I. Catalog Description

EC 442 Economywide Country Studies (4)

Socioeconomic aspects of a country, or countries, and their social, economic, and political relationship with the United States. Topics include the targeted country or countries’ economic growth, trade, socioeconomic issues, and its relationship to the United States. 4 hours lecture/discussion. Prerequisites: EC 100 or EC 201 or EC 202. Completion of General Education Area A and one course from Areas D1, D2, and D3. Fulfills GE Area D4.

II. Required Background

EC 100 or EC 201 or EC 202. Completion of General Education Area A and one course from Areas D1, D2, and D3. Fulfills GE Area D4.

III. Expected Outcomes

The course will allow students to:

a) acquire and summarize an historical perspective of a country, or countries, and its/their relationship with California and the United States,

b) analyze the country’s social and economic linkages to the United States and California,

c) gain an understanding of the country’s key political, social and economic issues,

d) discuss and critique the perspectives of visiting faculty who in occasions will lecture on topics pertinent to course coverage, and

e) address socioeconomic issues from a multidisciplinary perspective, i.e., sociology, politics, history, gender, and economics.
IV. **Text and Readings**

**PLEASE NOTE:**

a) Varies with the country chosen, but it will include references on economics, history, political science, and sociology with applications to California and the United States.

b) An example on immigration and the Mexican economy and its relationship to California and the United States is provided. Other countries may be used as examples.

**Economics**

**Texts: (Focus on Mexico. Other countries may be used as examples).**


**Readings:**

Selected articles from: American Business Review
Business Frontier
Contemporary Economics
Economic and Finance Review
Economic Inquire
Federal Reserve Board Working Papers
Journal of Borderland Studies
Latin American Business Review
Southwest Economy Issues

**Political Science**

**Texts:**


Readings:
Selected articles from: Bulletin of Latin American Research
Canadian Journal of Latin American Studies
Journal of Borderland Studies

History

Text:

Sociology

Texts:


Readings:
Selected articles from: Economic and Finance Review
Economic Review
Sources of Research and Statistical Information

- Bulletin of Latin American Research
- Business Association of Latin American Studies (BALAS) CSU-SD
- Canadian Journal of Latin American
- Center for U.S.-Mexico Studies UC-San Diego
- CIA Fact Book
- Federal Reserve Bank of Dallas
- Hispanic Journal of Behavioral Sciences
- IMF, World Bank, UN Research Papers
- Journal of Borderland Studies
- OECD Country Report and Economic Surveys
- RAND Journal

IV. Minimum Student Materials

Access to articles, books, and library resources.

V. Minimum College Materials

Classroom should be suitable for lecture/discussion sessions.

VI. Course Outline

PLEASE NOTE:

a) Varies with the country chosen, but it will include references on economics, history, political science, and sociology with applications to California and the United States.

b) An example on the Mexican economy and its relationship to California and the United States is provided. Other countries may be used as examples.

A. Introduction

1. Review of economic concepts
2. General view of the Mexican economy
3. Political-economic history
4. The US-Mexican Border – a historical view
B. The US, California, and Mexico Connection

1. The socio-economic of The Border
2. Cultural relationships
3. Latinos or Mexicans

C. The Mexican Economy

1. Financial markets
2. Financial crisis and its impact on US
3. Economic growth
   a. Economic development program
   b. Maquiladoras
   c. NAFTA
      1. Background
      2. Impact on US and California economy
      3. Impact on US labor market
      4. Another form of globalization
      5. Neo-liberal ideas and trade
      6. Impact on US-Mexico political relationships
         a. Role of government and foreign investment
         b. The politics of economic growth and foreign investment

4. Tax structure
5. Outsourcing
6. Economic integration

D. Socio-Political Issues

1. Transition to democracy
2. Indigenous people
3. Education
4. Guerrillas
5. Privatization

E. US-California-Mexico Issues

1. Immigration (significant part of the course)
   a. Historical background
   b. Contributing factors: push-pull factors, economics, war, refugees, political instability, business cycles, and wage difference
   c. Impact on US labor market
d. Arguments for and against

2. Drug
   a. Impact on US-Mexico relationship
   b. Certification and politics
   c. The economics of drugs

3. Environment
   a. Growth vs. the environment
   b. Pollution and border issues

VIII. Instructional Methods

There are four forms of instructional methods for this course.

1. Instructor-led seminar/discussions on essential points with student participation and presentation of their research findings.
2. Invited speakers will share their knowledge and perception of the country or countries under study.
4. Group discussion on predetermined topics.

IX. Evaluation of Outcomes

There are three evaluation methods. The student will:

a) write midterm and final examinations concerning issues covered in the required course readings and lectures,

b) prepare a term paper on a topic that contains sections covering sociology, political science, history and/or economic aspects pertinent to a particular country or group of countries that is consistent with course coverage, and present their findings to the class,

c) Summary of a book and two journal articles on the course topics.
X. Assessment

Students answer the following questions in a required written course assessment:

a) Has this course built upon the related lower division material you have studied? If so, identify three examples of the course content that pertain to the chosen synthesis area. (Student may choose science and technology, or social science synthesis.)

b) For each of the course’s expected outcomes provided in the course syllabus, identify how the course has covered that educational objective.

c) Did student paper presentations reflect the course synthesis requirements? And if so, how was that accomplished?

d) Were course lectures, readings, videos, guest speakers, and service learning projects (if applicable) consistent with the course’s synthesis objectives?

e) Do you have any other suggestions for improving the course?

In addition, the instructor will:

1. determine the students’ improvement of the use of analytical tools via required reading summaries,

2. review student’s rating of the students’ group discussion, and

3. twice during the quarter, review student ratings of the course objectives on a series of predetermined questions. Students will identify those areas that need improvement.