**Course Syllabus**

**ECO4701 RVC 1251 & ECO 5709 RVC 1251 The World Economy**

**Office Hrs.: By appointment**

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***General Information Section***

***This is a Discipline-Specific global learning course that counts towards FIU Global Learning Graduation Requirement.***

**Course Objectives**

The Course is designed to provide a broad overview of the world economy, past and present. It is known that some regions/ countries of the world have developed while others have not? When did they diverge at different points in history, and the reasons that caused this diversion? To answer these questions, it is crucial to understand the economic history of these regions as well as to understand that the **economic performance is the outcome of a complex constellation of social / cultural/ political relationships and how of those factors interact with geographical settings.**

We will try to analyze the development of the global economy and its components both in the developed world as well as in developing regions such as Latin America, Asia, Africa, the Middle East, and others. Why did Asia fall behind in the early nineteenth and the beginning of the twentieth century and then countries like South Korea, India and China took a leap forward? What are the different periods and aspects of globalization, as well as the current concerns? These are some of the topics we will explore together.

**The Course will be divided into 7 Modules:**

**The first module** will focus on Northwestern Europe, starting with the Industrial Revolution and covering key historical events such as World War I, the Inter-war Years, World War II, the Cold War era, the reconstruction of Europe, the establishment of the Bretton Woods System, and the formation of the European Union**.**

**The second Module** will concentrate on Southern, Eastern, and Central Europe, covering topics such as fascism in Iberia and Italy, as well as the economic development of Southern, Central, and Eastern Europe from World War II to the present.

**The Third Module**will focus on North America, US & Canada.

**The Fourth Module** explores Latin America, focusing on its colonial history and the region's economic conditions in the 21st century.

**The Fifth Module** will examine Asia's remarkable economic growth during the 20th century, with a particular focus on Japan, China, and India.

**The Sixth Module** covers the Middle East, Africa, and Central Asia, exploring their colonial histories and their impact on current economic conditions.

**The Seventh Module** focuses on globalization, examining its various dimensions and the challenges facing the global economy today.

The course's modular structure, organized by regions, is loosely based on the division found in the required textbook edited by Joerg Baten. It is strongly recommended to read the book, as it provides essential context for the historical economic, social, and political background of the regions, including their key characteristics.

By the end of the term, students will gain a critical understanding of the world economy, both past and present, and be able to offer thoughtful insights on current global economic events and trends.

*The course is conducted Online with live, synchronous class sessions held weekly on Thursdays via Canvas Zoom from 6:25 to 7:40 PM. We will meet at Zoom once a week throughout the duration of the course.*

**Important Information Section**

**Policies**

**Before starting this course, please review the following pages:**

* [**Policies**](https://fiu.instructure.com/courses/215670/pages/policies)
* [**Netiquette**](https://fiuonline.fiu.edu/current-students/resources/academic-integrity-resources.php)
* [**Technical Requirements and Skills**](https://fiu.instructure.com/courses/215670/pages/technical-requirements-and-skills)
* [**Accessibility and Accommodation**](https://fiu.instructure.com/courses/215670/pages/accessibility-and-accommodation)
* [**Panthers Care & Counseling and Psychological Services (CAPS)**](https://fiu.instructure.com/courses/215670/pages/panthers-care-and-counseling-and-psychological-services-caps)
* [**Academic Misconduct Statement**](https://fiu.instructure.com/courses/215670/pages/academic-misconduct-statement)
* [**Copyright Statement**](https://fiu.instructure.com/courses/215670/pages/copyright-statement)
* [**Inclusivity Statement**](https://fiu.instructure.com/courses/215670/pages/inclusivity-statement)
* **Policies Concerning Academic Misconduct**

**It is imperative that students become aware of FIU’s definitions of and policies toward academic misconduct. These policies may be found on the FIU website at Academic Misconduct and Code of Academic Integrity (**[**http://undergrad.fiu.edu/academic-integrity)**](http://undergrad.fiu.edu/academic-integrity))

**Prerequisites:**There are no prerequisites for this course.

**The basic textbook for the course:**  Baten, Joerg (ed.) (2016) A History of The Global Economy- 1500 To the Present, Cambridge University Press, UK

Recommended Book**: Why Nations Fail -The Origins of Power, Prosperity, and Poverty,** D. Acemoglu & J. A. Robinson (*Both authors are Nobel Laurates 2024*), Currency, NY, C2012

The course consists of seven modules. While the required textbook provides the basic readings for each module, students are encouraged to explore additional readings.

**Course Detail SectionDiscussion Board "Open Forum":** The Canvas Discussion Board will be used for posting your questions about the course instead of directly messaging the instructor. This approach allows us to create a "Frequently Asked Questions" style forum, enabling timely and thorough assistance for all students. Before posting, please check the Discussion Board to see if your question has already been addressed.

**Course Requirements**

**1. Introduce Yourself":**  During the first week of class, each student is required to create a short student bio (no more than 300 words) and submit it in two locations. The first submission is under the "Introduce Yourself" section in Discussions, allowing classmates to get to know each other. The second submission, for grading purposes, must be submitted under the "Introduce Yourself" section in Assignments. This task accounts for 5% of the total grade.

Students are encouraged to include the following in their bio: name, class standing (e.g., first-year, sophomore, junior, senior), reason for enrolling in the course, and their expectations for the course. Only FIU Directory Information should be shared, and students are advised to review their rights under FERPA to limit the disclosure of certain personally identifiable information. While students may attach a photo, it is not mandatory. It is important to note that discussion board posts are visible to other course participants. Students should carefully consider the information they choose to share.

***2. Attendance and Participation:*** Weekly Zoom class attendance and active participation in discussions will account for 15% of the total grade. Students are expected to read the assigned textbook chapters prior to class on Thursdays. During class, the instructor will lecture on the main points related to the region covered in the module. Following the lecture, a group of students will present PowerPoint presentations on specific regions or subregions within the module. After these presentations, all students will participate in a group discussion.

**3. Module Project Presentations:** Each Module Project Presentation will be divided into sections, with each student responsible for preparing and presenting their assigned section. Presentations will be individually graded, and the total duration of the presentation should not exceed one hour to allow time for discussion. Students who fail to contribute to their assigned section will receive a grade of zero.

Presenters will use PowerPoint and include the following elements in their presentations: A brief outline at the beginning, a conclusion at the end, and a list of references citing all sources used.

The first slide should include the names of all students involved in the group project, the title of each student's section, and the course number. Presentations must be based on academic sources, including the required textbook, with all references properly cited in the reference list.

After presenting during the weekly synchronous digital class, presenters must upload their presentation to two locations: "Module Project Presentations" under Assignments for grading and "Presentation Uploads" under Discussions, where peers can review and provide reflections. The upload deadline is 11:59 PM the day after the Zoom class presentation.

Module Project Presentation is 35% of the total grade.

**4. Short Reflection Essay on Each Module:** Students are required to write a short reflection essay for each module. This is 40% of the total grade. This is an open-book/open-note assignment, based on the lectures, presentations, and readings. Essays will be uploaded to Canvas and must address the question posted in the assignment prompt. The word limit for each essay is 1500 words.

Each essay is graded on a 25-point rubric. A score of 17 or higher is considered "complete," while a score below 17 is deemed "incomplete." Students should carefully follow the rubric to ensure they meet the requirements of the assignment.

**5. Mid-Semester Feedback Survey:** This short survey allows students to provide feedback to the instructor to help improve the course. Students are encouraged to be as detailed as possible in their responses. All feedback will remain confidential. Participation in the survey is voluntary and will not negatively impact grades in any way. However, students who complete the survey will receive 5% credit points as a reward.

| **Course Requirements** | **Number of Items** | **Weight** |
| --- | --- | --- |
| **Introducing Yourself** | 1 | **5%** |
| **Attendance and Participation** | 15 | **15%** |
| **Module Project Presentations** | 1 | **35%** |
| **Reflection on Modules** | 6 | **40%** |
| **Mid-semester Feedback Survey** | 1 | **5%** |
| **Final Grade** | 24 | **100%** |

If a student has any questions or concerns about the grade, he/she should contact the instructor immediately. Please be proactive about grades, and do not wait until the last minute.

**Incomplete Grade (IN)**An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. Incomplete grades may be given in this Course only in the following circumstances:

* The student's work to date is passing.
* Attendance was satisfactory through at least 60% of the term.

***Disclaimer:***  *The syllabus represents a statement of intent and serves as an implicit agreement between the instructor and students. While every effort will be made to adhere to the course schedule, unforeseen circumstances may require adjustments. Students are advised to regularly check their email and course announcements for updates.*