

ECON 2301 – Spring 2019

The Project

Global Competitiveness, A Socio-Economic Argumentative Essay

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Project Link:

- <http://www3.weforum.org/docs/GCR2018/05FullReport/TheGlobalCompetitivenessReport2018.pdf>
- **Content:** The Global Competitiveness Report 2018
- **Publisher:** The World Economic Forum

How to read the report:

- Open the above link, and download the PDF file to your computer.
- When you skim reading the report you will notice the following:
 - On page number “xi” you find a summary of change in countries’ rank for “**global competitiveness index 4.0**” between 2017 and 2018
 - Starting page 53 (index of countries) until page 613, the report provides a country by country profile, alphabetically.
 - In each country’s profile there exist summary profile on the first page, and then a detailed table follows.
 - On the face page of every country’s profile, you notice the following **important socio-economic measures**:
 - **Performance Overview 2018** (*social, environmental, and economic*)
 - **Selected Contextual Indicators** (*mainly economic*)
 - **Selected Social and environmental performance** (*mainly social and environmental*)

The Project:

- You will have to write a socio-economic essay on the factors that might promote global competitiveness rank of a country. Only use the socio-economic measures above (the Performance Overview 2018, the Selected Contextual Indicators, and the Selected Social and environmental performance).

Step-by-Step Instructions (Mandatory): (required to pass the project).

- Compare at least 15 countries of your choice (preferred: include both developed and developing countries).
- See if there is a trend between the change in the global competitiveness index (rank) and the socio-economic measures for each country.
- Conduct an academic literature review on your analysis (required: at least three academic articles).
- Using your own conducted literature review, try to explain why such trends exist or do-not-exist.
- Use your analysis to see which are the most significant factors that affect country’s global competitiveness (income, equality, macroeconomic stability, etc.).
- Compare social measures (the Selected Social and environmental performance) to economic measures (the Selected Contextual Indicators) and see which you think is more important in promoting country’s global competitiveness rank.
- You will have to provide table(s) and/or chart(s) that show your summary of the countries you have selected. Be creative.
- Close to the end of the project, explain how your analysis depended on your understanding of the textbook’s materials (only required topics of chapter 2 and chapter 16). Textbook: *Principles of Macroeconomics*, 7th edition, by Robert H. Frank, Ben Bernanke, Kate Antonovics, and Ori Heffetz. McGraw-Hill Education, 2018.
- Minimum of 2500 words is required, excluding the abstract, titles, charts, and tables. An abstract is optional.
- In your writing, presume that the reader never took an economics class. When talking about certain definition or topic, assume the reader have never learned about it before, therefore, do not forget to define your terms, explain them (at least briefly), and never assume that the reader knows! For the very well-known variables such as GDP and National Income, you may choose not to define them.

Required Format:

- Strictly use the same format of one of your reviewed studies.

Important Hints:

1. Read online about how to conduct an "argumentative essay."
2. Every research has a research problem, so start by identifying the research problem. The research problem is telling the reader why this essay is important to read. You can use recent trends in trade to justify the research problem, or maybe a recent change in global competitiveness that has major impacts on the economies you are analyzing, in which your essay is imposing important analysis and significant findings. In the very beginning of your introduction, try to get the reader attentive to your research problem.
3. You can choose your own essay's title that relates to the rule of socio-economic measures in global competitiveness, or simply use the title of the project as your essay's title. The title of the project is "*Global Competitiveness, A Socio-Economic Argumentative Essay*." If using your own topic, make your topic as focused as possible, and avoid using broad or far-reaching topics.
4. You need to look at many published academic articles, not articles published in journals like The New York Times, or similar journals. Then review the articles that are as close to your topic as it can get. To find the published academic articles, use academic search engines such as:
<https://scholar.google.com/>
<https://www.jstor.org/>
5. Use the structure of the citation exactly matching the paper or journal you chosen to follow its format. For example, either "Sam et al., 2000" or "Sam, David, and Tom, 2000", or any other known academic citation used in social sciences.
6. Do not use strong claims without proper citation, even if it makes a lot of logic to you.
7. Do not claim accuracy of a statement or an idea simply because it was mentioned, or even proven, by the literature.
8. Do not forget about the rules of assumptions, where you can observe concepts varying when changing the model assumptions.
9. Do not ever forget to quote in bold text when you retype a statement from of a reference. For example; Sam et al., 2000 define this word as "**social and behavioral aspect of any topic.**" As you see, the statement is quoted in bold text.
10. You have to use the rule of macroeconomics by analyzing the total trade of all goods and services between the economies.
11. You do not have to use the most recent data or articles, but try to relate your work to more recent events using your competence of understanding what promotes trade, and if trade promotes income (real GDP).
12. Make sure to use clear wordings, avoid syntax errors, and use correct punctuations.
13. Do not retype same statement over and over again in different structures.
14. Revise your work more than one time, as many times as possible. You will always see something to adjust every time you revise your work. This is a continuous process in practical research, and the more revising you do, the better the work you will produced.
15. Draw an outline in the beginning, and end up with a draft before typing the project.
16. Use prime times of the day to work in your essay.
17. It is good to have subtitles in your essay.
18. While working on the project, avoid printing/considering the whole report. Only print/consider required pages. For example, only print the individual front profile pages for the selected countries (one front-page for each country).
19. Read the grading rubrics to know how your project will be evaluated. Maximum points for the project equal 100 points.

Specific Objective(s):

- Read online about how to conduct an **"argumentative essay."**
- Analyze a narrowed topic related to **"the rule of socio-economic measures in global competitiveness."**
- Collect references of at least three published academic studies on the topic.
- Identify the main argument(s) of the essay.
- Discuss whether the argument(s) being the same and/or different among the collected literature.
- Recognize the rule of assumptions in modeling and argumentative perceptions.
- Discuss how the argument(s) may change under different assumptions/environments.
- Use the learning for Chapters 2 and 16 to analyze global competitiveness indicators.

Foundational Component Area (FCA):

- "Social & Behavioral Sciences" – ECON 2301 – Macroeconomics

Core Objective(s):

- **Critical Thinking (CTH)** – This is a sub-objective of the **Intellectual and Practical Objective** - Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Definition Source: <https://www.aacu.org/value/rubrics/critical-thinking>

- **Written Communication (WRC)** – This is a sub-objective of the **Intellectual and Practical Objective** - Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Definition Source: <https://www.aacu.org/value/rubrics/written-communication>

- **Quantitative Literacy (QL)** – This is a sub-objective of the **Intellectual and Practical Objective** - also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Definition Source: <https://www.aacu.org/value/rubrics/quantitative-literacy>

- **Intercultural Knowledge and Competence (IKC)** – This is a sub-objective of the **Social Responsibility Objective** - Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Definition Source: <https://www.aacu.org/value/rubrics/intercultural-knowledge>