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.

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:


**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

**Grading and Assignments:**

Course Grades will comprise of the following:

- 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.