

General Education Course Proposal

Proposed Course: ECON 167 CONTEMPORARY SOCIOECONOMIC CHALLENGES 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___; E___
Integration: B___; C___; D X; International/Multicultural___

Existing Course___; Revised Course___; New Course X

Course Included in Current GE Program___

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)

IN DEPTH ANALYSIS AND DISCUSSION OF MAJOR SOCIO-ECONOMIC CHALLENGES CURRENTLY FACING THE U.S. EMPHASIS ON UNDERSTANDING BASIC ECONOMIC UNDERPINNINGS OF CONTEMPORARY ANALYSIS OF CONFLICTING ECONOMIC SOCIAL, POLITICAL AND HISTORICAL FORCES LEADING TO DIFFICULT RESOLUTION IN A COMPLEX SOCIETY.

PREREQUISITE: NONE

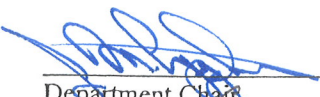
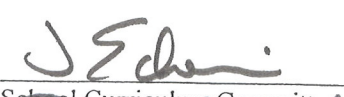
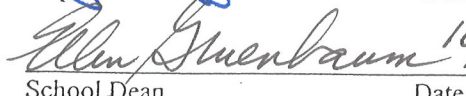
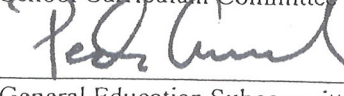

Enrollment limit per section: 25-30

Expected number of sections per semester – Year 1 1; Year 3 2-3

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

 Department Chair	<u>9/21/98</u> Date	 School Curricular Committee	<u>10/6/98</u> Date
 School Dean	<u>10/6/98</u> Date	 General Education Subcommittee	<u>12/15/98</u> Date
 Associate Provost	<u>12/22/98</u> Date		

Possible topics to be discussed in any one semester:

Topics included will be chosen from the following list. Actual list of topics addressed in any one semester may vary depending on instructor as well as actual current events in the U.S. List of topics may be revised to reflect on-going developments. If more than one instructor is involved in any semester, the same list of topics and readings will be agreed upon by all.

Possible topics: (in alphabetical order)

- 1) Crime
- 2) Discrimination
- 3) Economic instability
- 4) Education, worker productivity and employment
- 5) The environment
- 6) Health Care
- 7) Low income housing and homelessness
- 8) Poverty, income and wealth distribution
- 9) Social Security, welfare, the minimum wage and other income support programs
- 10) Socioeconomic impact of US military policies
- 11) Unemployment

Possible Texts and Readings:

Information still being gathered, but these texts at least look appropriate--

Dowd, Douglas. Against the Conventional Wisdom: A Primer for Current Economic Controversies and Proposals. Westview Press, 1997. Paper.

Edgmand, Moomaw & Olson. Economics and Contemporary Issues, 4th ed. Dryden Press, 1998. Paper.

Sharp, et. al. Economics of Social Issues, 13th ed. Irwin/McGraw -Hill, 1997.

In addition, the following periodical publications regularly carry articles on current issues which are well-researched and readable by undergraduates. Many are accessible on the world wide web. This is only a partial list of possible sources.

Challenge

Dollars and Sense

The Journal of Economic Issues

The Journal of Economic Perspectives

The Los Angeles Times

Monthly Labor Review

The New York Times

Papers and Proceedings, Annual Meeting of the American Economic Ass'n.
(American Economic Review, May issue)

Assignments:

1. Each student will, by the end of the course, have completed 4 different writing assignments:

- (i) a 1000 word summary of major economic and non-economic forces associated with the existence of a challenge for the U.S. economy [one topic];
- (ii) a 1000 word analysis of a proposed solution to a challenge [different topic];
- and (iii) two 1000 word position papers on how a challenge could be best addressed--one on each side of a debate [other two topics].

All papers will be returned to students with feedback on writing. They will also be graded based on criteria linked to the success of accomplishing the goals of the assignment and the quality of the content.

2. Students will be expected to contribute to class discussion of issues. In addition, each student will participate in two debates on issues: once on each side of a stated proposal for a solution to a challenge.

3. There will be a final exam. Day, date, time, place.

Grading:

Course grades will be determined on the basis of the 4 written papers, participation in discussions and debates, and the final exam.

Weights for each are:	Paper 1	%	
	Paper 2	%	
	Paper 3	%	To be filled in by
	Paper 4	%	
	Participation	%	individual instructor.
	Debates	%	
	Attendance	%	
	Final exam	%	

Plus--Required notes on plaigarism & cheating; accomodation for students with disabilities; other matters which individual instructor wishes to include.

Attachment 3: Typical Syllabus (proposed; in progress)

Department of Economics
ECON 167 Contemporary Socioeconomic Challenges 3 units.
Fall 1999 **Course Information** **Dr. Shaffer**

Instructor: Dr. Linda J. Shaffer **Email address:** lindas@csufresno.edu
Offices: Mine: PB 322; department office: PB 393
Office hours: Dr. Shaffer's F'99 office hours
Phones: My office phone: 278-4936; department phone number: 278-3916

Course objectives:

To introduce students to the use of basic economic concepts and analysis in connection with some major domestic challenges in the U.S. By the end of the course, students should have a clearer understanding of how economic forces are associated with these challenges. They should also see how social, cultural, political, and historical influences make it difficult to agree on solutions to economic problems in a democratic society. Students should be able to carry on an intelligent discussion, with appreciation for opposing points of view, of issues associated with these challenges.

Challenges addressed this semester are: poverty, income and wealth distribution; low income housing and homelessness; education, worker productivity and employment; and the environment.

Prerequisite: Completion of lower division area D requirements.

Required Text and Readings: (Available at the Kennel Bookstore.)

- 1) Dowd, Douglas. Against the Conventional Wisdom: A Primer for Current Economic Controversies and Proposals. Westview Press, 1997. Paper.
- 2) Packet of readings for course.

Assignments:

1. Each student will, by the end of the course, have completed 4 different writing assignments:

- (i) a 1000 word summary of major economic and non-economic forces associated with the existence of a challenge for the U.S. economy [one topic];
 - (ii) a 1000 word analysis of a proposed solution to a challenge [different topic];
- and (iii) two 1000 word position papers on how a challenge could be best addressed [remaining two topics].

All papers will be returned to students with constructive feedback on writing. They will also be graded based on criteria linked to the success of accomplishing the goals of the assignment and the quality of the content. Specific requirements and due dates for each assignment, as well as criteria for grading will be given to students in a separate handout.

2. Students will be expected to contribute to class discussion of issues. In addition, each student will participate in two debates on issues. Written assignments will be designed to help prepare students for this role in the class.

Course organization:

Weeks	Topic	Readings
1-4	<u>Topic 1 -- Poverty, income and wealth distribution</u> a) definitions; historical background & trends; current information [Student group A does expository writing assignment] b) basic economic concepts needed to discuss income distribution c) solutions: progressive taxes; minimum wage laws; private charity; other? [Student group B does analytic writing assignment] d) discussion and debate of opposing viewpoints [Student group C writes in support of an approach; Student group D writes in opposition to that approach] e) summary; connection to next issue	Dowd, Chs. 1 & 5 Selections from packet
5-8	<u>Topic 2 -- Low income housing and homelessness</u> a) through e) as above. Group B does expository assignment; Group C does analytic assignment; Group D writes in support of approach 1; Group A writes in support of approach 2.	Selections from packet.
9-12	<u>Topic 3 -- Education, worker productivity and employment</u> a) through e) as above. Group C does expository assignment; Group D does analytic assignment; Group A writes in support of approach 1; Group B writes in support of approach 2.	Dowd, Chs. 4 & 7 plus selections from packet
13-15	<u>Topic 4 -- The environment</u> a) through e) as above. Group D does expository assignment; Group A does analytic assignment; Group B writes in support of approach 1; Group C writes in support of approach 2.	Dowd, Ch. 8 plus selections from packet
16	Final examination	Date, time, place.

Grading: Course grades will be determined on the basis of the 4 written papers, participation in discussions and debates, and the final exam.

Weights for each are: Expository and analytic assignments, 10% each (20%)
 Two opinion assignments, 20% each
 Participation, 10%; Debates, 10%
 Final exam, 20%