

# Internationalizing the Curriculum: A Global Economic Issues Course

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## Outline

- I. course background
- II. course content
- III. engaging students
- IV. participant discussion

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## I. Background

University of Southern Indiana  
- Evansville, IN



Source: USI website

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- established in 1965 as a regional campus of  
Indiana State University



Source: USI website

-1985 USI became a separate state university

The University was located in response to need for  
higher education in southwest Indiana.

1985: 33% of regional HS graduates went to college  
2007: 84% of regional HS graduates went to college

- Current enrollment: 10,126
  - 62.5% from southern Indiana counties
  - 25.4% from other Indiana counties
  - 12.1% from out-of-state or country

Full time faculty: 322  
Part time faculty: 244

Average class size: 25

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5 colleges within the University:

- Business
- Education and Human Services
- Liberal Arts
- Nursing and Health Professions
- Science and Engineering

The economics degree is conferred by the College of Liberal Arts.

The economics program is housed in the College of Business.

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ECON 241: Global Economic Issues  
prerequisite is one economics course  
(three options)

required for:  
all business majors  
international studies majors

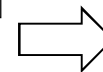
fulfills the University Core Curriculum's "Global Communities" requirement

also taken by:  
economics majors  
political science majors

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In 1995 USI moved from a general education requirement to a core curriculum model.  
- "Global Communities"

AACSB:  
- emphasized "internationalizing" the curriculum  
  
- strict number of hours taken outside of business



ECON 241  
Global Economic Issues

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### Course Description:

An introduction to the causes and consequences of the growing economic interdependence of nations. Emphasis is placed on how different people, cultures, institutions, and economies are affected by, and respond to, current global issues.

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### II. Course Content

There is no common course content requirement across sections of this course.

- 5 or 6 sections a semester, 3 faculty

#### Reasons:

- not a prerequisite for any other course
- flexible to address current issues

Most faculty teach this as a survey course.

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### Topics:

1. introduction to the global economy
  - size of economy, standard of living, economic growth
2. economic globalization
  - history (three waves and reversal)
  - downsides (ex: human smuggling)
3. development issues
  - poverty and hunger
  - characteristics
  - World Bank

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### 4. international trade

- absolute and comparative advantage
- trade pattern, importance of trade in an economy
- trade barriers, WTO, fair trade

### 5. international investment

- influential factors
- host country / sending country benefits and concerns
- sweatshops

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6. migration

- push and pull factors
- benefits / concerns for receiving and sending nations

7. ICTs (Information and Communication Technologies)

- factors for effective use
- use in developing nations

8. environment

- tragedy of the commons
- rich nation / poor nation issues
- trade issues

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9. health

- malaria, TB, HIV/AIDS
- globalization and health
- pharmaceutical industry

10. international finance

- currency and exchange rates
- Balance of Payments, IMF
- exchange rate regime choice

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How Topics were Chosen:

set the stage:

- global economy overview
- history of globalization
- negative consequences

drivers of economic globalization:

trade, capital flows, migration

facilitates the economic drivers:

Information and Communication Technologies

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other relevant topics:

- environment
- health
- development

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Useful readings:

"The Five Wars of Globalization" by Moises Naim  
*Foreign Policy* Jan/Feb 2003

"America's Bittersweet Sugar Policy" by Mark Groombridge  
*Cato Institute Trade Briefing Paper #13* Dec 2001

"Borders Beyond Control" by Jagdish Bhagwati  
*Foreign Affairs* v82 n1 pp98-104

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Videos/MultiMedia

World Bank's "One World One Goal" video

IMF's series "Millennium: the IMF in the New Century"

IDRC's series on ICTs "Connecting People – Changing Lives in Asia"

60 Minutes "The Electronic Wasteland" Nov 10, 2008

LA Times series "The New Foreign Aid"

WTO's "Case Studies of WTO dispute settlement"

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III. Engaging Students with Local Preferences

1. connect the students' lives to the class material
2. current event analysis with reflective opinion
3. use of classroom games / experiments
4. wide latitude in choice of topic for presentation

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1. connecting the material with the students' lives

- developing nation issues: comparison of family in Material World book to own life
- trade: look at "made in" labels of possessions
- investment: map of foreign investment in Indiana, "sweat free" movement on campus question
- migration: eat in local ethnic restaurant or visit ethnic grocery store

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- ICTs: personal use of ICTs
- environment: assess personal carbon footprint and "green-ness"
- health: look at the status of the 3 global diseases in Indiana
- foreign exchange: Big Mac Index

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2. current event analysis with reflective opinion
  - summarize current event
  - relate article to class in 3 ways
  - give personal thoughts on the topic

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3. use of classroom games / experiments
  - "When the Classroom Mimics Reality: A Simulation in International Trade and Relations" Brian Peterson and Suzanne Wallace
  - "International Trade Experiment" (Adapted from *Economic Experiments in the Classroom*) Denise Hazlett
  - tragedy of the commons – "fishing" for Hershey's Kisses that are worth bonus points
  - "An Experiment with Official and Parallel Foreign Exchange Markets in a Developing Country" Denise Hazlett and Jeela Ganje

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4. wide latitude in choice of topic for final presentation
  - explain how their topic relates to a global economic issue

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What students have to say...

Question posed to business/econ majors taking the course:

What value do you see in requiring this course?

- *It puts the world in a better perspective.*
- *You can see the world as the world – not just the US.*
- *I think we need to know how the world operates before we can run our own [economy].*

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#### IV. Discussion

Short of creating a new *Global Economic Issues* course, what is one course you currently teach that you could “internationalize”?

What are 3 ways that you could bring international content into your course?

In which course would you like to see your students “connect” with the material more?

What are 3 ways that you could help your students to make connections?

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Comments? Questions?

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