

# Syllabus

for course at first level

**Global Markets**

**Globala marknader**

**7.5 Higher Education**

**Credits**

**7.5 ECTS credits**

<b>Course code:</b>	FE2631
<b>Valid from:</b>	Spring 2021
<b>Date of approval:</b>	2014-10-14
<b>Changed:</b>	2020-12-04
<b>Department</b>	Stockholm Business School
<b>Main field:</b>	Företagsekonomi
<b>Specialisation:</b>	G1F - First cycle, has less than 60 credits in first-cycle course/s as entry requirements

## Decision

This syllabus was approved by the Board of Education at Stockholm Business School, Stockholm University, 2014-10-14, revised 2015-12-07, and revised by the Head of Department, 2019-11-08. The latest revision was approved by the Head of Department, Stockholm Business School, Stockholm University 2020-12-03.

## Prerequisites and special admittance requirements

15 credits from Business Administration I, or equivalent.

## Course structure

Examination code	Name	Higher Education Credits
2631	Global Markets	7.5

## Course content

This course will provide students with 1) insights into the history of the current economic system, 2) an understanding and examples of the interaction between trade, geography, culture, politics and technological invention, 3) the economic concepts to understand trade, 4) knowledge about certain markets/regions/exchange areas. Overall, the course is designed to give students ideas and concepts that give them an overall orientation related to trade and the interaction of different markets, as well as allowing them to analyse and discuss past and current patterns and events relevant to this theme. Teaching consists on lectures (including guest lectures), and seminars. During the seminars, texts (in the broad meaning of the term) will be discussed, and news pieces will be used to a large extent. Students will be asked to hand in written answers which analyse and comment on these texts. Their answers will subsequently form the basis for discussion and also for grading. For each seminar, the students will be given a selection of texts to comment on. In setting grades, particular attention will be given to the extent to which the students are able to apply concepts and ideas from the literature correctly and critically. Moreover, and in order to verify that students have read and understood the literature for the course, a written exam will conclude the course.

## Learning outcomes

Intended Learning Outcomes

The overall aim of the course is to provide an orientation of how trade interacts with factors such as geography, politics, resource endowment, and technological invention, and to provide the students with concepts and ideas to understand and to analyse such interactions.

Upon completion of the course, students should be able to:

#### Knowledge and understanding

1. Describe the main changes in the global trade systems during the period 1500-2015.
2. Understand the possibilities and challenges facing different market areas and regions in today's world.

#### Skills and abilities

3. Understand basic economic concepts related to trade.
4. Be able to relate cultural, political and other factors to the development of trade, and to the challenges facing different regions and markets today.

#### Judgement and approach

5. Be able to identify and discuss crucial events and factors of importance to the theme of the course.
6. Be able to apply central concepts and ideas related to the contents of the course.

#### Education

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload is 200 hours equivalent to 7,5 ECTS.

The language of instruction is English. Please note that all teaching and learning activities - such as lectures, seminars, assignments and assessment tasks – are carried out in English when the language of instruction is English.

#### Forms of examination

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course. Also, a final short written (multiple choice) exam will be held. While it will not carry great weight for the final grade, students will have to pass this exam in order to obtain their grade.

#### Assessment tasks

The course contains the following weighted assessment tasks.

1. An individual multiple-choice exam: examines learning outcomes 1,2,3, and 4. Constitutes 60% of total course points.
2. Two team-based essays (1500 words and 3000 words, respectively): examines learning outcomes 2,4,5, and 6. Constitutes 15% + 25% = 40% of total course points.

#### Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0–100 course points. Receiving a final passing grade requires  $\geq 50$  course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

Each assessment task is awarded 0–100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all weighted assessment tasks

for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

All assessment tasks are assessed on a 100-point scale.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's final assessment task can be taken twice: 1) during the course's first scheduled occasion; and, if a passing result ( $\geq 50$  course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once during the course.

A passing grade (A–E) in the course is obtained when a student has achieved  $\geq 50$  course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved  $\geq 50$  course points:

- If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

- first-time registered students have priority access to the course's group registration;
- the final assessment task, designed as one (1) assessment task comprising 75% of total course points, can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

#### Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse course content;
- problematise course content;
- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

A (Excellent)

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

**B (Very Good)** □

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

**C (Good)** □

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

**D (Satisfactory)** □

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

**E (Sufficient)** □

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

**Fx (Fail)** □

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

**F (Fail)** □

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

**Interim**

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

**Limitations**

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

**Required reading**

The course literature is published in the study guide and on the course website no later than two months prior to the course commences.