

## General Education Course Proposal

Proposed Course: ECON 0025 INTRO TO ECON Units 3  
Prefix No. Title

Department: ECONOMICS School: SOCIAL SCIENCES

**GE Category (Indicate one category only):**

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
 Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_\_\_; D X; E\_\_\_  
 Integration: B\_\_\_; C\_\_\_; D\_\_\_; International/Multicultural\_\_\_

Existing Course X; Revised Course\_\_\_; New Course\_\_\_

Course Included in Current GE Program YES

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

A survey of the development of economic ideas and theories in the context of economic history. Analysis of major economic thinkers. An introduction to contemporary economic issues and policy controversies. Does not count toward the major in economics. General Education, BREADTH, Area D.


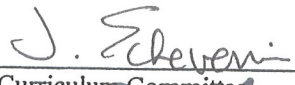

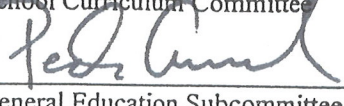
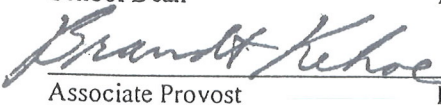
Enrollment limit per section: 40

Expected number of sections per semester – Year 1 3-4; Year 3 3-5

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

|   |                         |  |                         |
|---|-------------------------|--|-------------------------|
|  | <u>3/12/98</u><br>Date  |  | <u>3/18/98</u><br>Date  |
| <small>Department Chair</small>   |                         | <small>School Curriculum Committee</small>   |                         |
|  | <u>3/26/98</u><br>Date  |  | <u>12/15/98</u><br>Date |
| <small>School Dean</small>  |                         | <small>General Education Subcommittee</small>  |                         |
|   | <u>12/22/98</u><br>Date |  |                         |
| <small>Associate Provost</small>  |                         |  |                         |

1/14/98

## **ATTACHMENT 2**

### **GENERAL COURSE SYLLABUS: A Statement of Elements Common to all Sections of Course**

**CALIFORNIA STATE UNIVERSITY  
FRESNO**

#### **ECONOMICS 25: INTRODUCTION TO ECONOMICS**

**3 Semester Units**

#### **COURSE DESCRIPTION**

A survey of the development of economic ideas and theories in the context of economic history. Analysis of major economic thinkers and the context in which their ideas were created. An introduction to contemporary economic issues and policy controversies. Does not count toward the major in economics. General Education, BREADTH, Area D.

#### **COURSE OBJECTIVES**

##### **Common Objectives**

This is a broad survey course designed to provide students with a mastery of major economic ideas. Emphasis will be placed on the origins of such ideas, the historical and sociopolitical context in which such ideas emerged and were theoretically formulated.

It is also designed to provide familiarity with basic economic forces, including market forces, and institutions which govern, facilitate and regulate such forces.

Students will also be introduced to contemporary economic issues and policy controversies and initiatives. In this context students will learn the analytical meaning of the technical terminology of the discipline of economics, including quantitative terminology and concepts and their precise utilization.

#### **PREREQUISITES**

None

#### **GRADING POLICY**

The Instructor will determine the relative weights of the assignments and tests, as well as the weights assigned for matters of attendance and class participation. Specific course syllabi will state these weights clearly.

All instructors will keep accurate and timely records of grades received. Grades will be based on an A-F scale, with the instructor to determine whether a curve will establish the grades, or pre-set points, or some other basis. The syllabi will reflect clearly the method by which semester grades will be determined. CR/NC grades may be administered when such a grading method has been authorized through University procedures.

## ATTENDANCE

Attendance policy is to be determined by the instructor. Attendance policy and all penalties relating to missed classes will be clearly stated on specific course syllabi.

## TEXTS AND READINGS

Specific texts will be determined by the course instructor. Such determination may include consultation with the Departmental Chair and/or the appropriate Departmental Committee.

Readings and assignments will be designed to commit students to no more than an average of two hours of independent preparation for each hour of formal lecture.

## REQUIRED TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Representative texts are to be utilized in this course. Such texts might include, but will not be limited to:

Robert Heilbroner, The Worldly Philosophers

Daniel Fusfeld, The Age of the Economist

E. Ray Canterbery, The Literate Economist

Robert Heilbroner, The Making of Economic Society

Tom Riddell et.al., Economics: A Tool for Critically Understanding Society

Jeffery Cohen, Politics and Economic Policy in the United States

Thomas Swartz and Frank Bonello, Taking Sides: Clashing Views on Controversial Economic Issues

## SUMMARY OUTLINE OF THE COURSE

### Common Content

The course may follow a schematic outline, which may include:

- I. The Breakdown of Feudalism
- II. The Free Market Principles of Adam Smith
- III. The Industrial Revolution in England
- IV. The Free Trade Principles of David Ricardo
- V. Malthus: The Dark Side of the Industrial Age
- VI. Labor and Capital: Social Policy Under Capitalism
- VII. The Rise of the Trust and the Supercorporation in the U.S.

- VIII. Veblen and American Capitalism
- IX. The Great Depression
- X. Joseph Schumpeter: The Business Cycle, Technology and Secular Trends
- XI. The Keynesian Revolution
- XII. The Supply-Side, Monetarist Counter-Revolution
- XIII. Contested Terrain: Clashing Contemporary Views  
[possible issues]
  - A. The Minimum Wage: Abolish v. Increase
  - B. The Balanced Budget: Necessary v. Irrelevant
  - C. Free Trade or Managed Trade or Fair Trade
  - D. Welfare to Workfair?
  - E. NAFTA: Escalator Up or Down?

### ALLOCATION OF COURSE TIME, AND EMPHASIS

Approximately 5 weeks of instruction and reading will be devoted to the history of economic ideas and theories. Approximately 5 weeks of the course will be devoted to economic history. Items I-XII, above, consequently will be the main focus of the course in the first 10 weeks of the semester. Item XIII will involve specific topics due to the evolutionary nature of policy issues and theoretical controversies. Completion of Item XIII will be the focus of the last 5 weeks of the semester. The first 10 weeks will provide the students will sufficient background and sophistication to enable them to constructively engage the controversies to be found in the discipline of economics.

In determination of the allocation of time devoted to topics, reasonable latitude, based upon professional interest, inclination, specialization and theoretical orientation, will be allowed.

### COURSE CALENDAR: Exams and Assignments and Writing Requirement

The instructor will determine the frequency and nature of exams, and all other assignments. The course outline will clearly reflect the relative weights of each assignment, and the grading criteria and grading scale.

#### **Frequency of exams, assignments**

There will be a minimum of three in-class exams, including the Final exam, administered according to the Final Exam Schedule.

#### **Writing**

Exams will include in-class writing of either essay questions or short-answer questions. Such writing will constitute a significant portion of all in-class exams.

A minimum of 2,000 words of writing will be required for this course.

#### **Quizzes, homework, etc**

Additional exams, quizzes, graded out-of-class assignments, homework, etc. may be assigned by the instructor.

#### **Exam dates**

Approximate dates for all exams and assignments will be included on the specific syllabus.

#### **Writing assignments**

A brief description of any writing assignment, paper or other such assignment will be included in the specific course syllabus.

### **ADMINISTRATIVE MATTERS**

The specific outline will clearly state policies regarding make-up exams, late papers, missed assignments, etc.

### **STUDENTS WITH DISABILITIES**

All students with disabilities will receive every reasonable accommodation to facilitate their learning and testing evaluation. They will be instructed to discuss their needs with the instructor during the first week of class.

### **PLAGIARISM, CHEATING, CLASS CONDUCT**

All instructors will either directly refer students to University policy in the Catalog and Schedule of Courses or state University policy regarding such matters in their course syllabus.

### **FEEES**

Normally, there will be no student fees for this course.

### Attachment 3

Econ 25  
Introduction to Economics  
Dr Aaron Tesfaye

Spring 1998  
Office San Ramon 2, Rm. 30  
MWF, Hrs 1-2pm, phone 2513  
or by Appointment

---

#### Description and Syllabus

##### Objective

This is an introductory course in the development of economic ideas and theories in the context of economic history. The purpose of this course is to gain greater understanding of the concerns of early economists as well as modern ones, the evolution of economic society and changes in market structure. Second, the course will explore factors leading to the new international economy and the rise of the global factory. The course is intended to provide insight and understanding of economic history, market society, as well as appreciation of a variety of view points, arguments, over economic issues that challenge contemporary U.S. society.

**Readings:** The readings will be from the following texts available at the CSUF bookstore.

Robert Heilbroner, The Worldly Philosophers (Simon and Schuster, New York, any edition)

Robert Heilbroner, The Making of Economic Society (Prentice Hall, N.J., 10th edition,)

Thomas R. Swartz and Frank J. Bonello, Taking Sides: Clashing view of Controversial Economic Issues, (Mcgraw Hill, 1998)

##### Assignments:

There are three formal assignments for this course:

1. Read assigned Chapters before coming to class.
2. Be prepared to take three (3) quizzes during the term.
3. Be prepared to take two (2) Midterm and one (1) Final Examination

Note: for further information on Quiz Tests, Mid-term and Final Examination see Study Guide. (attached.)

## **Grading and Class Behavior Policy**

### **Grading:**

Quizzes: Each of the Quizzes are fifteen (15) minutes long and involve multiple choice and issue or concept definition questions. The quizzes are administered approximately two weeks before mid terms and final examination. Each Quiz is worth 10% (a total of 30%) of your final grade.

Midterm Examinations: there will two Midterm Examinations (lasting 50 minutes) : each exam is worth 20% (a total of 40%) of your final grade. The midterm will involve multiple choice and essay questions.

Final Examination: there will be a final examination lasting (2) hour on the assigned date. The Final Examination is worth 30% of your final grade. The examination involves essay questions.

Note: The instructor reserves the right to reschedule any or all quizzes and examination dates, except the Final Exam., which will occur during the assigned time. (see Course Schedule)

### **Attendance & Classroom Behavior:**

Attendance is mandatory. The instructor will call upon students, during class time, to offer their opinions, on concepts/issues of the assigned readings. Three (3) absences will lower your final grade by 10%. More than three will lower your score by twenty five (25%). There will be no make up exams.

1. Classroom Behavior: Learning involves cooperation, participation and cordiality to each other. The instructor expects students to be on time and to refrain from eating or drinking during instruction.

2. Disabled Students: Per university policy, instructor will facilitate Quiz or Examinations to disabled students. (please see instructor)

## Syllabus

|                                   |   |
|-----------------------------------|---|
| January 26, 28, 30<br>ξ ±         | Introduction to the Study of Economics<br><br>1. Introduction<br>2. The Economic Problem<br>Readings: Heilbroner, <u>Worldly Philosophers</u> , Intro & Chap. 1.<br>Heilbroner, <u>The Making of Econ. Society</u> , Chap. 1.   |
| February 2, 4, 6                  | The Pre-Market Economy<br><br>1. Pre-Market Economic Organization<br>2. Economic Organization of the Middle Ages<br>Readings: Heilbroner, <u>Worldly Philosophers</u> , Chap. 2.<br>Heilbroner, <u>The Making of Econ. Society</u> , Chap. 2.                               |
| February 9, 11, 13<br>Feb 13 Quiz | The Economic Revolution<br><br>1. Forces of Change<br>2. Adam Smith & the Invention of Economics<br>3. The Predictions of Malthus & Ricardo<br>Readings: Heilbroner, <u>Worldly Philosophers</u> , Chap. 3, 4.<br>Heilbroner, <u>The Making of Econ. Society</u> , Chap. 3. |
| February 18, 20, 23               | Early Capitalism and Social Justice<br><br>1. The Rise of the Factory and Conditions of Labor<br>2. The Vision of the Utopian Socialists<br>Readings: Heilbroner, <u>Worldly Philosophers</u> , Chap. 5.<br>Heilbroner, <u>The Making of Econ. Society</u> , Chap. 4.       |
| February 25,                      | <b>First Midterm Examination</b>  |
| February 27,<br>March 2, 4        | Early Capitalism and Social Justice (continued)<br><br>1. Karl Marx and Capitalism<br>2. Colonialism and Imperialism<br>Readings: Heilbroner, <u>Worldly Philosophers</u> , Chap. 6, 7  |



- March 6, 9, 11      Capital, Technology & the Industrial Revolution
1. Capital and Technology
  2. Mass Production & Conspicuous Consumption
  4. The Rise of Big Business & Change in Market Structure
- Readings: Heilbroner, Worldly Philosophers, Chap. 8  
Heilbroner, The Making of Econ. Society, Chap. 5.
- March 13, 16, 18      The Great Depression
1. The Stock Market Boom and the Great Crash
  2. Causes of the Depression
- Readings: Heilbroner, Worldly Philosophers, Chap. 9.  
Heilbroner, The Making of Econ. Society, Chap. 6.
- March 20  
**Quiz**      The Great Depression (continued)
- March 23, 25, 27      The Evolution of Guided Capitalism
1. Governing the Market and the New Deal
  2. The Rise of the Public Sector
  3. Monetary and Fiscal Policy
- Readings: Heilbroner, Worldly Philosophers, Chap. 10,  
Heilbroner, The Making of Econ. Society, Chap. 7,
- March 30      **Second Midterm Examination**
- April 1, 3,      The Reconstruction of European Capitalism
1. The Marshall Plan & Recovery of European Capitalism
  2. The Rise of Corporatism
- Readings: Heilbroner, Worldly Philosophers, Chap. 11.  
Heilbroner, The Making of Econ. Society, Chap. 8.
- April 13, 15, 17      The Zenith of Capitalism & Decline
1. Structural Changes in American Capitalism
  2. World Prosperity, Decline and Dilemmas
  3. Slow Growth and Greater Inequality
- Readings: Heilbroner, The Making of Econ. Society, Chap. 9, 10

April 20, May 1  
Quiz (May 1)

The New International Economy

1. The Emergence of Globalization
2. Globalization, Crisis and Mass Poverty
3. Capitalism, Socialism and the Future

Readings: Heilbroner, The Making of Econ. Society, Chap. 11, 12

May 4

Taking Sides: Microeconomic Issues

1. Are Profits the Only Business of Business?
2. Do Rent Controls Cause Homelessness?

Readings: Swartz & Bonello, Taking Sides, Issues 1, 5

May 8

Microeconomic Issues (continued)

1. Is Managed Competition the Cure for Health Care?
2. Are Prisons the answer to America's Crime Rate?

Readings: Swartz and Bonello, Taking Sides, Issues 6, 7.

May 11

Taking Sides: Macroeconomic Issues:

1. Would Adopting Wisconsin's Welfare Reform End Welfare?
2. Should the U.S. Protect Domestic Industries from Competition?

Readings: Swartz and Bonello, Taking Sides, Issues 14, 15

May 13 ,

Macroeconomic issues (continued)

1. Has the North American Free Trade Agreement been a Success?
2. Does Free Trade Make the Poor Poorer?

Readings: Swartz & Bonello, Taking Sides, Issues 19, 16

### **Final Examination**

Note:

0910-1000 class On **May 18**, 1998 8:45am-10:45am

1010-1100 class On **May 20**, 1998 11:00am-1:00pm

**Study Guide Econ 25  
For Quiz, Mid Term and Final Exam**

All questions on the quizzes and examinations will be based from the study guide. The better you know the guide the better you should do on the examination.

1. Be able to define each of the following terms and be able to explain its significance with an example.

|                         |                                 |                       |
|-------------------------|---------------------------------|-----------------------|
| Labor                   | Value                           | Commodities           |
| Supply and Demand       | "Command"                       | Laissez-Faire         |
| Invisible Hand          | Division of Labor               | Capital               |
| Accumulation of Capital | Guilds                          | Diminishing Returns   |
| Usury                   | Monetization                    | Enclosures            |
| Profit Motive           | Entrepreneurs                   | Specialization        |
| Consumption             | Investment                      | Industrial Revolution |
| Factors of Production   | Capital Intensive               | Surplus               |
| Scarcity                | Social Surplus                  | Feudalism             |
| Utopian Socialists      | Compulsory Saving               | Labor Theory          |
| Elasticity              | Classless Society               | Terms of Trade        |
| Utilitarianism          | Mode of Production              | Colonialism           |
| The Protestant Ethic    | Wage Labor                      | Entrepreneur          |
| Industrial Revolution   | Urbanization                    | Profit Motive         |
| Capital Concentration   | Class Structure                 | Communism             |
| Value Theory            | Capitalism                      | Socialism             |
| Mercantilism            | Dictatorship of the Proletariat |                       |
| Dialectical Materialism | Industrial Reserve Army         | Abstract Labor        |
| Industrial Reserve Army | Imperialism                     | Human Capital         |
| The Great Depression    | Robber Barons                   | Conglomerates         |
| Conspicuous Consumption | The New Deal                    | Free Trade            |
| Alienation              | Mass Production                 | Economics of Scale    |
| Economics of Scale      | Trust                           | Sherman Act           |
| Merger                  | Anti-trust                      | Oligopoly             |
| Consumer Sovereignty    | National income                 | Capital Formation     |
| Fiscal Policy           | Guided Capitalism               | Common Market         |
| Corporate Capitalism    | MNC's                           | Underdevelopment      |
| Trade Gap               | Trade Policy                    | Industrial Policy     |
| Marshall Plan           | Monetary Policy                 | Fiscal Policy         |
| Multiplier Effect       | GATT                            | Bretton Woods         |
| "Oilshock"              | Globalization                   | Downsizing            |
| Managed Capitalism      | Interdependence                 |                       |

2. Know the Following:

- Know Adam Smith's theory of factors that led to the creation of wealth.
- Know Adam Smith's theory of the fundamental measure of value.
- know what Adam Smith meant by "the invisible hand."
- Know what Adam Smith meant by the Division of Labor
- Know the basic outline of the theory of Malthus. Was it relevant? if yes, why? if not, why not?
- Know David Ricardo's main concern, and contribution, to economics. How did he differ from Adam Smith?
- Know the theories of the Utopian Socialists (Robert Owen and Saint-Simon) and their "solution" to economic organization of society
- Know John Stuart Mill's contribution regarding the concentration of capital. Was Mills correct in his assessment? If yes, Why? If not, why not?
- Know Karl Marx's Theory of Labor Value, Class Struggle. Know his theory of Capitalism, Socialism and Communism. Are Marx's theories valid in today's globalized economy?
- Know the factors that led to the Industrial Revolution
- Know the repercussion of the Industrial Revolution in terms of: Capital, the rise of the factory, industrial entrepreneur, working conditions and implications for social justice.
- Know (argue) whether or not the process of Industrial Revolution raised standard of living for the masses. If yes? How? if not, why not?
- Know the reasons why, according to Hobson, Savings (capital accumulation), was bad? Was he right? if yes, why? If not, why not.
- Know what is meant by Colonialism and Imperialism and their differences
- Know the factors that led to the Great Depression.
- Know the General Theory of Keynesian Economic Policy. What were his main contributions?

- Know about Guided Capitalism and how the Great Depression was solved in the U.S.
  - Know the factors that led to the New Deal and Agricultural Regulation and Anti-Trust Laws in the U.S.
  - Know about the reasons behind the Marshall Plan in Europe after World War II.
  - Know about Thorstein Veblen and his theory of Conspicuous Consumption.
  - Know how and why the European Common Market was formed.
  - Know about the Theory of Free Trade and Protectionism. Does Free Trade benefit some nations? If yes, Which nations? Why? if not. Why not?
  - Know what is meant by "managed" trade policy.
  - Know about the New International Economy and International Production. Is interdependence good? or bad? if yes, why? if not, Why not?
  - Know the basic causes of unemployment. Is unemployment a permanent feature of Capitalism?
  - Know some key issues involving the collaboration of Capitalism and Technology and implications for employment, unemployment, and under-employment.
  - Know about the impact of Technology in terms of urbanization, alienation, distribution of labor force.
  - Know the factors leading to Industrial unionism and mass production. Why are unions weak in the 1990's.
  - Know the difference between Oligopoly and Monopoly and the difference Oligopoly makes in the market place.
- Know the differences between Trust and Ant-trust. Discuss an example of each concept.
- Know some issues involving Third World Poverty and Underdevelopment. Is mass poverty a permanent feature of the Third World?
  - Know the root causes behind the international debt problem. Is the Third World condemned to debt? If yes, Why? If not, Why not?
  - Know the key differences between Capitalism and Socialism: In terms of production and ownership of the factors of production.