

## Course Syllabus Guideline

I. College: Raj Soin College of Business  
Department of Economics

### II. Course Information

Course Title: Global Economic, Business, and Social Issues

Course Abbreviation and Number: EC 2900

Course Credit Hours; 3

Course Cross Listing(s) Abbreviation and Number: None

Check ("x") all that apply:

Wright State Core  Integrated Writing  Multicultural Competence  Service Learning

Laboratory Course  Ohio TAG (Transfer Assurance Guide)  Ohio Transfer Module

Others (specify) \_\_\_\_\_

### III. Course Registration

Prerequisites: None

Corequisites: None

Restrictions: None

### IV. Student Learning Outcomes

This course provides opportunities for students to meet the following University Learning Objectives:

c. This course will help students develop skills to evaluate and examine critically the complexity of human behavior and institutions through systematic analyses of global economic, business, and social issues.

d. This course will formulate and apply multiple approaches and perspectives to systematically analyze individual and institutional issues using social science methods of inquiry, including how economists develop economic theory and gather evidence to either support or disprove a theory.

e and f. This course will help students demonstrate an understanding of contemporary global economic, business, and social issues from ethical and multicultural dimensions.

This course meets each of the following learning outcomes for Element 5 of the Wright State Core:

a. Students will critically apply knowledge of social science theory and methods of inquiry to current issues and global concerns. The course will foster critical thinking skills and improve verbal and written communication skills through an informed understanding of the real world issues that shape the society in which we live. The course will help students recognize genuine controversies, decide which arguments can be settled, know which questions to ask and how to evaluate the answers, and be tolerant of and be able to intelligently and clearly discuss and debate diversity of opinions.

b. Students will be exposed to different schools of thought and examine the implications of these schools of thought for economic policy and the potential impacts of such on individual and societal well-being from local to global perspectives. Both positive and normative methods of economics will be employed in the evaluation of issues related to, but not limited to, business ethics, labor market discrimination, state and local development, poverty, global development, social vs private pension provisions and medical care, and environmental quality. Students will be required to explain and critique differences in positive compared to normative perspectives on such issues.

c. Students will explore issues that have given rise to much controversy, conflict, and diversity of opinion. Economic science, nor any other, is positioned to determine what is ethical, just, right or wrong. However, using positive economics, the discipline is positioned to catalog, under certain assumptions, the possible economic effects surrounding a large body of issues. In addition, using normative economics, pre and post judgements are relevant. Students will be required to take both paths in the evaluation of the selected economic issues.

This diversity is captured in the readings selected for this course. The readings provide students with the proper context and historical background, as well as opposing viewpoints, on specific problems and the issues surrounding solutions to those problems. Armed with this new knowledge, students are afforded the opportunity to improve their oral and written communication skills through structured in-class discussions, debates, and writing. As a result,

students are expected to develop stronger critical-thinking, oral communication, and written communication skills through an improved understanding of many of the economic, business, and societal issues that have historically affected, that currently affect, and that will that will continue to affect us and the world in which we live.

d. With knowledge of economics as a social science, the course is designed enable students to demonstrate an understanding of the issues and responsibilities of informed and engaged citizens in the workplace, at the voting booths, and as parents and family members.

This course meets each of the following learning outcomes for Element 3 of the Wright State Core:

a. The course is designed to increase knowledge and the ability to critically describe and evaluate economic issues as they exist and are addressed in different political, social, and economic systems, including doing so from an historical perspective and accounting for technological changes and their impacts around the world.

b. Students are required to recognize and demonstrate an awareness of how economic, business, and social issues and their consequences vary by ethnicity, race, disability, and age in American society and in comparison to much of the rest of the world.

c. The course focuses on political, social, economic, and historical knowledge to evaluate contemporary economic, business, and social issues from a globally integrated perspective.

For example, students would be required to examine from an historical and global perspective the extent of poverty, who lives in poverty by ethnicity, race, age, and gender, and the development or absence thereof of governmental programs and private philanthropy to assist the poor. Likewise, students would be required to demonstrate an understanding of different standard of living measurements and how standards of living vary throughout the world and the extent to which they have and have not changed over time and for different groups in society. The same would apply to environmental issues and how different groups in society and around the world are negatively affected by, for example, pollution as a by-product of production processes and the extent to which regulatory laws of some nations provide some protectionist measures.

## V. Suggested Course Materials

Swartz, Thomas R. and Frank Bonello., *Taking Sides: Clashing Views on Controversial Economic Issues*, 14th ed., 2010.

Clabaugh, Gary K. and Edward G. Rozycki, *Analyzing Controversy*, 4<sup>th</sup> ed., 2009.

Supplements:

Walden, Michael, *Economic Issues, Rhetoric and Reality*, 2006.

McCloskey, Deirdre, *Economical Writing*, 2<sup>nd</sup> ed., 2000.

Internet resources distributed to students via emails and online course materials.

## VI. Suggested Method of Instruction

Course can involve: Lecture, Discussion, Student Presentations, Distance Learning, and Web-Based Learning.

## VII. Suggested Evaluation and Policy

Evaluation can include: Tests, Quizzes, In-Class Writing, Out-of-Class Writing, Journals, Individual/Group and Projects.

Attendance Policy: instructor specific.

Example Evaluation:

Two Examinations	35%
Final Examination	15%
Three Quizzes	18%
Two In-Class Writing Assignments	10%
One Out-of-Class Paper Assignment	10%
Class Participation	12%

### VIII. Suggested Grading Policy

Final course letter grade can be based on a ten point scale or other scale as determined by the instructor.  
Writing requirements will be part of the grading policy.

### IX. Suggested Assignments

Week	Possible Topic(s)
1,2	Introduction The Basis for Controversy Analyzing Controversy
3	Global Comparisons of Free Enterprise and Business Ethics Issues Are Profits the Only Business of Business? Is Job Security Increasingly Insecure? Are Labor Unions Inconsistent With Good Business?
4,5	International Labor Markets and Workplace Issues Is "Comparable Worth" Worthless? Is the Right to Parental Leave Wrong? Minimum Wages?
6	State and Local Social Issues Should We House the Homeless? Do others? Do More Prisons Address Problems of Rising Crime? Does School Choice Increase Educational Efficiency and Equity?
7	Government's Role Around the World Is Government Too Big? What Basis for Government Activity? Is the Devolution of Federal Responsibilities A Panacea?
8,9	Income Distribution Issues: Are Some Nations More Equal than Others Are the Rich Richer and the Poor Poorer? Welfare Reform Ends Welfare As We Know It? Who Will Be Responsible For Addressing World Poverty? Where is the Middle Class?
10	The Global Economy and Economic Growth Issues Is Economic Growth Sustainable? Is Increased Productivity the Real Answer to Economic Growth? What Role Will Information Technology Continue to Play in Economic Growth? Different Standards for Developing Countries?
11	Intergenerational Issues Would Privatization Secure Social Security? Are Some Nations Friendlier than Others? Who Bears the Burden of the National Debt?
12,13	Global Business Issues Should Domestic Industries Be Protected From Foreign Competition? Why Provide Aid for Trade-Related Dislocation? Are Recessions and Depressions Unavoidable?
14	Environmental Issues Does Global Warming Require Increased Government Action? Should Pollution Be Put to the Market Test? Is Solar and Wind Economical? More Tax Credits?

### Writing Across the Curriculum Program

Global Economic, Business, and Social Issues is an Integrated Writing course serving the Writing Across the Curriculum Program goals:

- To help students grow as writers,
- To encourage students to use writing as a tool to discover and communicate ideas, and
- To introduce students to discipline-specific ways of writing.

The course is designed to help students use writing as a learning tool and produce writing that demonstrates their ability to communicate effectively an understanding of the importance of economic, business, and social issues that have affected us in the past, that affect the present world in which we live, and how both the past and present have an impact on the future. To that end, students are expected to produce writing that

- Demonstrates their understanding of course content,
- Is appropriate for the audience and purpose of a particular writing task,
- Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and
- Shows competency in standard edited American English.

### Multicultural Competence

Global Economic, Business, and Social Issues is a Multicultural Competence course and is designed to help students learn how to

- a. Demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world
- b. Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity
- c. Demonstrate an understanding of contemporary social or ethical issues related to diversity
- d. Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories.

---

This is a sample course syllabus guideline. Course materials, method of instruction, evaluation and policy, grading policy, assignments, and other course matters can differ by specific course sections and individual professors. Additional information can be obtained by contacting the appropriate college and department.