

Economics 329-1
International Finance
Spring 2009

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Class meets: MWF 11:00-12:05pm
in Clausen Center, room 206
Office hours: M 4:00-5:00
Tu 2:00-4:00
Th 2:00-4:00

Course Description

This course examines the monetary side of international economics and globalization, including the current and historical structure of international financial institutions. Topics include exchange rate theories, monetary regimes, interest rates, asset pricing and risk diversification, the balance of payments, currency crises, and open-economy aspects of fiscal and monetary policies. Emphasis is given to the use of theories in understanding current events and policy issues.

Prerequisites

ECON 101 and 102, or ECON 103.

In addition, good basic algebra skills, the ability to work with graphs, and a working knowledge of Microsoft Excel are tremendously helpful.

Textbook and other reading

The textbook is *International Economics* or *International Macroeconomics*, by Robert Feenstra and Alan Taylor. (Chapters 12 through 22 of *International Economics* are identical to Chapters 1 through 11 of *International Macroeconomics*.) Students will be expected to follow international economic news in *The Economist* magazine (a complimentary subscription is bundled with new copies of the textbook at the Carthage bookstore), and articles from other sources will occasionally be assigned.

Course Requirements

Your grade in the course will be based on the following components. Weights (percentages) are approximate and will be adjusted if appropriate.

15%	Exam 1	Mon March 9
15%	Exam 2	Fri April 17
25%	Final examination	Wed May 20, 8:00-10:00am
20%	Homework	throughout semester
15%	Project	see separate instructions
10%	Participation + attendance	throughout semester

Exams. Each exam will contain short-answer questions, problems, and essay questions. The final exam is comprehensive/cumulative, though it will focus disproportionately on material covered after Exam 2.

Homework. Approximately once per week throughout the semester, homework assignments will include questions on assigned readings, practice problems, data exercises, and/or brief written work. I will post these assignments at the ECON 329 website. Unless otherwise specified, students are required to email their homework to me.

Project. Working individually or in small groups, you will apply material from the course to the analysis of a country or topical issue. You will present your findings to the class and submit a written report. Your completed projects will be due near the end of the semester, though there will be intermediate deadlines. I will post detailed instructions at the ECON 329 website very soon.

Make-up exams. You may make up a missed exam only in very special circumstances, only if those circumstances are documented, only if the documentation can be independently verified by me, and only at my discretion. I will accommodate a make-up exam request for students on an official Carthage sports team who must be away for an official event, or for students who experience a personal or family emergency. I will not accommodate a make-up request for students who wish to attend family or work events, or business or leisure travel; plan such events around the exam dates.

Late and missed homeworks. Each student gets two “free passes” on homework assignments – that is, you may miss up to two homeworks without penalty. (If you miss fewer than two, then your two lowest homework scores will be dropped.) Late homeworks are not accepted for any reason. A homework is considered late if it is received more than five minutes after the time due. If you are sick, have computer problems, have a family emergency, etc, then you can use one of your two free passes – that’s what they’re for.

Attendance. The consequences of missing class depend on whether absences are infrequent or excessive. I do not assess a penalty for infrequent absences, but I require you to catch up on your own: find out what material was covered, check with your classmates and check our website for any announcements or other information, and get a copy of the notes from one of your classmates. *I do not give out my notes and I absolutely will not re-teach material outside of class to students who miss class.* Excessive absences are far more serious. Learning the material well enough to pass the course is difficult and unlikely without regular attendance. Also, there are negative externalities associated with excessive absences. Therefore, I reserve the right to assess extra penalties on students with excessive absences. If your other commitments will interfere with attending this class, please drop the class now.

Other Information

Course website. Please visit the course website regularly. I will post announcements, course materials, reading assignments, grades, and other information. The address is: <http://roncron.com>.

Accommodations for individuals with disabilities. If you have a disability-related need for accommodations in this course, please contact me during the first week of the semester. You will also need to provide documentation of a disability to Diane Schowalter in the Advising Center, x5802.

Carthage Writing Center. The Writing Center provides many resources to assist students with their writing, including free individual appointments with writing experts. To make an appointment, call 552-5536 or email writingcenter@carthage.edu. See the [Writing Center website](#) for more information and additional resources.

Email etiquette. Identify yourself in every email. Allow at least 24 hours for a response. When you email a professor, academic advisor, prospective employer, or graduate school admissions officer, remember that what you write and how you write it will shape the recipient's perception of your intelligence and professionalism.

Class conduct. Each student is expected to help me maintain a positive and respectful classroom environment where each of us is valued equally as a human being, regardless of our views, race, gender, sexual orientation, income, background, or aptitude in economics or any other subject. I prohibit any behavior that makes it harder for me to conduct the class or harder for students to learn in class; such behavior includes but is not limited to socializing with others or using a cell phone during class.

Academic dishonesty. All students must familiarize themselves with and agree to the Carthage Student Community Code, which discusses academic dishonesty and explains what happens when a student commits acts of academic dishonesty. I support these policies and enforce them. The Code is available here: <http://www.carthage.edu/campuslife/code/acadconcerns/>

Understanding the importance of this issue is in your best interest as an honorable student who does not engage in academic dishonesty. What's at risk here is no less than the value of a Carthage degree. Here's why: Academic dishonesty means that some students receive grades and even degrees without fully earning them, without fully learning the skills those grades and degrees represent. These students then go on the job market, and prospective employers start to develop the perception that a Carthage degree does not necessarily represent a high-quality candidate with the skills and knowledge needed for success. This perception makes it harder for those students who truly earned their GPAs. Thus, academic dishonesty is nothing less than stealing from other students.

All of the faculty and students at Carthage work hard to ensure that a Carthage degree is something very special and holds high value in the job market. Acts of academic dishonesty undermine this hard work and harm current and future Carthage students. Therefore, the Code and Academic Honesty Guidelines referenced above provide for serious consequences for such acts, including dismissal from the College. I fully support these consequences; they serve as a deterrent against acts of academic dishonesty and they help protect the high value of a Carthage degree.

I have emphasized this here not because I expect any of you will cheat – I don't, and I'm very confident in your integrity. Rather, I want you to know that it is important for all of us – faculty and students alike – to help develop a culture that sees cheating as what it really is – stealing from other students – and a culture in which each of us values our integrity more highly than our GPAs.