Syllabus and Schedule: Econ 317 International Economics
Boise State University College of Business and Economics
Fall 2017

**PART I. Course Information & Requirements**

**Course Description**
This will be an applied course in which the tools learned in economic principles classes are applied to understand international economic behavior and the global economy. The major topics we will cover include: the benefits and patterns of world trade and investment; tariffs, quotas, and the commercial policies of nations; the foreign exchange market; the balance of payments; the consequences of trade balance deficits and surpluses for national policy; and the nature and institutions of international monetary systems.

**Instructor Information**
Professor: Geoffrey Black, PhD  
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Phone: (208) 426-1359  
E-Mail: gblack@boisestate.edu

**Prerequisites**
Admission to COBE or B.A. Economics major or B.A. Economics, Social Studies, Secondary Education Emphasis major or Economics, Social Science, Secondary Education Minor, ECON 201 and ECON 202

**Course Outcomes**
The primary objective of this course is to enable you to appreciate an economic approach to the topics of international trade, international monetary arrangements, and international trade relations. After finishing the course, the successful student will be able to meet the following learning objectives:
A. Describe the importance of international trade to the US economy and for economies around the globe  
B. Understand the role of regional trade agreements and multilateral trading systems such as the WTO  
C. Understand the benefits of international trade through the paradigm of comparative advantage  
D. Understand the major protectionist measures and their effects on the domestic and global economies  
E. Analyze the multilateral efforts for trade barrier reduction and the effects on the global economy  
F. Understand the components of the balance of payments, current account flows, and capital account flows  
G. Understand the foreign exchange markets, the determinants of exchange rates and the effects on trade flows  
H. Compare and contrast fiscal and monetary policy in closed vs open economies

**Boise State University Learning Outcomes**
The Foundational Studies Program is organized around eleven University Learning Outcomes (ULO’s), which every Boise State University graduate is expected to have met, regardless of major or baccalaureate
degree. These outcomes guide the development of the courses that students take throughout the undergraduate degree. Please review the Boise State University Learning Outcomes: http://academics.boisestate.edu/fsp/university-learning-outcomes/

The Learning Outcomes for each module and the assessment of these outcomes is found in the Course Design Map for the course. Of the eleven University Learning Outcomes that every graduate is expected to have met, the ones addressed by this course are as follows:
ULO1. Write effectively in multiple contexts, for a variety of audiences.
ULO3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
ULO6. Apply knowledge of cultural differences to matters of local, regional, national, and international importance, including political, economic, and environmental issues.
ULO11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

Course Textbook (required)
*International Economics* by James Gerber, 7th edition, 2018 (Pearson Education, Inc.) with access to MyEconLab. There are several options available for purchasing the required text and MyEconLab. The campus bookstore has the hardbound text with MyEconLab access. The text is also available in a 3-hole punch edition with MyEconLab access. The lowest priced option is to acquire MyEconLab access with access to the e-Book version of the textbook.

Students have the option of purchasing the text with MyEconLab access from the campus bookstore (as described above). Other purchasing options can be found at the following website: http://www.mypearsonstore.com/bookstore/international-economics-plus-myeconlab-with-pearson-9780134640242?xid=PSED

Online and Other Resources
The Blackboard site for the course will provide links to other readings and resources. An important element for the course will be the assignments found in the online resource that accompanies the text: MyEconLab. For each module, there will be assignments in MyEconLab. To sign up for MyEconLab, please follow these steps:
1. Sign into the Blackboard Course site.
2. Select *MyEconLab* in the blue navigation area on the left side of the screen. Then, select *MyEconLab Course Home*.
3. Go to *Get Access to Your Pearson Course Content*
4. Accept the End-User License Agreement and Privacy Policy
   If you previously linked your Blackboard and Pearson accounts, you go directly to the Pearson payment page. Skip to step 6
5. To link your Blackboard and Pearson accounts, do one of the following:
   • If you already have a Pearson account, enter your username and password
   • If you do not have a Pearson account, select Create and follow the prompts to create a new account.
6. To get access to your Pearson course, do one of the following:
   • Select Access Code, enter your access code, and select Finish.
   • Under Use a Credit Card or PayPal, select the button with the applicable price and enter your payment information.
   • Get temporary access without payment for 14 days. (You can pay for full access sometime prior to the expiration of your temporary access)
7. When the registration is complete, the *You’re Done* page appears and you get a confirmation email. You can close the *You’re Done* page and return to your Blackboard course. From now on, when
you select any of the MyEconLab links in your Blackboard course, your MyLab & Mastering course immediately opens in a new tab.

Testing Requirements
The exams for this class must be proctored. For students taking at least one other class on the BSU Boise campus, the exams must be taken at the BSU Online Testing Center (OTC). Other approved proctored testing centers in the area are at the testing centers administered by the College of Southern Idaho (note: we will not be using the testing centers administered by the College of Western Idaho). There are other options if you live out of the southern Idaho area. Please see the folder named ‘Options for Taking Exams’ under ‘Course Information’ in the Blackboard course site for important information about taking exams for this course.

Technology Resources/Requirements
You must have the requisite computer resources and skills to take this course. Below is a list of the most important:

1. You must have access to a reliable computer with a working audio system (sound card, speakers, headphones). You must also have reliable internet access. Note: You should have at least one reliable backup plan (access to another computer and internet access. Such a backup plan might be a computer lab, library, or similar resource. Preparing and submitting assignments well before their specified deadline is strongly recommended in case you need to access your backup plan. You should be aware that some internet service providers may disconnect your internet access due to a period of inactivity. If this is the case, make sure that you have some data transfer periodically (using a different browser window) while you are taking an online quiz or completing other online assignments. Important: computer or internet access failure is not an excuse for missed deadlines and assignments.
2. You must be able to send and receive emails and email file attachments using your BSU email account. This account must be the email account specified for the Blackboard course site. Email will only be sent to your BSU email account and will only be received from this account.
3. Browser – your browser must be up-to-date and be compatible with the requirements for Blackboard and MyEconLab. (Note: there are issues with Firefox that often impede Blackboard functionality). You must also have or be able to install the free Adobe Acrobat Reader at www.adobe.com
4. You must be comfortable with internet navigation and conducting online searches using the Albertson Library resources, Google, and other search tools.
5. You must be comfortable completing online forms in order to submit assignments and quizzes.
6. You must be comfortable with downloading and installing plug-ins as needed.

Blackboard
For students new to Blackboard, please follow this link: https://oit.boisestate.edu/learning/learning-technologies/blackboard-learn/student-help/

Faculty Initiated Withdrawal for Non-Participation During the First Week of the Course
Boise State University values course participation enough that non-participation during the first week can lead to a faculty-initiated drop. To demonstrate that you are actively participating in the course during the first week, you must complete the Syllabus Quiz no later than 11:59 p.m. Mountain time on the 7th day of the course. The consequence for failing to complete the quiz during the first week is that you will be administratively dropped from the class. The Syllabus Quiz is found in Module 00: Getting Started in the folder ‘0.1 Completing Orientation (Overview, Checklist, and Quiz)’.

Course Modules
The course is organized into ten modules. Each module consists of:

1. Module introduction. Each module will begin with an Overview designed to provide you with the main topics of the module and why it is important.
2. **Module checklist.** Each checklist is an outline of the module components that lists the activities and assignments for you to complete, estimated time required, and due dates and times.

3. **Reading assignments.** The main readings for the course come from the textbook. The relevant pages in the text are specified within each part of each module. Supplemental readings will be indicated in the module and provided through the Blackboard course site.

3. **Narrated PowerPoint lectures.** Each module will contain a few short (about 10 - 15 minute) lectures. Each lecture will focus on a specific topic discussed in the readings.

**Assessments**

4. **MyEconLab quizzes.** Each module will have a limited number of quizzes, each covering the material in relevant lectures.

5. **Discussion board assignments (for some modules).** Each module will have an assigned discussion board thread. I will post an initial discussion topic or question. You will be assigned to a group. You are required to submit one initial response to your group and two reply posts to other group members.

6. **Wrap-up and what’s next.** Each module will end with a summary of the main points for the module and provide a preview of the upcoming module.

**Course Activities and Assessments**

The assessments that you will complete include the following:

- **Syllabus Quiz.** This is a short quiz to see if you have read and understood this syllabus. It must be completed by the 7th day of the course (due 11:59 pm August 29)

- **MyEconLab Quizzes.** Each module has several quizzes that you will take at the MyEconLab (MEL) course site, as described above. The quizzes range from 5 – 10 multiple-choice questions each and each worth one point in the MEL gradebook. At the end of the course, the quiz points in the MEL gradebook will be weighted so that they total 50 points, their value as given below, and posted in the Blackboard gradebook.

- **Two online exams.** Exams will be posted on Blackboard and available to take at one of BSU’s online testing centers (at the BSU Boise campus as well as the CSI testing center and the testing centers in Gooding, Hailey, and Burley). The exams will be available on the dates specified in the Course Schedule (below). These exams contain a mix of short answer questions and multiple-choice questions and will each be worth 75 points. The short answer questions will be graded on the basis of course concepts as well as the effectiveness of your writing (ULO1), your ability to apply knowledge of cultural differences to matters of international economic importance (ULO6), and your ability to evaluate human behavior and institutions (ULO11).

As described above, all of the exams for this class must be proctored. **For students taking at least one other class on the BSU Boise campus, the exams must be taken at the BSU Online Testing Center (OTC).** Other approved proctored testing centers in the area are at the testing centers administered by the College of Southern Idaho. For these and other options for taking exams for this course, please see the folder named ‘Options for Taking Exams’ under ‘Course Information’ in the Blackboard course site. This has vital information about all options for taking exams!

- **Discussion Board Participation Assessment.** For most weeks, you will be asked to respond to a discussion question based on the readings, lecture, or an article or video provided. For each discussion assignment, you should make an initial post in your group’s discussion board before Thursday, 11:59 pm. You should then check your group’s discussion board and reply to at least two other postings by members of your Discussion Board group by Saturday at 11:59 pm. You have already been randomly assigned to a discussion board group.
Please note: The discussion board assignments constitute a major part of your overall grade, so please take them seriously. These are not just opportunities for you to express your opinion, but rather opportunities for you to demonstrate that you have read and thought about the materials in the text and those posted in the Module Resources folders in each module that relate to the discussion topic. You will be able to earn up to ten points for each Discussion Board assignment based on the following rubric:

<table>
<thead>
<tr>
<th>10 Points</th>
<th>7 Points</th>
<th>4 Points</th>
<th>2 Points</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Startup response by Thursday. At least two reply posts by Thursday.</td>
<td>Startup response by Thursday. Two reply posts by Saturday.</td>
<td>Startup response by Thursday. One reply post by Saturday.</td>
<td>Did not post your startup response but posted a reply post.</td>
<td>Absent during the week</td>
</tr>
<tr>
<td>Participated in discussion on at least two different days (e.g., posted your startup response by Thursday and replied to two other postings on two different days)</td>
<td>Participated in discussion on two different days (e.g., posted your startup response on Thursday and replied to other postings only on one other day).</td>
<td>Participated in class discussion on one day by posting a startup and one reply post.</td>
<td>Participated in class discussions one time but did not post a startup response.</td>
<td>Absent during the week</td>
</tr>
<tr>
<td>Provided thoughtful postings that showed careful consideration and analysis.</td>
<td>Provided thoughtful postings that showed careful consideration and analysis.</td>
<td>Postings showed some reading and understanding of the reading and peer postings.</td>
<td>Postings showed little consideration of the reading and peer postings.</td>
<td>No postings</td>
</tr>
</tbody>
</table>

- Optional short analysis paper. If you would like to improve your grade, you have the option of submitting a short analysis writing assignment. This will be based on the textbook material as well as articles and news stories that are provided and those that you find on your own. It will require that you read the articles, address some questions about the content of the articles, and support your answers with research, data, and analysis from at least two other reputable source. This paper should not exceed 2,000 words and will be graded both on your demonstration of course concepts but also on your ability to write effectively (ULO1), your ability to engage in critical inquiry and gather and evaluate evidence, and your ability to effectively put forth your argument (ULO3).

This assignment will be submitted through the ‘SafeAssign’ function of Blackboard and checked for plagiarism. You will be able to earn up to fifty points on the short analysis based on the following rubric:
Course Grades
Your course grade will be based on the points indicated for the following assessments:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>150</td>
</tr>
<tr>
<td>MyEconLab Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Participation (Bb Discussion Groups)</td>
<td>80</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>285</strong></td>
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<tr>
<td>Optional Short Analysis Paper</td>
<td>50</td>
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<tr>
<td><strong>Total with Optional Paper</strong></td>
<td><strong>335</strong></td>
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</table>

Grading Policies
All assessments (exams, quizzes, discussion board postings, and short analyses) must be submitted by the assigned due dates and times. Late assignments and assessments will not be accepted. Please note this at the beginning of the semester and refrain from asking for extensions, exceptions, etc.
Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>A+</td>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
<td>75-77</td>
<td>C</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>70-74</td>
<td>C-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
<td>68-69</td>
<td>D+</td>
</tr>
<tr>
<td>83-87</td>
<td>B</td>
<td>63-67</td>
<td>D</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>&lt;80</td>
<td>F</td>
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Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Activities</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>
| 00     | Getting Started | - Read the Syllabus, MyEconLab (MEL) registration document, and related course materials.  
- Complete the Syllabus Quiz (by 11:59 pm January 15)  
- Complete MEL Homework 00-1  
- Complete MEL Quiz 00-1 | Week One Aug 21 | Week One Aug 27 |
| 01     | The US in a Global Economy  
- Major indicators of international trade  
- Major historical waves of globalization and the reasons behind the changes  
- Current climate of international trade | - Read all of Chapter One in text.  
- Watch Online Lectures on international trade (Lectures 01-1 through 01-3; text pp 1–10)  
- Complete MEL Quiz 01-1  
- Watch Online Lectures on the development of globalization over time (Lecture 01-4; text pp 10–15)  
- Complete MEL Quiz 01-2  
- Participate in Discussion Board Assignment 01 | Week One Aug 21 | Week One Aug 27 |
| 02     | International Economic Institutions  
- International Economic Institutions  
- Regional Trade Agreements (RTAs)  
- Criticisms of international institutions and RTAs | - Read all of Chapter Two in text.  
- Watch Online Lectures on international institutions (Lectures 02-1 through 02-2; text pp 17–23)  
- Complete MEL Quiz 02-1  
- Watch Online Lectures on regional trading agreements (Lectures 02-3 through 02-4; text pp 23-28)  
- Complete MEL Quiz 02-2  
- Watch Online Lectures on criticisms of regional trading agreements (Lectures 02-5 through 02-6; text pp 28–39).  
- Complete MEL Quiz 02-3 | Week Two: Aug 28 | Week Two: Sept 3 |
| 03     | Comparative Advantage and the Gains from Trade  
- Gains from trade  
- Trade and absolute advantage  
- Trade and comparative advantage | - Read all of Chapter Three in text.  
- Watch Online Lecture on gains from trade (Lecture 03-1; text: pp 42–47)  
- Complete MEL Quiz 03-1 | Week Three: Sept 4 | Week Three: Sept 10 |
- Comparative advantage as basis for international trade
- Changing comparative advantage

04 Comparative - Advantage and Factor Endowments
- Comparative advantage and modern trade theory
- Factor endowments and comparative advantage: the Heckscher-Ohlin (HO) model
- The effects of trade on income distribution: the Stolper-Samuelson model
- Effects of trade: off-shoring, outsourcing, migration, wages, and jobs

05 Tariffs and Quotas
- Trade barriers: tariffs
- Effects of tariffs on income distribution and resource allocation
- The costs of tariffs and tariff rates
- Trade barriers: quotas
- Trade barriers: nontariff barriers
- Trade barriers: developed vs developing economies

06 Trade Policies
- Reducing tariffs and the benefits of tariff reduction
- Economic arguments for trade barriers
- Protectionist policies in the U.S.

<table>
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<tr>
<th>Week Four: Sept 11</th>
<th>Week Four: Sept 17</th>
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</table>
| - Read Chapter Four in the text.  
- Watch Online Lectures on the modern trade theory and the H-O model (Lecture 04-1 through Lecture 04-3; text: pp 65-70)  
- **Complete MEL Quiz 04-1**  
- Watch Online Lecture on the effects of trade on income distribution and the Stolper-Samuelson Theorem (Lecture 04-4; text pp 70-76)  
- **Complete MEL Quiz 04-2**  
- Watch online lectures on the specific factors model and other trade models (Lectures 04-5 through Lecture 04-6; text pp 76-93).  
- **Complete MEL Quiz 04-3**  
- Participate in Discussion Board Assignment 02 |

<table>
<thead>
<tr>
<th>Week Five: Sept 18</th>
<th>Week Five: Sept 24</th>
</tr>
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</table>
| - Read all of Chapter Six of the text  
- Watch Online Lectures on the economics of tariffs (Lectures 05-1 through 05-2; pp. 116-124)  
- **Complete MEL Quiz 05-1**  
- Watch Online Lecture on the costs of tariffs and tariff rates (Lecture 05-3; pp. 125-129)  
- **Complete MEL Quiz 05-2**  
- Watch Online Lecture on quotas (Lecture 05-4; pp. 129-137)  
- **Complete MEL Quiz 05-3** |

<table>
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<tr>
<th>Week Six: Sept 25</th>
<th>Week Six: Oct 1</th>
</tr>
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</table>
| - Read all of Chapter Seven of the text  
- Watch Online Lectures on the benefits of reducing trade barriers (Lectures 06-1 through 06-2; pp. 138-145)  
- **Complete MEL Quiz 06-1**  
- Watch Online Lectures on the economic arguments for trade protection (Lectures 06-3 through 06-4; pp. 145-150)  
- **Complete MEL Quiz 06-2**  
- Watch Online Lecture on protectionist policies in the U.S. (Lecture 06-5; pp. 151-157)  
- **Complete MEL Quiz 06-3**  
- Participate in Discussion Board Assignment 03 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Dates</th>
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</thead>
</table>
| 07   | The Balance of Payments - The balance of trade: the current account - The balance of trade: the financial and capital accounts - Financial flows and the limits to flows - The trade and financial flows in the open economy | - Read all of Chapter Nine of the text  
- Watch Online Lectures on the components of the current account (Lectures 07-1 through 07-2; pp. 184-188)  
- **Complete MEL Quiz 07-1**  
- Watch Online Lecture on the current account deficit (Lectures 07-3; pp. 188-196)  
- **Complete MEL Quiz 07-2**  
- Watch Online Lecture on current account deficits and international indebtedness (Lectures 07-4; pp. 196-213)  
- **Complete MEL Quiz 07-3**  
- Participate in Discussion Board Assignment 04 | Week Seven: Oct 2 Week Seven: Oct 8 |
|      | Review for Exam 1                                                      | Review material from the first part of the course. Chapters 1–4, 6-7, 9 of the text and related lecture material,                                                                                           | Week Eight: Oct 9 Week Eight: Oct 15 |
| 08   | Exchange Rates and Systems - Foreign exchange (FX) markets and floating exchange rates - Fixed exchange rates and the Bretton Woods agreement - The pros and cons of different exchange rate regimes - Single currency areas and the euro | - Read all of Chapter Ten in the text  
- Watch Online Lecture on exchange rates and FX markets (Lecture 08-1; pp. 214-219)  
- **Complete MEL Quiz 08-1**  
- Watch Online Lectures on the demand and supply in FX markets and exchange rate determination (Lectures 08-2 through 08-4; pp. 219-231)  
- **Complete MEL Quiz 08-2**  
- Watch Online Lecture on alternative exchange rate systems and single currency areas (Lecture 08-5; pp. 232-249)  
- **Complete MEL Quiz 08-3**  
- Participate in Discussion Board Assignment 05 | Week Ten: Oct 23 Week Ten: Oct 29 |
| 09   | Open Economy Macroeconomics - The macroeconomy: review of the AS-AD model in a closed economy - Macroeconomic policies in a closed economy - The open macroeconomy and fiscal and monetary policies - The relation between macroeconomic policies and trade flows - Adjustments processes to exchange rate changes | - Read all of Chapter 11 in the text  
- Watch Online Lectures on the AD-AS model of the macroeconomy in a closed economy (Lectures 09-1 through 09-3; pp. 250-256)  
- **Complete MEL Quiz 09-1**  
- Watch Online Lectures on fiscal and monetary policies in a closed economy (Lectures 09-4 through 09-5; pp. 256-262)  
- **Complete MEL Quiz 09-2**  
- Watch Online Lectures on fiscal and monetary policies in an open economy (Lectures 09-5 through 09-6; pp. 262-268) | Week Eleven Oct 30 Week Eleven Nov 5 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Regional Issues: The United States</th>
<th>Regional Issues: The European Union (EU)</th>
<th>Thanksgiving Break</th>
<th>Regional Issues: Asia</th>
</tr>
</thead>
</table>
| 10   | - The US and the new world economy  
- The role of NAFTA and its effects  
- The role of environmental, labor and development concerns in recent trade agreements  
- New trade agreements and ongoing negotiations | - EU overview  
- Early development of the EU  
- Development of the EU since Maastricht  
- Recent developments in the EU | - Read all of Chapter 13 in the text  
- Watch Online Lecture on the US role in the global economy (Lecture 10-1; pp. 308-313)  
- Complete MEL Quiz 10-1  
- Watch Online Lecture on NAFTA (Lecture 10-2; pp. 314-323)  
- Watch Online Lecture on agreements addressing labor, environmental, investment, and job loss concerns (Lecture 10-3; pp. 324-333)  
- Complete MEL Quiz 10-2  
- Participate in Discussion Board Assignment 07 | - Overview of the High Performing Asian Economies (HPAE)  
- Industrial policies and export promotion in the HPAE  
- Differences in the application of industrial policies in HPAE versus other Asian economies |
| 11   | - Read all of Chapter 14 in the text  
- Watch Online Lectures on the EU (Lecture 11-1 through 11-2; pp. 334-340)  
- Complete MEL Quiz 11-1  
- Watch Online Lectures on the development of the EU (Lectures 11-3 through 11-4; pp. 340-357)  
- Complete MEL Quiz 11-2  
- Watch Online Lectures on the widening of the EU (Lecture 11-5; pp. 358-364)  
- Complete MEL Quiz 11-3 | - Read all of Chapter 16 in the text  
- Watch Online Lecture on the overview of the HPAE (Lecture 12-1; pp. 392-396)  
- Complete MEL Quiz 12-1  
- Watch Online Lecture on industrial policies of the HPAE and exports of manufactured goods (Lecture 12-2; pp. 396-408)  
- Complete MEL Quiz 12-2  
- Watch Online Lecture on comparison between HPAE and other Asian economies (Lecture 12-3; pp. 409-420)  
- Complete MEL Quiz 12-3  
- Participate in Discussion Board Assignment 8  
- Optional: Complete short analysis paper. Due by midnight December 3 | |
| 12   | - Read all of Chapter 16 in the text  
- Watch Online Lecture on the overview of the HPAE (Lecture 12-1; pp. 392-396)  
- Complete MEL Quiz 12-1  
- Watch Online Lecture on industrial policies of the HPAE and exports of manufactured goods (Lecture 12-2; pp. 396-408)  
- Complete MEL Quiz 12-2  
- Watch Online Lecture on comparison between HPAE and other Asian economies (Lecture 12-3; pp. 409-420)  
- Complete MEL Quiz 12-3  
- Participate in Discussion Board Assignment 8  
- Optional: Complete short analysis paper. Due by midnight December 3 | |

**Week Twelve**  
**Nov 6**  
**Week Twelve**  
**Nov 12**

**Week Thirteen**  
**Nov 13**  
**Week Thirteen**  
**Nov 19**

**Week Fourteen**  
**Nov 20**  
**Week Fourteen**  
**Nov 26**

**Week Fifteen**  
**Nov 27**  
**Week Fifteen**  
**Dec 3**
<table>
<thead>
<tr>
<th>Review for Exam 2</th>
<th>Review Material for second part of the course and major concepts for the first part of the course.</th>
<th>Week Sixteen Dec 4</th>
<th>Week Sixteen Dec 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 02</td>
<td>Exam on the readings and lectures corresponding to the material in Chapters 10, 11, 13, 14, 16 Exam dates: Dec 11 - 14</td>
<td>Finals Week Dec 11</td>
<td>Finals Week Dec 14</td>
</tr>
</tbody>
</table>

**Student Expectations/Responsibilities**

Your responsibilities, like mine, include being well prepared for participating in the course. This includes carefully reading the assigned readings, carefully considering the material in the online lectures, providing thoughtful postings in the discussion board, and providing insightful answers to the short-analyses questions. It is your responsibility to communicate to me any individual learning needs and to notify me at least a week in advance of any schedule conflicts. Discussion via Blackboard is open to all students and faculty enrolled in this course.

All communication between students and faculty should remain professional and courteous. This is true of both Blackboard and email communications. Language and grammar matters so be careful how you phrase your communication. Simplicity and directness are helpful in getting your message across (directness does not mean rudeness or angry responses to either students or faculty). It is possible to receive a failing grade ('F') for the Class Participation portion of the course if rude and unseemly communications via Blackboard and email become an issue and are not corrected. The following is a link on Net Etiquette: [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

**Instructor Expectations/Responsibilities**

Announcements relevant to the course will be posted in a timely manner. There will be a 24 hour response time to emails, except on weekends. Note that the assessments for each week will be due by Friday evening and that no assessments will be due over the weekend. Therefore, we can plan on having the weekends free. If you would like to work ahead during a weekend, note that each module will be available by Friday of the previous week. Grades on MEL assignments and quizzes will be available in the MEL gradebook within 24 hours of the due date. Exams and other assessments will be graded within one week of the due date and the grades posted in the Blackboard gradebook.

**PART II. Institutional Academic Policies**

**Academic Integrity**

Students are expected to perform according to the standards of academic honesty and integrity as outlined in the Boise State University policies. As stated in the Student Handbook, “Plagiarism in written works whether in hard copy, print or in electronic communications, will not be tolerated and may be cause for failure in the course and/or University dismissal. Academic dishonesty in any form may result in failure in the course or dismissal from the Program and/or the University.”

Students must abide by the Boise State University Student Code of Conduct regarding Academic Dishonesty (refer to the Boise State University Student Handbook). Students may not give or receive help on any test from any other student. Students may not discuss the content of any tests with other students until all students have taken the test. This includes students who may have missed the scheduled test time due to illness or emergency.
The BSU Student Code of Conduct and policies on Academic Dishonesty are located at the following websites. We encourage you to read these carefully. Students will be held to these standards in all areas of academic performance: http://www.boisestate.edu/osrr/ and http://www.boisestate.edu/policy/policy_docs/2020_studentcodeofconduct.pdf

**Disabilities Statement**

Any student needing information on American Disabilities Act (ADA) services at the University should contact the Boise State University Disability Resource Center at (208) 426-1583. You can also access information on the Boise State University web page: http://drc.boisestate.edu/

**Copyright Statement**

Some of the materials in this course may be copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

**Downloading Course Content**

Course materials may be saved or printed for use in this course only. For use beyond this class, permission must be obtained from the instructor.

**Statement of Shared Values**

In addition to the policies governing academic integrity, Boise State University has adopted a Statement of Shared Values. In a culture of intellectual inquiry and debate, where the search for knowledge and discovery flourish, campus community members are expected to demonstrate civility, abide by norms of decorum, and adhere to the principles of civil discourse. Civility is expressed in the Statement of Shared Values which includes Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness. We encourage you to read these statements carefully, and consider them when interacting with faculty, fellow students, and members of the community: http://www.boisestate.edu/osrr

**Nature of Privacy in Online Learning**

Despite any university’s best attempts, it is important that students and faculty understand that an online course should never be considered a completely closed environment. Absolute confidentiality cannot be guaranteed in an online course, especially when the university’s assessment processes require course review by responsible individuals at some point during a course or after its completion.

The university’s course management platform is protected by passwords and other internal levels of security to prevent outside access to course materials. By the same token, the university relies on everyone (e.g., instructors, students, staff, and technical support personnel) to avoid copying and/or sharing course materials with others and expects everyone having access to course materials to maintain a high level of integrity and restraint. The electronic nature of online learning also provides a much more permanent record of the thoughts and ideas of all parties involved in a course, so students and faculty should be mindful of the assignments they submit and the posts they enter in their online courses. As a result of these and other factors, a possibility for misuse can never be completely avoided.

Assessment is a multifaceted process requiring review components for every program, course, and professor. As a result, the university must also assess whether objectives are being met for continuous improvement and accreditation requirements. Instructors, curriculum, course requirements, and student work need to be reviewed and assessed regularly. In order to provide for this level of ongoing assessment of our online courses, responsible individuals need access to review course materials, instructor facilitation, and student submissions from time to time.
The university is committed to protecting the integrity of the learning experience for everyone involved in our online courses. Despite our best intentions, the nature of the online environment also requires the university to remind students and faculty that course materials should never be considered completely private.