

FA 335 FREE TRADE, FREE MARKETS- SUMMER 2009

FACULTY: JO ANN GESIAKOWSKA; 773-778-1177 (H)
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LOCATION: OAK FOREST CAMPUS
- Thursdays, 6:30 –9:30 P.M., JUNE 25 TO AUGUST 20

NOTE LATE START OF 6-25

COMPETENCIES: **HIC**
Can explain the emergence, maintenance, or evolution of an economic or political system. The study of trade agreements, political unions and existing economic conditions will meet this competency.

H2A

Can understand a social problem and can analyze the effectiveness of social institutions in addressing it. The study of how the developed countries impact the developing countries will address this competency. The role of the United Nations and other humanitarian organizations will be included.

H5

Can analyze issues and problems from a global perspective.

The concept of free trade and markets requires a global perspective.

S3X

Student will write with consultation/approval of instructor.

FX

Student and instructor will write the statement together

COURSE DESCRIPTION:

How free is free trade? Free for whom? What role do multi-national corporations play in shaping a country's politics? What effect has free trade had on job eliminations and wages in the United States and 3rd world countries? In this course, the students will learn some history on the progression and reduction in tariffs and the current United States policy on free trade. What role has the economic policy of free trade played in human rights and environmental issues in developing countries? Why do people picket and protest the World Trade Organization (WTO) meetings? What is Gatt, the IMF and the World Bank? What is the current status of NAFTA? How will the European Union affect the United States economy? This course will explore the political, economic, and social ramifications of free trade.

REQUIRED TEXT: WHEN CORPORATIONS RULED THE WORLD BY David Korten
2nd edition PLUS 1 OTHER BOOK SELECTED BY THE STUDENT FROM THE
BIBLIOGRAPHY OR APPROVED BY THE INSTRUCTOR

LEARNING STRATEGIES

1. Duplicated materials for reading and discussion
2. Class discussion and small group work
3. Information gathering exercises(libraries and the Internet)
4. Lectures
5. Videos
6. Primary research

ATTENDANCE

Class attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your “tutor” for the missed session. If the absence is sudden call or e-mail me so that I can give you some information.

EVALUATION:

1. Oral book report	20%	all competencies
3. Class participation	15%	all competencies
4. Two short primary research projects	30%	H1C, H2A
5. Final essay	20%	all competencies
6. In class essays	15%	H5, S3X

OUTCOMES:

At the completion of this course the student will

- Understand the major world trading organizations
- Explain the relationship between a country’s political and economic structures
- Explain the impact of developing country’s policies on developing countries
- Understand and conduct primary research
- Explain why we live in a global economic society

ACADEMIC INTEGRITY:

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself; and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating, plagiarism, fabrication, alteration, or falsification of academic records as well as academic misconduct. These policies are contained in your student handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html>

INSTRUCTOR:

Jo Ann Gesiakowska is currently a Social Studies teacher at a suburban public school. She has a MBA from Northwestern University with a major in finance and international business. She also has a Masters in History from DePaul University. In addition, to this course, she teaches Research Seminar, United States of Europe, Lessons of History, Eons and Art Parts I and II and is currently developing a class on energy sources and the Middle East.

ASSESSMENT:

Written Work will be evaluated as follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of ideas. Students are or will be encouraged to visit the writing center if they have writing concerns.

B= designates a work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in a superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar and spelling.

ASSIGNMENTS

1. BOOK REPORT

The student will select a book from the bibliography provided by the instructor or a book approved by the instructor. Student will deliver a 20 minute presentation on the book. What are the key points the author makes about free trade? Is the author's argument a political, social or economic argument? What are the author's main points? What is your opinion of the book? How does this author's opinion compare to Korten? The written report should be a summary of the oral presentation. It should be 1-2 pages.

2. SHORT ASSIGNMENT No. ONE

Student will log for 2 weeks where products were manufactured. Select a particular store or a category of products. Instructor will show a sample report in class as a model

3. SHORT ASSIGNMENT NO. TWO

Student will conduct an informal survey of 10 adults on their shopping habits and the other issues developed in class. The written report should be in summary form. An oral report on the findings as well as any unique comments will be given. Questionnaires will be developed in class.

4. FINAL ESSAY

Student will author a 5-6 page essay on a question given on week 8. Essay should be typed, 12 font and double spaced.

DEPAUL UNIVERSITY INCOMPLETE POLICY

Undergraduate and graduate students have two quarters to complete and incomplete. At the end of the second quarter(excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grade. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of the college based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an incomplete in his or her final term, the incomplete must be resolved with the four week grace period before final degree certification.

NOTE: The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in the course.

