

THE GEORGE WASHINGTON UNIVERSITY
Department of Economics

Econ 2180: Survey of International Economics
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COURSE DESCRIPTION:

Economics 2180 is a one semester international economics course that covers the basic concepts of international trade and international finance. Students are presumed to have successfully completed Principles of microeconomics and macroeconomics.

The first half of the course focuses on international trade topics. These include the effects of trade on an economy, the economic consequences of protectionism and the institutional and legal structures of international trade in goods and services. The second half of the course focuses on international financial issues. These include the determination of exchange rates, international capital flows, balance of payments accounts and fixed versus flexible exchange rate regimes.

Please note that this course is primarily designed for Elliott School undergraduate students seeking to satisfy their international economics requirement, though other students are certainly welcome. Economics majors should note that only two of the following courses can be counted towards the 100-level economics course requirements (Econ 2180, 2181, and 2182)

LEARNING GOALS:

- Students will explain why countries trade
- Student will explain the most popular models used to explain international trade
- Students will explain the use of tariff and non-tariff measures
- Students will explain the concept of an “Open Macro Economy.”
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- Students will explain the relationship between money, interest the exchange rates and the price levels.
- Students will explain Macroeconomic Policy in a world of with both floating and fixed exchange rates.

TEXT:

Sawyer, W. Charles and Richard L. Sprinkle, *International Economics*, 3rd ed., Prentice Hall. (Hereinafter Sawyer & Sprinkle). Available at the bookstore or on line at Course Smart. <http://www.coursesmart.com/>

GRADING:

A student's grade will be based on six weekly exams (60%), participation in threaded discussion (20%) and a final exam (20%).

Participating in Threaded Discussions

You will communicate with your professor and classmates using the threaded discussion areas. This is where you post your responses to Discussion Questions and share your experiences in completing Exercises and applying the content of the course.

Participation in discussions is required and will help determine your grade. You are expected to contribute to each of the Discussion Questions in each unit. You should read all responses of other students and add your own.

During discussions, you must demonstrate not only that you understand the subject matter but also that you can apply what you have learned, analyze it, integrate it with knowledge you already have, and evaluate it critically. Your postings should be appropriate and timely contributions that add value to the discussion.

Discussion Guidelines

To ensure your success as a contributor to discussions and as a student in this class, we suggest the following guidelines for posting:

- Be clear about which message you're responding to. Refer to specific passages or ideas in the course or text that have sparked your interest.

- Make sure your contribution adds something new to the discussion. A simple "I agree" may be your initial response, but think about how you can take the conversation to the next level.

- Make your posting clear and easy to follow by dividing longer messages into paragraphs.

- Address classmates by name or user name, and sign your own messages.

- Feel free to pose new questions to your classmates within your own message.

- Use correct spelling, capitalization, grammar, syntax, and punctuation.

- If you plan on posting a lengthy response, it is a good idea to type your response in Word or Notepad, then copy and paste it into the discussion area. This way you'll always have a record of your communication if for some reason you lose your connection to the course.

Sample Question and Answers

The following are some examples of acceptable and unacceptable responses to Discussion Questions:

Sample Question: "The author claims that the Internet has changed teaching. How would you respond to this assertion?"

Unacceptable: "I agree."

Unacceptable: "I think the author is off her rocker on this point. I can't stand it when techies try to write about education."

Acceptable: "I agree with bekyw's basic point--that is, I think she's right that the advent of the Internet means dramatic changes in how we teach. But I think she's so concerned with whether technology is going to replace teachers that she misses an essential point. Teachers must change themselves to use the Internet effectively. The Internet will never replace teachers and it will never be a successful tool unless teachers make it one."

Acceptable: "I disagree with bekyw. The Internet has not changed teaching any more than the printing press changed teaching, or modern instructional design has changed teaching. New ideas about teaching and new technologies help us deliver good teaching more effectively. They may help us understand more fully what we're delivering. They may help us reach more students. But the essence of good teaching remains the same."

READINGS

The readings below are only the readings from the assigned text. There will be additional readings in the form of excerpts from papers like the Wall Street Journal. The discussion questions will originate from these readings.

Week 1 - ending July 10, 2011

Sawyer & Sprinkle: Chs 1-3;

Week 2 - ending July 17, 2011

Sawyer & Sprinkle: Chs 4-6

Week 3 - ending July 24, 2011

Sawyer & Sprinkle: Chs 7-8.

Week 4 - ending July 31, 2011

Sawyer & Sprinkle: Chs. 12, 13 & 14.

Week 5 - ending August 7, 2011

Sawyer & Sprinkle: Chs 15, 16 & 17.

Week 6 - ending August 16, 2011

Sawyer & Sprinkle: Chs 18, 19, 20 & 21.