

ECON 100: 5100- B781 OAS Introduction to Basic Economic Principles

SYLLABUS: Summer 2017

Online course with CANVAS



Instructor: Humaira Jackson Credits: 5

Communication: Using the Inbox within Canvas or (425) 564-5192

Office hour: virtual OR can be arranged on campus

A tower offices, 2nd floor A200A

Welcome to our class! I encourage students to read the syllabus carefully and clarify any questions you may have as early as possible. A successful quarter starts and ends with good communication.

Communication with the Instructor:

Please communicate with me within Canvas. If this is not possible, you can phone me at the number above. I generally log onto this course on weekdays (and early evenings) (M-F) and daytime on Sunday. I make a strong attempt to answer all messages within 24 hours except on Saturdays. I also may be available to meet with local on-line students in person. Please contact me through email to arrange an appointment if you would like to meet to discuss your progress or understanding. I recommend that you print a copy of this syllabus (or at least keep a copy offline) and have it handy for the duration of the quarter.

Scope, Method and Learning Goals of this Economics course:

Scope

According to Alfred Marshall, "Economics is the study of mankind in the ordinary business of life." Economics is concerned with the allocation of scarce resources among competing wants/needs. These allocation choices can be studied both on an individual (micro) or aggregate (macro) level. In this class, we will be learning about and discussing both macro and micro problems and potential solutions.

Economics as a Social Science studies the human condition on both an individual and societal level. Although, there is much in common with other Social Science disciplines, economics has its own methods, tools and ways of looking at the world. To be successful in the course, students will demonstrate, through their writing, economic thinking and approaches.

This course covers the basic principles of micro and macroeconomics. It is intended for those students who will not be majoring in Economics, yet wish to improve their understanding of economic systems and their outcomes. The student will be introduced to tools such as data gathering, current events review, discussions/debates and some numerical analysis.

Method of Economics:

Every decision you make from whether or where you buy a latte in the morning to the choice of class you register for can be viewed through an economic lens. While there are reasons that we will not or should not

always make decisions based on rationality and the individual pursuit of happiness, thinking like an economist is great tool to have at your disposal.

Learning Goals as defined by Bellevue College:

By the end of the quarter, in any section of Econ 100, successful students will be able to do the following:

- Explain how markets allocate, produce, and distribute society's resources.
- Use economic reasoning to address current social issues.
- Critically analyze the positive and negative impacts of markets as they relate to social justice and environmental issues.
- Recognize and discuss the limitations of markets.
- Explain how government intervention can help or hinder market outcomes.
- Identify some causes and implications of income inequality.
- Represent and understand economic concepts and outcomes in numerical and graphical form.

Prerequisites:

There are no formal prerequisites for taking this course except the willingness and commitment to work and learn. You should expect to spend on average 12-15 hours a week in this online course. This includes both screen time and reading/preparation. An online class requires you to not only be self-motivated and well organized but more generally be able to assess areas of weakness and get the necessary help. This can be in the form of a couple of face to face meeting with me, getting a buddy or a few classmates together to study and/or taking advantage of all the online and campus resources available. Unfortunately, in an online course, I don't have the advantage of seeing confusion on student faces nor do you have the privilege of getting immediate answers to questions that may arise. Please take the opportunity to use all the resources available to clarify your understanding well before test and exam due dates.

Required Readings and Materials:

The Economics of Public Issues is available for sale at the Bellevue College Bookstore (and online through many other vendors).



1. Principles of Economics by OpenStax college, FREE Downloadable
<https://openstaxcollege.org/textbooks/principles-of-economics>



2. *The Economics of Public Issues* by Miller, Benjamin & North, 19th edition. This reading selection will examine some of the pressing economic issues of our time. ©2015 ISBN-13: 978-0134018973

NOTE: For both texts, we will not be covering the texts in their entirety but I have selected readings based on the 6 main module themes. Students should follow the course reading schedule to prepare for current discussions, quizzes and exams.

3. Supplemental articles/videos: that I will assign will be available under the relevant module. You are responsible for completing these requirements as part of your course work.
4. Daily access to newspapers and/or other sources of recent economic news*

*Some suggestions for print/online news sources are: New York Times, Wall Street Journal, Business Week, The Economist, The Seattle Times and others. The BC library's database (ProQUEST) is an excellent source for current events articles in both newspapers and periodicals.

Grading, Late Policy and Attendance

Attendance

Students are expected to "log into" the course almost daily (at least 5 days per week) to participate in conversations (Discussions, read announcements, check your inbox) or complete an assignment or a quiz. There will be timed multiple choice quizzes after every section in addition to firm due dates for discussions and exams. What students take away from the course is generally directly correlated to the amount of work they put into the course. I want all students to be successful in the course, and I am here as a resource to you to help you achieve success. However, please understand that you are ultimately responsible for your own progress in the course; I don't give you your grade, you earn your grade. If you are unhappy with your performance in the class, I hope you can feel free to talk to me about strategies to improve your performance, and I encourage you to do so as early as possible.

Late Policy and missed or incomplete quizzes or exams:

Due dates for quizzes, exams, assignments and discussions are firm. You cannot complete a quiz or exam after the due date/time has passed. **Students will earn 0 on missed exams or quizzes** without exception. For discussions and assignments, if you can still submit it (it isn't locked or closed), you may do so but at a penalty of 20% of the point/grade value.

If students submit exams that are "incomplete" due to an error in submission, you can do the following: Send your intended answer as an attachment within "inbox" within the time frame of the exam. This is very important! That lets me know that you completed the requirements in a timely manner. I will not accept your answer otherwise. I will recommend you compose your answer to exams in a word processor and then copy/paste in the body of the exam.

Grading:

Grades will be based on the following weights and points*

Assessment Type	Percentage of Total Grade	Point Value
Discussions (6 equally weighted)	25 %	100
Intro assignments	5%	20
Exams (2 equally weighted)	45%	180
Quizzes (5equally weighted)	25%	100
TOTAL	100%	400

*Note: There is NO final exam in this class.

Grading Scale:

A	93% (>372)
A-	90% (>360)
B+	87% (>348)
B	83% (>332)
B-	80% (>320)
C+	77% (>308)
C	73% (>292)
C-	70% (>280)
D	60% (>240)
D+	67% (>268)
F	<60% (below 240)

Assessment Details:

Discussions

There will be an online discussion for every week. Discussion is a crucial aspect of this course and what really makes an online course work. This is where you will have the most interaction with your classmates and your instructor, and is really what makes this a "virtual classroom." There are two aspects to discussions: an original post and responses to peers. See below for more details.

1. You are required to post one "substantive" posting addressing the course material by Sunday night of the discussion week. By "substantive," I mean not merely providing a brief "yes, I agree" or "no, I do not agree" posting, but discussing the issue in some depth, providing your own thoughts or questions on the matter. Ideally, I'd like you to connect and integrate the discussion prompt to the course textbook readings and/or homework and web assignments (whenever possible). The more evidence that shows you are doing the assignments and readings and engaging with them, the better. In your posting, avoid making unsubstantiated assertions and claims. Support your point with evidence from the textbook or other websites, whenever possible. Some possible ideas to write about include: describing any connections between the readings or course materials, expanding on a concept or idea that struck you in the course material, or offering another explanation or illustrative example.
2. You are also required to reply at least twice to the posts of your peers by the end of the week (by Tuesday night) to keep the dialogue flowing. Additionally, I expect you to read the postings of your colleagues to further the discussion (and avoid repeating what others have posted). If someone has posted to you and the discussion can be further elaborated on, please keep the dialogue flowing!

In sum your postings should:

- a) be substantive and engage with the material;
- b) avoid unsubstantiated claims and assertions, and be supported with evidence from the textbook or websites
- c) be written in proper English (DO NOT use "r" for "are," and "u" for "you", etc.); should not contain excessive typing errors; and should reflect proper etiquette.
- d) not merely repeat what others have said. Be original, reflect on what has already been said, and extend the discussion further.
- e) be a minimum of two short paragraphs, and a maximum of three paragraphs.

I will be grading your contribution to the discussion, evaluating its quality (not quantity) on the basis of it being excellent, good, sufficient, or insufficient, and assigning corresponding points.

I also encourage you to use the discussions to get/provide help on clarifying your understanding of the readings, or other assigned sources. Everyone else most likely will also benefit from your questions and reflections on the material. However, you are also welcome to ask your questions to me personally. If my answer is something that I think the rest of the class could also benefit in reading, I will post both your question and my answer to the discussion area for the benefit of the rest of the class.

Quizzes

There will be 5 quizzes throughout the quarter that which can be found under the Quiz tab in Canvas and also within the relevant lesson/module. These will be timed quizzes, which will typically be made available/accessible for two and a half days during the week. Once you access and start a quiz, it must be finished in the time allotted. They will be open-book/open-note questions based on the formal readings (all three texts). I expect you to do your own work in completing each quiz. Quizzes will be a mix of true/false and multiple choice questions. You will not be successful in the quizzes unless you prepare to ensure your understanding of the material.

Exams

There will be 2 exams throughout the quarter which can be found and taken in Canvas. Each exam will consist of three essay questions (a minimum of two paragraphs). The discussion questions, notes and readings will help you prepare for the exams. Note that exams are the most heavily weighted assessment towards your overall grade. This is where you will be showing your ability to synthesize ALL readings and using economic reasoning to support your opinion. Along with showing your understanding of economic concepts and models, your critical thinking and written expression will be assessed. Think of these exams as mini papers. This is where you want to show how and what you learned. I will be making a question pool available for each exam. It is important to prepare your answers (at least notes and support) in advance.

Course Evaluation:

Evaluations - There will be an online evaluation available which will be accessible through CANVAS. Please be sure to submit it before the end of the quarter. I also welcome feedback throughout the quarter in areas that you feel are working for you and suggestions for improvement in those areas of challenge for you. This is your class. Please communicate with me regularly, especially if content or course requirements are unclear to you. There will be 2 points awarded to students who complete the course evaluation on time.

Course Outline and Reading

Principles of Economics (POE)
Economics of Public Issues (EOPI)
Current Economic Issues (CEI)*

*readings from CEI provided by the instructor

MODULE	WEEK	READINGS
Getting Started	Day 1	(EOPI) Part 1- Introduction (POE) Ch. 1 Welcome to Economics!
Economic Thinking & Markets Discussion 1	1	(POE) Ch. 1 Welcome to Economics! (POE) Ch. 2 Choice in a World of Scarcity (EOPI) Ch. 1 Death by Bureaucrat (EOPI) Ch. 2 Innovation (EOPI) Ch. 6 For Whom the Road is Tolled
More on Markets (Supply & Demand) Discussion 2 Quiz #1	2	(POE) Ch. 3 Demand & Supply (EOPI) Ch. 7 Sex, Booze & Drugs (EOPI) Ch. 9 Kidneys for Sale (EOPI) Ch.11 Bankrupt Landlords from Sea to Shining Sea
Labor & Employment Discussion 3 Quiz # 2 Exam #1	3	(POE) Ch. 4 (4.1 Labor Market) (POE) Ch. 21 Unemployment (CEI) Art. 8.3 No Thanks to the Super-Rich (EOPI) Ch. 12 Das Kapital in the Twenty-First Century (EOPI)Ch. 13 Why are Women Paid Less? (EOPI) Ch. 14 The Effect of Minimum Wage
Measuring the Economy & Inequality Discussion 4 Quiz # 3	4	(POE) Ch. 19 The Macroeconomic Perspective (POE) Ch 30 Government Budgets and Fiscal Policy (CEI) Art. 1.1 -1.3 (From Crisis to Stagnation) (CEI) Art.2.1, 2.3,2.5 (Fiscal Policy) (EOPI) ch. 20 Health Insurance for All... or Maybe Not
The Great Recession & Financial Crisis Discussion 5 Quiz#4 Exam #2	5	(POE) Ch. 27 Money and Banking (POE) Ch. 28 Monetary Policy & Bank Regulation (CEI) Art. 3.2-3.4 (Money, Banking & Finance) <i>Frontline Money Power & Wall Street (part 1)</i>
The World Around Us Discussion 6 Quiz #5	6	(POE) Ch. 32 Macroeconomic Policy Around the World (EOPI) Ch. 30 Globalization & the Wealth of America (EOPI) Ch. 31 The \$750,000 Steel Worker

Note: This syllabus was constructed as a tentative plan for how the course will proceed. A number of conditions and circumstances may arise which can alter the topics, schedule, activities, materials, etc. The faculty member reserves the option to make any changes as she deems necessary. Please note that I may not stick to this exact reading list. The checklist for each module will have the most current, accurate reading list. In the meantime, if you would like to read ahead, you may use the reading list above as a guide.

Class Expectations and Learning Atmosphere

1. All assignments can be found on our CANVAS course website. You will be able to see all upcoming assignments and readings.
2. Resources needed outside of those provided by the instructor: Amos Web Glossarama for economic terminologies and concept checking tests <http://www.amosweb.com/gls/>

Also, students are expected to utilize the BCC library periodical database ProQuest. The database is available online to everyone student registered in a BCC class.

3. This class is not intended to be simply a review of given textbooks. We are constructing our own investigation into understanding the basic concepts of economics. We will draw on the material from the text, but also on the instructor's experience, current examples from the various newspapers and magazines, and information provided by students. Chapters in the assigned texts should be read according to the schedule and indicates the order of the material and the timing of the exams (See CANVAS calendar for open times for quizzes, exams and assignment due dates).
4. Communication: CANVAS Inbox is how I will normally communicate with students outside of campus. If you send me an email to hjackson@bellevuecollege.edu, please be aware that there may be a delay in responding back to you. If you are not able to get online, you may call me at 425-564-5192
5. Attendance: Online participation in class is a significant component towards success in the course. Our daily online interactions are not meant to be just a review of the assigned readings but an opportunity for you to test out your understanding and practice what you are learning. Class assignments are to encourage both individual and peer to peer learning (this happens through Discussions). If you are not posting to Discussions, the whole class will miss your contribution to our learning community. Missed class assignments and discussions cannot be made up.
6. Missed Class Policy: If are not able to get online for 3 consecutive days, you are responsible for the material covered or missed. This means A) check with a fellow student B) check our class website and finally C)see instructor during her office hours or virtually if it isn't possible to meet in person. The expectations for an online class at BC is to be engaged with the course content and readings and online assignments at least 15 hours per week. You should plan on logging in at least 5 out of 7 days and do not let more than 48 hours go by without logging in. I send announcements regularly and update the class calendar but you are responsible for keeping track of your due dates/times as well.

Affirmation of Inclusion and College Anti-Discrimination Statement (Title IX)

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

College Anti-Discrimination Statement (Title IX) Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult College Anti-Discrimination Statements.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic

responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

Student Code

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct

at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact Autism Spectrum Navigators Email and phone number is on the web page. ASN is located in the Library Media Center in D125. The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is DRCatBC (NOTE: There is no @ sign...it is actually DRCatBC). Please visit our website at Disability Resource Center for application information into our program and other helpful links.

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>