

ECON 100: 5101- B904 OAS Introduction to Basic Economic Principles

SYLLABUS: Spring 2020

Online course with CANVAS



Instructor: Humaira Jackson Credits: 5

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

Office hour: virtual on Tuesdays or by appointment

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.

Novel Coronavirus COVID-19 Information

Spring classes will take place entirely online and start on April 8. Housing remains open. We want all students, staff, and faculty to remain healthy.

Although our class was always meant to, and continues to run, entirely online, I know that for many, your work/home lives have changed due to our current situation. I have altered my regular online class to include a few less topics, added a major relevant assignment (instead of a midterm and final exam) and have made all the due dates for assignments, discussions and quizzes follow a predictable schedule. What this means for you is more control of your timeline. However, due dates are still firm and we will follow the class calendar reading listed in this syllabus. If you find yourself unable to meet deadlines due to illness or you are a caregiver for someone who is ill, please reach out to me as early as possible. I would still like to know how you are doing so I am best able to help you succeed in the course.

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 recommend that you keep a copy of this syllabus 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, you will demonstrate economic thinking and approaches.**

This course covers issues from both micro and macroeconomics with a concentration on important social questions that are considered by economists. It is intended for those students who are **NOT** planning to major in economics, yet wish to improve their understanding of economic systems and their

outcomes. If you want to “try out” economics, it is also a great preparation for further studies at the 200 level. You will see the same topics again but will go more in depth into topics and models. You will be introduced to tools such as data gathering, current events review, discussions/debates and graphical literacy.

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 pursuit of “happiness”, thinking like an economist is a great tool to have at your disposal.

Learning Goals as defined by Bellevue College:

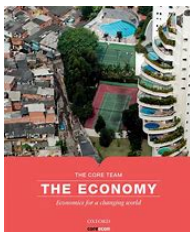
By the end of the quarter, in any section of Econ 100, successful students will be able to do the following:

- 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 meetings 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 quizzes and exam due dates.

Required Readings and Materials:



The Economy is CORE’s free, open access text for introductory undergraduate courses. Focusing on empirical data and real-world examples, it updates the curriculum to incorporate the best of modern economics research.

You can access the full text at: <https://www.core-econ.org/>



Naked Economics: Undressing the Dismal Science by Charles Wheelan. Available from the BC bookstore or most online retailers.

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. Daily access to newspapers and/or other sources of recent economic news*

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 quizzes. 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 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. I will be periodically sending an “inbox” message to you, if you have missed deadlines or are in danger of failing the class. It is your responsibility to check your own performance to date as well.

Late Policy and missed or incomplete quizzes or exams:

Due dates for quizzes, assignments and discussions are firm. You cannot complete a quiz after the due date/time has passed. **Students will earn 0 on a missed quiz.** For discussions, 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. Please note that I don’t allow you to make up discussions after they are closed/graded for the class. Discussions are your only space to collaborate/dialogue with students formally! By missing deadlines, your fellow students don’t have the opportunity to respond/read/reflect on your contribution.

Grading:

| Assessment Type | Percentage of Total Grade | Point Value |
|-------------------------------------|---------------------------|-------------|
| Discussions (8) | 30 % | 120 |
| Class project (Paper + infographic) | 45% | 180 |
| Quizzes (8) | 25% | 100 |
| TOTAL Possible | 100% | 400 |

Grading Scale:

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|----|------------|
| A | 93% (>372) |
| A- | 90% (>360) |
| B+ | 87% (>348) |
| B | 83% (>332) |
| B- | 80% (>320) |
| C+ | 77% (>308) |
| C | 73% (>292) |

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|----|------------------|
| C- | 70% (>280) |
| D | 60% (>240) |
| D+ | 67% (>268) |
| F | <60% (below 240) |

Assessment Details:

Class Paper/Project:

Students will select an area or sector within the U.S. or other economy and research, write and share what they have learned as both an infographic and term paper. The topic of this paper/project is *Covid-19 and where do we go from here? An economic study*. More information is available in CANVAS with interim requirements and due dates.

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. In your original post, **you are required to connect and integrate the discussion prompt to the course textbook readings or assigned web sources**. 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 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 and 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.

Discussions will be graded within fourteen days of when they are due. There are rubrics for discussions so please make sure you are following the rubric criteria so as to anticipate your grades. For the first discussion, I will be grading those immediately so as to provide you with ample feedback.

Quizzes

There will be 8 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 days up until the due date/time. 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 your required readings.

I expect you to do your own work in completing each quiz. Quizzes will be multiple choice format. You will not be successful in the quizzes unless you prepare to ensure your understanding of the material. Also, **your lowest or non-completed quiz will dropped** from your grade. This buffer provides you some flexibility as far as quizzes go.

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.

Course Outline and Reading

| MODULE | WEEK | DATE | Topics |
|--------------------------------------------------------------------------|-------|-------------------------------|----------------------------------------------------------------------------------------------------------|
| Getting Started | Day 1 | April 8 th started | |
| What is the Economic Way of Thinking? | 1 | Apr 9 th | Trade-offs, incentives, decision-making |
| Why are Some Nation's Rich and Other's Poor | 2 | Apr 20 th | Economic systems, measuring, growth, resources, role of institutions |
| Are Market's A Good Way of Organizing Economic Activity? | 3 | Apr 27 th | Demand and supply, consumers, firms, |
| Why Do Markets Sometimes Fail to Maximize Societal Welfare? | 4 | May 4 th | Externalities, public goods, market failures |
| Why the Healthcare industry is an information problem | 5 | May 11 th | Adverse selection, principal-agent problems, moral hazard, discrimination |
| Is How Economists Measure Well-being the Best Way? | 6 | May 18 th | GDP, unemployment, inflation, recessions, expansions, policies |
| Why Have Incomes Become More Unequal and What we can do about it? | 7 | May 25 th | Labor markets, productivity, gini coefficients, Lorenz curve, taxation and other redistribution measures |
| Is Globalization good for the U.S? Is it good for the rest of the world? | 8 | Jun 1 st | Comparative advantage, trade balance, capital flows, international organizations |

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| Final Projects | 9 | DUE: June 18 th , 2020 | |
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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.

Class Expectations and Learning Atmosphere

1. 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).
2. 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
3. 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

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 AntiDiscrimination Statements.

Reasons of Faith and Conscience

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event

you feel you are being discriminated against based on faith or conscious, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

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.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. . . . Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

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/>