Email: jhamilton@jjay.cuny.edu

Feedback and Response Time
I will do my best to answer emails within 24 hours. Graded assignments may take up to a week for grading and comments. You have a right to helpful feedback on written assignments. If you feel that you have not received sufficient feedback, then email me and ask for more. If you can, be specific in your request for more feedback. The purpose to feedback is to help you improve your work.

Economics Department: 646-557-4835 https://www.jjay.cuny.edu/department-economics

Course Description
This course is a guide to economic literacy, capitalism and the global economy in the 21st century. Students will learn and use economic tools of analysis to explore a variety of social phenomena. Real world examples will be used to study microeconomics, macroeconomics and political economy issues from alternative theoretical perspectives.

Professor Hamilton’s Goals (in descending order of importance):
Students enjoy learning about economics – that means having “fun.”
Student’s become better citizens and community members by gaining “Economic Literacy.”
Convince some students to enroll in the Economics Major.

Learning Outcomes (LOs)
This course serves as General Education Requirement in CUNY’s Pathway Flexible Common Core: Individual and Society. All Individual & Society courses share three Learning Outcomes and each course must deliver on three of five additional learning outcomes.

Learning Outcomes Across all Individual & Society Courses:
LO1 Gather, interpret, and assess information from a variety of sources and points of view. Introduction to Economics and Global Capitalism will enable students achieve this learning outcome by requiring students to analyze current and historical events by gathering, interpreting and assessing newspapers articles, empirical data, and textual evidence.

LO2 Evaluate evidence and arguments critically or analytically. Introduction to Economics and Global Capitalism will enable students achieve this learning outcome by critically analyzing current and historical events from multiple perspectives.
LO3 Produce well-reasoned written or oral arguments using evidence to support conclusions. *Introduction to Economics and Global Capitalism* will enable students achieve this learning outcome by assigning written assignments, presentations, and exams that require well-reasoned arguments.

Additional Learning Outcomes for Individual & Society chosen for this course:

LO4 Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. *Introduction to Economics and Global Capitalism* will enable students achieve this learning outcome by requiring students to use both neoclassical and alternative economic theories to explain current and historical events.

LO5 Examine how an individual's place in society affects experiences, values, or choices. *Introduction to Economics and Global Capitalism* will enable students achieve this learning outcome by examining important events in economics and the impacts of economic growth from the perspective of individuals and social institutions. Attention will be given to the economic factors that mediate the interaction between the individual and society.

LO6 Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. *Introduction to Economics and Global Capitalism* will enable students achieve this learning outcome by requiring students to analyze current economic phenomena in the context of contemporary society and their individual lives. Policy debates and social issues will be explored through the lens of economic concepts and methods.

**Key Concepts:**

- Economics
- Globalization
- Capitalism
- Socialism
- Class
- Property Rights
- Rational Action
- Culture
- Fairness
- Markets
- Efficiency
- Market Power
- Profits
- Labor Power
- Business Cycle
- Recession
- Economic System
- Neoliberalism
- Wealth
- Inequality
- Supply & Demand
- Keynesian Policy
- Unemployment
- Austerity
- Technology
- Surplus Product
- Democracy
- Competition & Command
- Monetary Policy
- Economic Coordination
- Social Structure of Accumulation
- Segmented Labor Markets

**How to Succeed in this Class**

The most important factor in your grade will be the time you put into this course. You should spend 6-8 hours a week on this course. That means a total of 90 to 120 hours over the 15 weeks of the semester. Some students may need to spend more time on the course, and some may achieve their goals with less. The second factor is consistency and routine. You will do best if you pace yourself. It is too easy to let online courses slide and then try to catch up – that does not work. Your best strategy is to budget your 8 hours a week during times you know you can give the course your attention – stick it in your schedule and treat those hours as inviolate. Do not try to squeeze this class into the holes of your life. Third, ask
questions! There is a special Discussion Tread in the “Introductions” Discussion Forum to ask questions. Fourth, get all of the “easy” points that are not graded – exercises and discussions – but are due by the end of each week – so work consistently.

Format of the Course
The course is divided into 14 Weeks. All Weeks end on Sundays. You are not required to work every day of every week. If you have a religious observance, medical appointment, work, family obligation, or other time commitment during a week, then you need to plan your class-time carefully so you can take that time away from class. There are readings and alternative media assignments for each week. These “inputs” should be started early in the week or even before the week begins. Each week also has assignments that earn points toward your final grade. Unless otherwise stated, these assignments are due at THE END OF THE WEEK. You are encouraged to work on them early and to submit them early.

Assignments include:
(1) “Reading Exercises” – 14 weekly exercises, each worth 1% of course grade (14% total). These exercises contain multiple choice, ranking, multiple answer, and true/false questions. These exercises should help you make the most of the readings and other media. You will be able to retake these until you earn full credit, or the week ends. If you have not attempted the Reading Exercise by the end of the week it will still be available, but you will only get one attempt. You are encouraged to try the exercises BEFORE you begin the readings; this will help you identify the important parts of the readings.
(2) Discussion Forums – 14 weekly discussion assignments, each worth 1% of the course grade (14% total). These will be graded, but mostly on effort.
(3) Other assignments explained in detail below.
(4) Final Exam. You will be given a window of time to take the exams. More detailed instructions will be provided before the exam.

Texts & Media

Additional Readings and information sources will be provided through Blackboard.

GRADING
Grading Assessments and how they link to specific Learning Outcomes (LOs):
1% Course Operation “Quiz”
1% Introductions Discussion
14% Reading Exercises
14% Discussion Forums
15% Data Gathering Assignment
15% Multiple Perspectives Writing Assignment
15% Newspaper Writing Assignment
25% Final

LO5
LO4
LO5 & LO6
LO1, LO3
LO2, LO3 & LO6
LO1, LO2 & LO6
LO2, LO3 & LO4

* I reserve the right to change the assignments and tests throughout the semester, but not in a way that will harm anyone’s grade. Any changes must be announced with sufficient time for students to prepare.
Grading Scale
The grading scale will be the following* (grades rounded to the nearest whole number):

- A 100-93 %
- A- 92-90 %
- B+ 89-87 %
- B 86-83 %
- B- 82-80 %
- C+ 79-77 %
- C 76-73 %
- C- 72-70 %
- D+ 69-67 %
- D 66-63 %
- D- 62-60 %
- F Less than 60 %

* I reserve the right to assign a higher letter grade than points earned (but not vice versa).

Data Gathering Assignment Due March 7
You will be provided with several websites that provide economic data. You must find and download three uses of economic data in the form of charts, time-series, etc. You must then describe what the Economic data explains. You should also critically evaluate the source of the data and the limitations of the data. Detailed instructions and examples provided in Blackboard.

Multiple Perspectives Writing Assignment Due April 18
You will be given several articles describing an economic issue from multiple perspectives. You will write a two-page essay where you briefly introduce the issue (do not summarize), give your position on the issue and then support your position citing the articles and critically examining the other perspectives. You may discuss the “pros and cons” of each perspective, but your position should be clear and unambiguous. You are trying to convince the reader to adopt your position. You may conduct additional research, but you are not expected to do so and will not receive extra credit for additional research. Your essay will also be graded by your ability to communicate and proper use of economic concepts and methodology. Detailed instructions and articles provided in Blackboard.

Newspaper Article Report Assignment Due May 16
Find a newspaper article about the economy or economics from a reputable newspaper (New York Times, Wall Street Journal, Financial Times, Washington Post, etc.). Select your article wisely, good selections score better than bad selections. Read the rest of the instructions to help you select an article that will lend itself to the assignment. You must use APA citation for your article. You must also list two newspaper articles you considered but decided not to use. List these articles after your review using APA citation.

Your review will have three paragraphs. Start by identifying the article, source, and authors. In the first paragraph describe the issue using appropriate terminology (hint: use the textbook’s jargon). In your description break the issue into its most basic components. This first paragraph should be more than summary, it should place the article in context. In the second paragraph critically evaluate the approaches to the issue discussed in the article. To critically evaluate the issue consider answering the following questions or think of your own similar questions: is the government involved? Is the government doing the right thing? What is the right thing to do? What are the motives behind the actions of the actors? Would other actors (companies, individuals, governments) respond differently? Do not pose questions in your report. Rhetorical questions are tricky in written work because the reader can stop and form their own answer (perhaps contrary to what you want them to think) before reading your answer. Once they form their own answer it will be harder to convince to them adopt your answer. In oral presentations a rhetorical question can be self-answered before the listener can form their own answer. In the final paragraph discuss how this issue affects your life and your decisions. See the grading rubric in Blackboard for more detail.
POLICIES

Academic Integrity (from the 2020-2021 Undergraduate Bulletin)
The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf.

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed-book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else’s work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, smart phones, tablet devices, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the sources
- Failing to acknowledge collaborators on homework and laboratory assignments
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
Obtaining unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student’s academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam
- Intentionally obstructing or interfering with another student’s work

Falsification of records and official documents. The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document

**Attendance** (from the 2020-2021 Undergraduate Bulletin)

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may result in the loss of financial aid. The number of absences that constitute excessive absence is determined by the individual instructor, who announces attendance guidelines at the beginning of the semester in the course syllabus. Students who register during the Change of Program period after classes have begun are responsible for the individual course attendance policy, effective from the first day of the semester.

**Online Attendance for this Course**

Attendance is determined by completion of weekly tasks – Reading Exercises and Discussion forums. Students not “attending” will directly receive reduced grades through these missed grading opportunities. Students facing reasonable difficulties participating every week should contact the instructor for guidance. The instructor is willing to work with every student and every circumstance to achieve the best results for the student.

**Extra Work During the Semester** (from the 2020-2021 Undergraduate Bulletin)

Instructors are not obligated to offer extra-credit work in any course. Any extra-credit coursework opportunities offered during the semester for a student to improve his or her grade must be made available to all students at the same time. The term "extra credit work" refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.
Late Work and “Extra Credit” for this Course
Late work may be accepted for reduced credit at the instructor’s discretion. No extra credit will be offered. Students facing reasonable difficulties completing assignments should contact the instructor for guidance on “substitute assignments.” The instructor is willing to work with every student and every circumstance to achieve the best results for the student.

Class Environment
This course discusses material some people consider sensitive. My goal is to provide a class where every student feels safe; but students should also feel “a little uncomfortable.” You should feel safe in that other students do not verbally attack you personally. You should feel safe in expressing your opinions. You should feel safe enough to make mistakes and expect forgiveness from others when you do. (I cannot over emphasize the importance of feeling safe enough to make mistakes – college is all about a safe place to make mistakes – or at least it should be). You should also feel somewhat uncomfortable about the subject matter and the policy positions of others including politicians, your classmates, your professors and even yourself. We need to confront the things in our lives and society that make us uncomfortable so that we can produce positive change. If you find the class has progressed beyond uncomfortable and transgressed into “unsafe.” Please let me know immediately.
I do not provide “trigger” warnings for each item that may make someone feel unsafe. If you know that you are very sensitive to certain subjects, please discuss this with me at the beginning of the semester. I will work with you individually to navigate these subjects.
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>End Date</th>
<th>Topic</th>
<th>Readings from <em>Understanding Capitalism</em> (UC)</th>
<th>Assignments</th>
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</table>
| Week 1 | Feb. 7   | Introduction                  | UC 1 & 2                                      | Course Operation “Quiz”  
Introductions Discussion  
Reading Exercise  
Discussion Forum |
| Week 2 | Feb. 14  | Economics in Context          | UC 3 & 4                                      | Reading Exercise Discussion Forum          |
| Week 3 | Feb. 21  | Capitalism                    | UC 5 & 6                                      | Reading Exercise Discussion Forum          |
| Week 4 | Feb. 28  | U.S. Capitalism               | UC 7                                          | Reading Exercise Discussion Forum          |
| Week 5 | Mar. 7   | Markets                       | UC 8                                          | Reading Exercise Discussion Forum  
Data Gathering Assignment |
| Week 6 | Mar. 14  | Competition & Coordination    | UC 9                                          | Reading Exercise Discussion Forum          |
| Week 7 | Mar. 21  | Profits                       | UC 10                                         | Reading Exercise Discussion Forum          |
| Week 8 | Mar. 26  | Competition & Market Power    | UC 11                                         | Reading Exercise Discussion Forum          |
| Week 9 | Apr. 11  | Workers                       | UC 12 & 13                                    | Reading Exercise Discussion Forum          |
| Week 10| Apr. 18  | Inequality                    | UC 14 & 15                                    | Reading Exercise Discussion Forum  
Multiple Perspectives Assignment |
| Week 11| Apr. 25  | Macro Models                  | UC 16                                         | Reading Exercise Discussion Forum          |
| Week 12| May 2    | Macro Policy                  | UC 17                                         | Reading Exercise Discussion Forum          |
| Week 13| May 9    | Finance and Crisis           | UC 18                                         | Reading Exercise Discussion Forum          |
| Week 14| May 16   | Globalization                 | UC 19                                         | Reading Exercise Discussion Forum  
News Article Assignment |
| Final Exam | Available May 17-19 |                                            |                                               |                                              |