

MASTER SYLLABUS

1. Course Information

College: Raj Soin College of Business
Department: Economics
Course Title: Economic, Business, and Social Issues
Course Designation and Number: EC 290
GE Areas: III. Human Behavior: Economics
VI. College Component

Writing Intensive: _Yes _No

For WI Courses: _All sections _Selected Sections are WI.

Method(s) of Instruction: _Lecture
_Discussion
_Web-enhanced (option of instructor)
_Web-only
_Other (e.g., student group assignments; option of instructor)

Includes Lab: _Yes _No

Prerequisites: None

2. Objectives

GE Program Objectives:

1. Develop skills and knowledge that will form the basis for life-long learning.
2. Sharpen critical thinking, problem solving, and communication skills.
3. Learn about the ethical and social dimensions of human experience.
4. Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

GE Area Objectives:

Area III. Human Behavior

1. Help students develop the skills to examine critically the complexity of human behavior and institutions through systematic analysis.
2. Use multiple approaches and perspectives to systematically analyze complex individual and institutional issues.

Area VI. College Component

Link general education to the major and make more apparent the applicability and transferability of general competencies to specialized study.

Course Objectives and GE Learning Outcomes:

The objective of Economic, Business, and Social Issues is to foster critical thinking skills and improve verbal and written communication skills through an informed understanding of the real world economic, business, and social issues that shape the world in which we live. The course is designed to help students recognize genuine controversies, know which questions to ask and how to evaluate the answers, and be tolerant of and be able to intelligently and clearly evaluate a diversity of opinions concerning issues related to, but not limited to, business ethics, labor market discrimination, state and local development, poverty, global development, and environmental quality.

Area III. Human Behavior Learning Outcomes

Learn multiple approaches and perspectives in systematically analyzing complex behavior of individuals and institutions.

Area VI. College Component Learning Outcomes

1. Be able to communicate with individuals who are in the student's major, in allied fields, and non-specialists.
2. Understand important relationships and interdependencies between the student's major and other academic disciplines and world events.

Writing Across the Curriculum Objectives:

1. To improve students' writing proficiency -- their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
2. To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
3. To demonstrate for students the ways in which writing is integral to the learning and conveying of knowledge.

Writing assignments will total approximately 1500 words or more and be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). All the writing will count as part of students' performance in the course.

3. Suggested Course Materials

Sample Texts:

Taking Sides: Clashing Views on Controversial Economic Issues, Thomas R. Swartz and Frank Bonello, McGraw-Hill.
Leading Economic Controversies, Edwin Mansfield (editor), W.W. Norton.
Economics of Social Issues, Ansel M. Sharp, Charles A. Register, and Paul W. Grimes, McGraw-Hill.
Issues in Economics Today, Robert C. Guell, McGraw-Hill.
The Economics of Public Issues, Roger LeRoy Miller, Daniel K. Benjamin, and Douglass C. North, Addison Wesley.
Economical Writing, Deirdre N. McCloskey, Waveland.

Sample Internet Resources (websites for agencies and organizations):

United States Bureau of Labor Statistics
United States Bureau of the Census
United States Environmental Protection Agency
Board of Governors of the Federal Reserve System
United States International Monetary Fund
United States International Trade Commission
World Bank
Organization for Economic Co-operation and Development
Energy Information Administration
Social Security Administration
Internet Resources for Institutional Research
Urban Institute
Brookings Institute
Economic Policy Institute
Heritage Foundation
Tax Foundation
Center for National Priorities

4. Suggested Methods of Evaluation

Student Evaluation and Performance will be based on selected combinations of:
Examinations

Quizzes
Class Discussion
Group Projects
Attendance
Writing Assignments

Writing assignments are required and will total approximately 1500 words or more. Writing assignments will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). Writing assignments may be in-class, out-of-class, or a mixture of the two. All the writing will count as part of students' performance in the course.

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1:	Analyzing Controversy, Positive Economics, and Normative Economics
Week 2:	Free Enterprise and Business Ethics Issues
Week 3:	Labor Market Discrimination and Workplace Issues
Week 4:	State and Local Social, Economic Development, and Finance Issues
Week 5:	Issues of the Government's Role in Society
Week 6:	Issues of Income Distribution, Poverty, and Programs to Assist the Poor
Week 7:	Economic Growth and Technology Issues
Week 8:	Intergenerational Transfers, Social Security, and National Debt Issues
Week 9:	Global Business and Trade Issues
Week 10:	Environmental Issues
Week 11:	Final Examination Week: an examination or other culminating class experience.

Assignments related to methods of evaluation, including quizzes, tests, writing assignments, etc. will be appropriately distributed throughout the quarter. The schedule of examinations, papers, or other components of the grade will give students feedback and allow them to make informed judgments about their progress prior to the end of the fifth week of the quarter. A comprehensive examination cannot be given during the tenth week of the quarter.

7. Other

Syllabuses distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy