open Economy [19]
13	International Monetary Regimes [20]
14	Wrap-up & Conclusion: Ethics in International Economics Possible Student Presentations
15	Student Presentations of International Investment Project Findings

Academic Integrity: All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course or even expulsion from the college.

Disability: If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine eligibility of the student requesting special service and determine the appropriate accommodations related to their disability.

It is encouraged that students requesting accommodation do so within the first two weeks of classes, so that, once identified, a reasonable accommodation can be implemented in a timely manner.

Your DMAIL Account: Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. If you don't know your user name and password, go to www.dixie.edu and select "Dmail" for complete instructions. You will be held responsible for information sent to your Dmail account, so please check it often.

Additional Resources

Academic Calendar - <http://new.dixie.edu/reg/?page=calendar>

Computer Labs – Hazy Building room 200.

Library: <http://library.dixie.edu>

Writing Center - http://new.dixie.edu/english/dsc_writing_center.php

Testing Center - <http://dixie.edu/testing>

Tutoring Center - <http://dsc.dixie.edu/tutoring/>

Policy for Absences Related to College Functions:
<http://www.dixie.edu/humanres/policy/sec5/523.html>

Disruptive behavior policy / classroom expectations:
<http://www.dixie.edu/humanres/policy/sec3/334.html>

Academic dishonesty / Academic integrity policy :
<http://www.dixie.edu/humanres/policy/sec3/334.html>