

**PORTLAND STATE UNIVERSITY –
in partnership with the Gap Year Association study abroad**

MGMT 299: Principles of Economics - International Economics

COURSE SYLLABUS

CREDITS: 4 quarter-credits – Continuous Enrollment Course

Students who plan to use this course to fulfill specific curriculum areas should discuss transfer options and obtain written approval from a counselor or study abroad advisor at their own college/ university PRIOR to enrollment in this course.

PREREQUISITES: There are NO prerequisites for this course.

METHOD OF INSTRUCTION:

This course is field-based. The course instructor will be available via e-mail.

INSTRUCTOR OF RECORD:

PSU has approved the following Instructors of Record, one of whom will be assigned to you typically two+ weeks prior to the beginning of your program:

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| • Britt Basel, MS - brittbasel@ecothropic.com | Office: 503-206-7336 |
| • Dianna Hahn, MA – dianna.hahn@gmail.com | Web: https://gapyearassociation.org |
| • Alexander Papouchis, MS - alexpapouchis@gmail.com | Address: PO Box 17427, Portland, OR 97217 |
| • Cam Sylvester, MA – camsylvester@gmail.com | |

COURSE DESCRIPTION:

Students will enhance their understanding of global economics and gain a first-hand experience of the ways that international policy impacts local populations and seek an understanding for how the global supply chain works. Students will be asked to trace a particular commodity from production to purchase, with each step along the way understanding where the dollars have passed and what the impacts are from each step.

COURSE EXPECTATIONS:

- **Environment of Respect:** Disagreement and diversity of opinions are encouraged. You will be challenged to think critically about the impact of cultural differences, which may include gender, race, the roles environment has in business and market development, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. You are encouraged to ask difficult questions and engage in discussion and critical reflection. Please be respectful of others, listen, and try to understand differences.
- **Experiential Learning:** In this course, learning is an experiential process in which you have the opportunity to engage in and reflect on a variety of different experiences throughout the term. The richness of this class will depend on the questions, insights, and active participation that you bring.
- **Personal Responsibility:** You are expected to engage fully in this class and take action if you need help. Please communicate any concerns about assignments, deadlines, or classroom activities.
- **Academic Integrity:** Please adhere to university policies. Please take special note of policies regarding plagiarism and course withdrawal. It is expected that each student will prepare his or her own assignments and that any assignments submitted will be the sole work of the student. Academic dishonesty, including cheating, plagiarism, or knowingly furnishing false information, will not be tolerated. The University's Code of Student Conduct may be found at <http://www.pdx.edu/dos/psu-student-code-conduct>.

STUDENT OUTCOMES:

Upon completion of this course, participants will be able to:

- Identify some of the manners in which the global supply chain functions.
- Recognize many of the environmental, economic, and social impacts of purchasing an item in their home country.
- Gain a deeper understanding for the economic interdependency between countries.
- Understand more deeply how State policies effect global trade.

CONTACT HOURS, EXCURSIONS, AND METHODS OF INSTRUCTION:

A total of 40 contact hours will be facilitated. These hours will come in the forms of:

- Homestays with local businesspeople and laborers
- Shopping from, bargaining with, and interviewing local business-people in markets and stores
- Service-learning projects with a focus on social-service
- Service-learning projects with a focus on environmental service
- Research projects focused on a particular item's financial trail
- Potential interviews with recipient-countries' business people

STUDENT ASSIGNMENTS:

REQUIRED HOURS – must complete 40 contact hours as detailed above. The Gap Year Association will provide verification of hours.

A DAILY JOURNAL in English will be a descriptive study/journal of your semester. Use it to keep brief narratives of your daily experiences. It should contain notes on places visited, interviews, daily purchases, oral language activities, student observations of different and unique cultural traits, etc.

Self-reflection is important and will be a significant part of your journal grade. Self-reflection will involve answering questions that force you to think critically about your experiences. When writing journals consider questions like:

- How is this experience different from my expectations?
- What challenges have I faced throughout this experience? How am I overcoming them?
- Explore differences, similarities to your home culture.
- What have been the most poignant learning experiences? How has that impacted my world-view?

A 15-MINUTE PRESENTATION must be made during your group semester detailing what you've discovered about your chosen subject. Please note that this presentation may serve as the foundation for your final report.

REQUIRED READING – must read at least one book from the Reading list and demonstrate knowledge learned and/or perspectives expressed (with citations) in your FINAL REPORT.

FINAL REPORT of insights gained from this international service experience. Our expectation is that the papers you submit will reflect college-level writing. Your report will be 7-10 pages in length. Reports must be typed (double spaced) with a cover page that includes your name, the quarter (eg. fall 2021), the international program attended, and course number.

Submit a comprehensive analytical paper tracing a specific item/commodity of focus (ie, coffee, rubber, technology-grade minerals, etc.) from its local origin in the region you have been traveling to its destination in a foreign country. The paper should reflect thorough research describing the ways that the local families and businesses are benefitting (or suffering) as well as the secondary impacts associated with existing trade agreements and State policies. The paper should also reflect the supply chain from start to finish as well as whom and where the profits are distributed.

Final Report will be graded as follows:

- Description of supply chain for a specific item/commodity - 30%
- Contextualization of how this item/commodity represents greater economic trends - 30%
- Clarity and organization of Ideas - 20%
- Grammar and punctuation - 10%
- Ability to demonstrate knowledge from the required readings - 10%

DUE DATES, SUBMITTING JOURNAL AND FINAL REPORT:

Calendar/Schedule:

All course requirements must be submitted by:

- Fall Semester: January 20th
- Spring Semester: June 20th

Submitting Journals & Final Reports:

Please email your final report to the instructor, and post any necessary journals or supportive documents to:

Gap Year Association
PSU Grading Instructor
PO Box 17427
Portland, OR 97217

*** Purchase tracking for anything you post as some materials have gotten lost in the past.

COURSE EVALUATION CRITERIA:

Daily Journal (25% of total criteria): Evaluation criteria includes, but is not limited to, clearly presented ideas and observations, creative thought and appropriateness. Self-reflection is important and will be a significant part of your journal grade. Self-reflection will involve answering questions that force you to think critically about your experiences. When writing journals consider questions like:

- How is this experience different from my expectations?
- What challenges have I faced throughout this experience? How am I overcoming them?
- Explore differences, similarities to your home culture.
- What have been the most poignant learning experiences? How has that impacted my world-view?

Paper (75% of total criteria): Evaluation criteria includes, but is not limited to, complexity of grammar and verb use, format, content appropriateness, organization, analysis, originality and summarization skills.

Required Reading: This is a requirement for successful completion of this class and the expectation is that you will incorporate into your paper (with citations) references to learned concepts or examples.

Presentation: This is a requirement for successful completion of this class.

Required Hours: The Gap Year Association will provide verification of these hours.

Grading: This course is graded with letter grades; A - F. See more details about PSU's grading system [here](#).

READING LIST:

Students must read and cite at minimum ONE book in the final assignment. The following books have been approved for this course. Any other books not a part of this list must first be approved by the Field Instructors.

All Regions:

Tangled Routes: Women, Work, and Globalization on the Tomato Trail: Deborah Barndt

A collection of stories about women workers along the tomato trail. These stories highlight the effects of globalization, gender, race, class, family status, and north-south relations.

A Beginners Guide to the World Economy. Author: Randy Epping

Answers to basic economic questions such as “What is globalization?” “How do social concerns and societal ills (drugs, poverty, AIDS, endangered natural resources) play a part in the rapidly changing world economy?”

Economics in One Lesson: The Shortest and Surest Way to Understand Basic Economics: Henry Hazlitt
An oldie but a goodie! Hazlitt’s focus on non-governmental solutions, strong, anti-deficit position, and general emphasis on free markets, economic liberty of individuals, and the dangers of government intervention make Economics in One Lesson, every bit as relevant and valuable today as it has been since publication.

The New Confessions of an Economic Hit Man: John Perkins
Former economic hit man John Perkins shares new details about the ways he and others cheated countries around the globe out of trillions of dollars. Then he reveals how the deadly EHM cancer he helped create has spread far more widely and deeply than ever in the US and everywhere else—to become the dominant system of business, government, and society today. As a conclusion, he gives an insider view of what we each can do to change it.

The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade: Pietra Rivoli
Tracing a T-shirt's life story from a Texas cotton field to a Chinese factory and back to a U.S. storefront before arriving at the used clothing market in Africa, the book uncovers the political and economic forces at work in the global economy.

The End of Poverty Economic Possibilities for Our Time: Jeffrey Sachs
Jeffrey D. Sachs is renowned for his work around the globe advising economies in crisis. The End of Poverty distills more than thirty years of experience to offer a uniquely informed vision of the steps that can transform impoverished countries into prosperous ones.

Banker To The Poor: Micro-Lending and the Battle Against World Poverty: Muhammad Yunus
Banker to the Poor is Muhammad Yunus's memoir of how he decided to change his life in order to help the world's poor. In it he traces the intellectual and spiritual journey that led him to fundamentally rethink the economic relationship between rich and poor, and the challenges he and his colleagues faced in founding Grameen.