This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Pardee School DATE SUBMITTED: 9/19/2016

COURSE NUMBER: GRS IR 603

COURSE TITLE: Economics for Global Policy

INSTRUCTOR(S): TBD

TO BE FIRST OFFERED: Fall 2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

G L O B P O L C Y

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Surveys key economic theories, trends, tools, and debates that affect international affairs. Thematic focus includes: stability and growth, global inequality, and global climate change. Covers theory and history, statistical analysis, case studies, and political economy applications.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

Graduate standing in the Pardee School or permission of instructor.

2. Explain the need for these prerequisites:

This will be a required class for all of our MA programs. The course is pitched at professional MA students, and space constraints will likely prevent non-Pardee students from joining the class.
CREDITS: (check one)

☐ Half course: 2 credits
☐ Variable: Please describe.
☒ Full course: 4 credits
☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

This class will meet for three hours per week, and involves substantial outside reading, data analysis, and problem sets, in addition to a final examination. These commitments should be equivalent to 12 hours per week of student effort.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☐ No.
☐ Yes. If yes, please indicate which division ______________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☒ Once a year, fall  ☐ Once a year, spring  ☐ Every other year  
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

This course provides an overview of key micro and macroeconomic concepts that students will encounter in their careers as international relations professionals, as well as in many of the classes they may choose to take in order to complete their MA degree. We consider basic knowledge of economics to be an essential skill in the policy world, a position that is nearly universal among IR Master’s programs at APSIA schools. Currently, students are required to take IR 704: Global
Economic and Development Policy; however, most MAIA students do not have the economic background to take best advantage of that course.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

Since this will be a required class for all of our MA programs, we expect total enrollment of 40-50 per year.

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   ✗ No.
   ☐ Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

N/A

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

N/A
BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

N/A

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Elaine Bidianos, Academic Affairs Manager

DEPARTMENT CONTACT EMAIL AND PHONE: elaineb@bu.edu, 3-9282

DEPARTMENT APPROVAL:______________________________

Associate Dean for Academic Affairs

Date

______________________________

Other Department Chair(s) (for cross-listed courses)

Date
CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date: ____________________
☐ Tabled  Date: ____________________
☐ Not Approved  Date: ____________________

Divisional Studies Credit:

☐ Endorsed
   ☐ HU
   ☐ MCS
   ☐ NS
   ☐ SS
☐ Not endorsed

______________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ____________________

______________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ____________________  ☐ Approved  ☐ Not Approved

______________________________
Curriculum Administrator Signature and Date

Comments:
Overview

For future leaders seeking to enable human progress, it is essential to understand the economic context of world affairs. To that end, this class is an intermediate-level survey of the key economic theories, trends, tools, and debates that scholars and policy-makers engage with in the world we live in. The class will also focus on three broad themes—stability and growth; global inequality; and global climate change. Students will combine theoretical and historical understandings, statistical analysis, case study research, and political economy applications to these topics.

Grading and Assignments

Course Grades will be calculated according to the following formula:

Attendance and Participation 15%
Problem Sets 45%
Reading quizzes 24%
Presentations 16%

Attendance and Participation: Regular attendance will be taken and students will be expected to contribute to general discussions during class periods.

Problem Sets: Students are required to do three problem sets that will be available on blackboard.

Reading quizzes: given the size of the class it will be difficult to assess the extent to which students have done the necessary readings, therefore there will be three quizzes on the reading material.

Presentations: Students will be doing presentations and leading discussions on Rodrik and Ackerman

Attendance
Great importance will be placed on attendance and timely submission of assignments. There will be a penalty for late submissions of assignments and for irregular attendance. However, individual emergencies will be accommodated as far as possible. In such cases, students should make every effort to talk with the instructor in advance. Student participation will be an important part of the class and students should come prepared to be called upon.
Any of the following will adversely affect student grades:

- Being irregular in attendance (including arriving late or leaving early).
- Failing to have read all assigned readings **before** the class for which they are listed.
- Late submission of assignments
- Lack of participation in class discussions.

**Academic Honesty**

The *American College Dictionary* defines plagiarism as “Copying or imitating the language, ideas, or thoughts of another author and passing off the same as one’s original work.” Plagiarism is intellectual theft and violates the student honor code. Exact quotations must have quotation marks and the appropriate citation. Paraphrases, *even if not exact quotes*, must nonetheless have the appropriate citation. Submitting a paper written by someone else, whether ‘borrowed’ from a friend or purchased from a ‘service’, even if updated, constitutes plagiarism. Using the Internet for research is encouraged but plagiarizing its resources is not allowed. Cheating of any sort, submitting the same work for more than one course, deliberately impeding the academic performance of others, and other forms of academic misconduct are serious offenses. As a general rule, if you have *any* doubts, give credit to the source; if you have any questions, talk to the instructor.

Refer to the Academic Conduct Code for further information. The university rules and the academic code will be followed in every case.

**Required Books:**


Ackerman, Frank (2010), *Can We Afford the Future? The Economics of Global Climate Change*, London, Zed Books.
Course Outline

Class 1: Introduction: Economics, Institutions, and Development (Sep 8)

Class 2: What is the World Economy? (Sep 15)
World Bank (2016), Global Economic Prospects, 2016, Chapter 1
https://openknowledge.worldbank.org/bitstream/handle/10986/24319/9781464807770.pdf?sequence=6&isAllowed=y

World Bank (2016), World Development Indicators,
Go to: http://wdi.worldbank.org/tables
Go to “Country Profiles” and download “The World” “The United States,” “China”, and two countries of your choice

Class 3: Macroeconomics for Global Policy I (September 22)
Goodwin et al, Part VI (not chapter 21)

Class 4: Macroeconomics for Global Policy II (September 29)
Goodwin et al, Part VII (not chapter 29)

Class 5: Macroeconomics for Global Policy III: Growth and Stability (October 6)
Goodwin et al, Chapter 29

Class 6: Macroeconomics for Global Policy IV: Growth and Development (October 13)
Goodwin et al, Chapter 32

Class 7: Macroeconomics for Global Policy V: Crises and Recession (October 20)
Goodwin et al, Chapters 30, 31

On blackboard:


Class 8: Microeconomics for Global Policy I: Basic Concepts (October 27)
Goodwin et al, Part II (only Chapters 4, 5, 6)
Discussion/Presentations: Rodrik Chapters 1, 2, 5, 6

Class 9: Microeconomics for Global Policy II: International Trade Policy (November 3)
Goodwin et al, Chapter 7

Discussion/Presentations: Rodrik Chapters 3, 4, 7, 8

On blackboard:

Institute for International Economics: The Transpacific Partnership Agreement

Class 10: Microeconomics for Global Policy III: Poverty and Inequality (November 10)
Goodwin et al, Chapter 11

Discussion/Presentations: Rodrik Chapters 9-12

Class 11: Environment, Development, Climate Change I: (November 17)
Goodwin et al, Chapters 13, 14

Discussion/Presentations: Ackerman Chapters 1-3

Class 12: Environment, Development, Climate Change II: (December 1)
Goodwin et al, Chapters 21, 33

On blackboard:

Discussion/Presentations: Ackerman Chapters 3-6

Class 12: Environment, Development, Climate Change III (December 8)
Discussion/Presentations: Ackerman Chapters 7-9