

NEW YORK CITY COLLEGE OF TECHNOLOGY  
DEPARTMENT OF SOCIAL SCIENCE

MACROECONOMICS  
ECON 1101  
CRN 16377 SECTION OL62

FALL 2021

Tuesday  
6:00 p.m. - 8:30 p.m.  
Online

**Professor Hugh Fox**  
Email: [hfox@citytech.cuny.edu](mailto:hfox@citytech.cuny.edu)

**Office Hours:**  
Thursday, 5:00 p.m. - 6:00 p.m.,  
8:30 p.m. - 9:30 p.m., and other days by  
appointment, [doodle.com/hughfox](https://doodle.com/hughfox)

*During the semester I may update this syllabus. I will inform students of each update. Thereafter, students are expected to consult the electronic version of this syllabus for the updated material on BlackBoard. If students experience a problem accessing the syllabus, a required reading, assignment and/or examination review, please, inform me of the problem immediately.*

**Course Description**

Macroeconomics assesses the aggregate measure of economic activity to understand the exchanges that occur across all sectors of the economy. It analyzes the behaviors of consumers, firms and government institutions as they engage in decision-making to exchange resources, goods and services, and currency in a competitive market.

Basic Macroeconomics introduces the principle theories and models of macroeconomics – scarcity, supply and demand, aggregation, gross domestic product, national income, income determination, international trade, development, unemployment, inflation and deflation, short-/long-run growth, the financial system, the monetary system, fiscal policy and monetary policy. In addition to the lectures and required readings, in these contexts, we will discuss and debate the impacts of government intervention to achieve *optimal* objectives.

The goal of the course is to connect students through emotional, analytic, and applied learning to theories, literature and contemporary events relating to macroeconomic issues resulting from performance, structure, behavior and decision-making across all sectors of U.S. and global economies. Consistent with this goal, students will work on collaborative exercises to emphasize the importance of teamwork, and will develop, manage and present an analytic project to articulate an economic agenda for improving their standard of living. In doing so, students will contact key stakeholders in communities, corporations and/or government institutions to explore the impact(s) of such engagement among these stakeholders across all sectors of the macroeconomy on consumers, firms and government institutions as they engage in decision-making to exchange resources, goods and services, and currency in a competitive market.

At the midterm of the semester, a guest speaker will engage the class in a factual rendering of their life and work. Through an interactive dialogue, the guest speaker, will illuminate the course material is not immune to the unexpected and will often require informed, flexible thinking to implement depth and breadth in the decision-making necessary for the development of responsive and responsible solutions to macroeconomic issues.

By the end of the course, students will be conversant in contemporary events relating to macroeconomic issues relevant to their research interest and be able to analyze, debate and responsibly respond to them using macroeconomic theories, models and literature.

### **Important Dates**

August 31, 2021: First Day of Class  
September 7, 2021: No Class - Rosh Hashanah  
September 14, 2021: Last Day to Drop Class  
September 15, 2021: Course Withdrawal Period Begins  
November 2, 2021: Review Session - Midterm Examination  
November 9, 2021: Examination - Midterm  
November 15, 2021: Winter/Spring 2022 Registration Begins  
November 15, 2021 - November 19, 2021: Academic Assessments  
November 23, 2021: Assignment Due - Analytic Project  
December 7, 2021: Review Session - Final Examination  
December 13, 2021: Last Day to Drop Class with a Grade of "W"  
December 14, 2021: Examination - Final

### **Required Textbook(s)**

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.  
ISBN: 978-1-947-17235-7  
Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

Reich, Robert B. 2015. *Saving Capitalism: For the Many, Not the Few*, New York, NY: Vintage.  
ISBN: 978-0-345-80622-2

### **Required Reading**

Required Reading is available by logging onto the Blackboard homepage at: <https://bbhosted.cuny.edu>. Under the heading, "My Courses," select "Macroeconomics." Then, on the sidebar, under the heading "Content," select "Required Reading." All Required Reading, even those not discussed in detail in class, will be on the exams.

### **Professional Journal Reading**

Students are expected to follow a professional journal of their choice during the semester. This enables students to remain conversant in contemporary events relevant to their research interest and to discuss them in the context of labor-management issues. Following professional journals is a helpful resource for identifying topics for the analytic project. Access to journals is free by logging onto the City Tech Library homepage at: <https://library.citytech.cuny.edu>.

### **Lecture Notes**

Lecture Notes are available by logging onto the Blackboard homepage at: <https://bbhosted.cuny.edu>. Under the heading, "My Courses," select "Macroeconomics." Then, on the sidebar, under the heading "Content," select "Lecture Notes."

### **Discussion Board Exercises**

<https://bbhosted.cuny.edu>. Under the heading, "My Courses," select "Macroeconomics." Then, on the sidebar, under the heading "Content," select "Discussion Board Exercises."

### **Examination Reviews**

Examination Reviews are available by logging onto the Blackboard homepage at: <https://bbhosted.cuny.edu>. Under the heading, "My Courses," select "Macroeconomics." Then, on the sidebar, under the heading "Content," select "Examination Reviews."

### **Workshops**

Workshops are available by logging onto the Blackboard homepage at: <https://bbhosted.cuny.edu>. Under the heading, "My Courses," select "Macroeconomics." Then, on the sidebar, under the heading "Content," select "Workshops."

### **Suggested Reading List**

- Aristotle. 1979. *Politics and Poetics*, Norwalk, CT: The Easton Press.
- Hobbes, Thomas. 2005. *Leviathan or the Matter, Forme and Power of a Commonwealth*, Norwalk, CT: The Easton Press.
- Keynes, John Maynard. 1995. *The General Theory of Employment, Interest, and Money*, Norwalk, CT: The Easton Press.
- Machiavelli, Niccolo. 1980. *The Prince*, Norwalk, CT: The Easton Press.
- Mare, Thomas. 1963. *Utopia*, Norwalk, CT: The Easton Press.
- Marx, Karl. 2005. *Communist Manifesto and Other Writings*, Norwalk, CT: The Easton Press.
- Paine, Thomas. 1994. *Common Sense*, Norwalk, CT: The Easton Press.
- Plato. 1980. *The Republic*, Norwalk, CT: The Easton Press.
- Rousseau, Jean Jacques. 2009. *The Social Contract and Discourses*, Norwalk, CT: The Easton Press.
- Smith, Adam. 1991. *An Inquiry into the Nature and Causes of the Wealth of Nations*, Norwalk, CT: The Easton Press.
- Thoreau, Henry David. 1981. *Walden*, Norwalk, CT: The Easton Press.
- 
- Diamond, Jared. 1997. *Guns, Germs, and Steel: The Fates of Human Societies*, New York, NY: W.W. Norton & Company.
- Diamond, Jared. 2011. *Collapse: How Societies Choose to Fail or Succeed*, New York, NY: Penguin Books.
- Diamond, Jared. 2012. *The World Until Yesterday: What Can We Learn from Traditional Societies?* New York, NY: Viking Publishing.
- 
- Blackburn, Robin. 2011. *Marx and Lincoln: An Unfinished Revolution*, Brooklyn, NY: Verso Publishing.
- Gergen, David. 2000. *Eyewitness to Power: The Essence of Leadership from Nixon to Clinton*, New York, NY: Simon and Schuster.
- Heaney, Seamas. 1988. *The Government of the Tongue: Select Prose 1978-1988*, New York, NY: Macmillan Press.
- 
- Gardner, Howard. 2011. *Frames of Mind: The Theory of Multiple Intelligences*, New York, NY: Basic Books.
- Kahneman, Daniel. 2011. *Thinking, Fast and Slow*, New York, NY: Farrar, Straus, and Giroux.
- Lombard, Jay. 2017. *The Mind of God: Neuroscience, Faith, and a Search for the Soul,* New York, NY: Harmony.
- Nussbaum, Bruce. 2013. *Creative Intelligence: Harnessing the Power to Create, Connect, and Inspire*, New York, NY: Harper Collins Publishers.
- Taleb, Nassim Nicholas. 2007. *The Black Swan: The Impact of the Highly Probable*, New York, NY: Random House.

### **August 31, 2021: Course Overview/Introduction**

72 Productions. 2013. "Inequality for All."

<http://inequalityforall.com>

### **September 7, 2021: No Class - Rosh Hashanah**

### **September 14, 2021: Scarcity, Supply, Demand, Equilibrium and Price Controls**

*Discussion Prompt: Why is the true cost of any decision its opportunity cost?*

PBS. 2012. "Why Poverty: Land Rush."

<http://www.pbs.org/video/2296680847/>

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.

Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

### **September 14, 2021: Last Day to Drop Class**

### **September 15, 2021: Course Withdrawal Period Begins**

### **September 21, 2021: Scarcity, Supply, Demand, Equilibrium and Price Controls**

*Discussion Prompt: Why are the quantity demanded and the quantity supplied not fixed numbers but rather dependent upon a number of factors including price, how do economists use the supply and demand curves to summarize factors influencing decision-making, and how do interferences with the market mechanism result in a misallocation of resources?*

The Economist. 2015. "Drugs: War or Store."

<https://www.economist.com/content/global-compass-drugs-war-or-store>

Patriot Act with Hasan Minhaj. 2018. "Supreme."

[https://www.youtube.com/watch?reload=9&v=RKl\\_Y3EA7Sc](https://www.youtube.com/watch?reload=9&v=RKl_Y3EA7Sc)

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.

Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

### **September 28, 2021: Aggregation, Gross National Product and National Income**

*Discussion Prompt: Why is GDP a measure of an economy's production, not the increase in its well-being and how is national income used to measure economic activity?*

TED Talk. 2004. "The Freakoconomics of Crack Dealing." Steven Levitt.

[https://www.ted.com/talks/steven\\_levitt\\_analyzes\\_crack\\_economics](https://www.ted.com/talks/steven_levitt_analyzes_crack_economics)

TED Talk. 2010. "The Happy Planet Index." Nic Marks

[https://www.ted.com/talks/nic\\_marks\\_the\\_happy\\_planet\\_index](https://www.ted.com/talks/nic_marks_the_happy_planet_index)

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.

Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

### **October 5, 2021: International Trade and the International Monetary System**

*Discussion Prompt: Why is voluntary trade advantageous to stakeholders in the exchange and why is comparative advantage not a static concept?*

PBS. 2017. Africa's Great Civilizations: Empire of Gold

<http://www.pbs.org/video/2365967714/>

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.

Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

### **October 12, 2021: Development**

*Discussion Prompt: How do the three pillars of productivity growth impact productivity in an economy and how does convergence theory impact developing countries?*

PBS. 2017. Africa's Great Civilizations: Commerce and the Clash of Civilizations

<http://www.pbs.org/video/2365969221/>

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.

Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

### **October 19, 2021: Income Determination**

*Discussion Prompt: Does the economy have a self-correcting mechanism and how do autonomous and induced increases impact consumption expenditure?*

TED Talk. 2010. "How Big Brands Can Help Save Biodiversity." Jason Clay.  
[https://www.ted.com/talks/jason\\_clay\\_how\\_big\\_brands\\_can\\_save\\_biodiversity](https://www.ted.com/talks/jason_clay_how_big_brands_can_save_biodiversity)

TED Talk. 2010. "An Economic Reality Check." Tim Jackson.  
[https://www.ted.com/talks/tim\\_jackson\\_s\\_economic\\_reality\\_check](https://www.ted.com/talks/tim_jackson_s_economic_reality_check)

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.  
Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

### **October 26, 2021: Unemployment, Inflation, and Deflation**

*Discussion Prompt: How do rational expectations impact the economy and how do inflationary and recessionary gaps impact the economy?*

TED Talk. 2014. "New Thoughts on Capital in the Twenty-First Century." Thomas Piketty  
[https://www.ted.com/talks/thomas\\_piketty\\_new\\_thoughts\\_on\\_capital\\_in\\_the\\_twenty\\_first\\_century](https://www.ted.com/talks/thomas_piketty_new_thoughts_on_capital_in_the_twenty_first_century)

TED Talk. 2013. "The Death of Innovation, the End of Growth" Robert Gordon  
[https://www.ted.com/talks/robert\\_gordon\\_the\\_death\\_of\\_innovation\\_the\\_end\\_of\\_growth](https://www.ted.com/talks/robert_gordon_the_death_of_innovation_the_end_of_growth)

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.  
Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

### **November 2, 2021: Review Session - Midterm Examination**

### **November 9, 2021: Examination - Midterm**

### **November 15, 2021: Winter/Spring 2022 Registration Begins**

### **November 15, 2021 - November 19, 2021: Academic Assessments**

### **November 16, 2021: Short-Run Growth/ Long-Run Growth**

*Discussion Prompt: Should the budget always be balanced and when is crowding out likely to dominate in the economy in the short-run/long-run?*

TED Talk. 2016. "The New American Dream." Courtney Martin  
[https://www.ted.com/talks/courtney\\_martin\\_the\\_new\\_american\\_dream](https://www.ted.com/talks/courtney_martin_the_new_american_dream)

TED Talk. 2016. "How College Loans Exploit Students for Profit." Sanjay Samuel  
[https://www.ted.com/talks/sajay\\_samuel\\_how\\_college\\_loans\\_exploit\\_students\\_for\\_profit](https://www.ted.com/talks/sajay_samuel_how_college_loans_exploit_students_for_profit)

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.  
Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

Reich, Robert. 2015. *Saving Capitalism: For the Many, Not the Few*, New York, NY: Knopf.

### **November 23, 2021: Money and The Banking System**

### **Assignment Due: Analytic Project**

**Guest Speaker: TBA**

*Discussion Prompt: Is it possible for a society to be organized without money and should banks be heavily regulated?*

TED Talk. 2016. "How to Rob a Bank, (from the inside that is)." William Black  
[https://www.ted.com/talks/william\\_black\\_how\\_to\\_rob\\_a\\_bank\\_from\\_the\\_inside\\_that\\_is](https://www.ted.com/talks/william_black_how_to_rob_a_bank_from_the_inside_that_is)

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.  
Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

Reich, Robert. 2015. *Saving Capitalism: For the Many, Not the Few*, New York, NY: Knopf.

### **November 30, 2021: Fiscal Policy and Monetary Policy**

*Discussion Prompt: Should the economy rely on fiscal or monetary policy, how is an activist-oriented approach used to impact stabilization policy and discretionary policy and why is there a delay in the impact on output and prices once a particular fiscal/monetary policy is decided upon?*

TED Talk. 2012. "What We Learned from Teetering on the Fiscal Cliff." Adam Davidson  
[https://www.ted.com/talks/adam\\_davidson\\_what\\_we\\_learned\\_from\\_teetering\\_on\\_the\\_fiscal\\_cliff](https://www.ted.com/talks/adam_davidson_what_we_learned_from_teetering_on_the_fiscal_cliff)

TED Talk. 2015. "Capitalism Will Eat Democracy, Unless We Speak Up." Yanis Varoufakis  
[https://www.ted.com/talks/yanis\\_varoufakis\\_capitalism\\_will\\_eat\\_democracy\\_unless\\_we\\_speak\\_up](https://www.ted.com/talks/yanis_varoufakis_capitalism_will_eat_democracy_unless_we_speak_up)

TED Talk. 2015. "How Fear Drives American Politics." David Rothkopf  
[https://www.ted.com/talks/david\\_rothkopf\\_how\\_fear\\_drives\\_american\\_politics](https://www.ted.com/talks/david_rothkopf_how_fear_drives_american_politics)

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.  
Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

Reich, Robert. 2015. *Saving Capitalism: For the Many, Not the Few*, New York, NY: Knopf.

### **November 30, 2021: The Financial Crisis and the Great Recession**

*Discussion Prompt: Does stimulus work and what are some of the lessons that can be drawn from understanding the forces at work in the Great Recession?*

Hanson, Curtis. 2011. "Too Big To Fail."

<http://www.hbo.com/movies/too-big-to-fail/video/opening-the-vault-on-the-financial-crisis.html?autoplay=true>

TED Talk. 2013. "How We Can Predict the Next Financial Crisis." Didier Sornette  
[https://www.ted.com/talks/didier\\_sornette\\_how\\_we\\_can\\_predict\\_the\\_next\\_financial\\_crisis](https://www.ted.com/talks/didier_sornette_how_we_can_predict_the_next_financial_crisis)

Greenlaw, Steven and Shapiro, David. 2017. *Principles of Macroeconomics (2<sup>nd</sup> Edition)*, OpenStax.  
Available at: <https://openstax.org/details/books/principles-macroeconomics-2e>

Reich, Robert. 2015. *Saving Capitalism: For the Many, Not the Few*, New York, NY: Knopf.

**December 7, 2021: Review Session - Final Examination**

**December 13, 2021: Last Day to Drop Class with a Grade of "W"**

**December 14, 2021: Examination - Final**

### **Prerequisites**

Students must be able to use the online Blackboard system. Students should be able to use Microsoft Word, Excel and PowerPoint or Apple Pages, Numbers and Keynote.

### **Learning Components**

In weeks one through eight the learning components are:

- 90 minutes instructor lecture
- 30 minutes discussion and debate
- 20 minutes collaborative exercise
- 10 minutes coffee break

In week nine the learning component is:

- Review for midterm examination

In week ten the learning component is:

- Midterm examination

In weeks eleven the learning components are:

- 90 minutes instructor lecture
- 30 minutes discussion and debate
- 20 minutes collaborative exercise
- 10 minutes coffee break

In week twelve the learning components are:

- 30 minutes instructor lecture
- 60 minutes guest lecture
- 20 minutes discussion and debate
- 10 minutes coffee break

In weeks thirteen the learning components are:

- 90 minutes instructor lecture
- 30 minutes discussion and debate
- 20 minutes collaborative exercise
- 10 minutes coffee break

In week fourteen the learning component is:

- Review for final examination

In week fifteen the learning component is:

- Final examination

*Alternative. In weeks twelve and thirteen students will present the analytic project for peer review. In this week, the learning components are:*

- 10 minutes presentations, per student
- 5 minutes peer review, per student

In week fifteen the learning component is:

- Review for final examination

### **Learning Objectives**

At the conclusion of the course, students will be able to:

- Discuss contemporary events relating to macroeconomic issues relevant to their research interest.
- Analyze, debate and responsibly respond to the theories, models, literature and contemporary events relating to the behaviors of consumers, firms and government institutions as they engage in decision-making to exchange resources, goods and services, and currency in a competitive market.
- Develop an analytic project to articulate an economic agenda for improving their standard of living.
- Manage an analytic project and participate as a member of a collaborative team.
- Publicly speak and persuasively present an analytic presentation to a peer review panel.

### **Specific Goals**

This course provides students with an introduction to macroeconomics, emphasizing the behaviors between consumers, firms and government institutions as they engage in decision-making to exchange resources, goods and services, and currency in a competitive market. In addition to the lectures and required readings, in these contexts, we will discuss and debate the impacts of government intervention to achieve *optimal* objectives. The goal of the course is to connect students through emotional, analytic and applied learning to theories, models, literature and contemporary events relating to macroeconomic issues resulting from performance, structure, behavior and decision-making across all sectors of U.S. and global economies.

### **Discussion and Debate**

Students should plan on participating in the class discussion and debate at every class session. Through discussion and debate students serve as a resource of ideas to one another. During the class discussion and debate students should take a position and defend it. Students should prepare to change their position if new evidence suggests a change in the information supporting their original argument. All students should contribute their own insights and understanding of the lectures and the required readings. Students must demonstrate they completed all the required readings for the assigned class.

### **Collaborative Exercise**

The collaborative exercise develops leadership potential by increasing awareness of the economic interactions that impact economic growth and human well-being. The objective of the collaborative exercise is to aid students in assessing what these concepts mean to each student as an individual and for the team as a whole. The collaborative exercise is an extension of the lectures and the required readings. It is meant to develop fundamental change from within the student.

### **Analytic Project**

Students will develop and manage an analytic project to articulate an economic agenda for improving their standard of living. The analytic project will be a semester-long, two-part team project. Students will assess the critical resources available for the project and prioritize deliverables. The purpose of the analytic project is to ensure understanding of the ideas and concepts from the course and how they relate to each other in applied practice. The analytic project will demonstrate that students understand the required readings and are able to apply knowledge proficiently to think, write critically about, and present a research interest relating to macroeconomic issues.

#### *Part One: Analytic Paper*

*Students will identify a research interest relating to macroeconomic issues to analyze, using macroeconomic theories, models and literature. In doing so, students will contact key stakeholders in communities, corporations and/or government institutions to explore the impact(s) of such engagement among stakeholders across all sectors of the macroeconomy on consumers, firms and government institutions as they engage in decision-making to exchange resources, goods and services, and currency in a competitive market. The analytic paper will be five-pages in length.*

#### *Part Two: Analytic Presentation*

*Students will design and present a web-based analytic presentation. The goal of the analytic presentation is to demonstrate that students are able to concisely integrate information from an analytic paper into an articulate, unified, visual presentation. Students will enable open source, web-based access to the visual presentation to a peer review panel. The peer review panel will assess the analytic presentation and provide critical, constructive comments to the peer group.*

### **Format for Written Assignments**

Students will submit written assignments using Word 12-point Times New Roman font, double-spacing, 1-inch margins all around. Students will present all written assignments professionally and properly using APA citations. If students are not familiar with APA citations, students should attend the workshops for research and analytic writing for information on proper citation format. Students will submit graphs using Excel or Numbers. Students will describe the results of analysis in the body of the written assignment. Graphs are to be part of an appendix. Students will submit their written assignment in class by 6:00 p.m. on the day it is due.



### **Midterm Examination**

The midterm examination is designed to test knowledge of key terms, principles and formulas as well as the ability to apply principles and formulas to interpret contemporary events relating to macroeconomic issues. It is divided into four parts: Part I is theoretical questions, Part II is formula questions, Part III is graphical illustration and Part IV is an applied case study.

### **Final Examination**

The final examination is cumulative and is designed to test comprehensive knowledge of key terms, principles and formulas as well as the ability to apply principles and formulas to interpret contemporary events relating to macroeconomic issues. It is divided into four parts: Part I is theoretical questions, Part II is formula questions, Part III is graphical illustration and Part IV is an applied case study.

### **Professional Development**

A component of this course is developing a professional identity. Students will create and update a professional portfolio throughout the course. Developing a professional identity and portfolio enables students to communicate their competencies with marketable distinction. The goal of this component is to strengthen professional development.

### **Academic Standing**

Grades for the course represent my assessment of student comprehension and application of the learning objectives, lecture material and required readings to the course assignments, examinations, discussions and debates, collaborative exercises and analytic project. I use a grading matrix to calculate a letter grade for all graded course material and the cumulative grade. Additionally, I attach an academic assessment to each student assignment, examination and to the analytic project. Students should use the assessment as a learning aid when preparing for an assignment, examination and the analytic project. All grading information is available for student review upon request.

I do not use an academic assessment to evaluate student proficiency in the discussions and debates or collaborative exercises. Instead, students should review the following guidelines in preparation for participation in the discussions and debates as well as the collaborative exercises to understand the value assigned to each in the grading matrix:

*Outstanding Participant* - Participation in discussion and debate demonstrate exceptional preparation. Ideas are always substantive; provide one or more major insights as well as direction for the class. Challenges are substantive and persuasive. (Grade Equivalent: A)

*Good Participant* - Participation in discussion and debate demonstrate thorough preparation. Ideas are usually substantive; providing good insights and sometimes direction for the class. Challenges are substantive and often persuasive. (Grade Equivalent: B)

*Average Participant* - Participation in discussion and debate demonstrate satisfactory preparation. Ideas are sometimes substantive; providing general insights but seldom offer a new direction for the class. Challenges are fairly substantive and sometimes persuasive. (Grade Equivalent: C)

*Unsatisfactory Participant* - Participation in discussion and debate demonstrate inadequate preparation. Ideas are seldom substantive; providing few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. (Grade Equivalent: D)

*Non-Participant* - Participation in discussion and debate demonstrate little or no preparation. There is little or no basis for evaluation. (Grade Equivalent: F)

**I will not accept any assignment or the analytic project via email - these course deliverables must be submitted as a hard-copy in class.** Students submitting these course deliverables late or not submitting any one or more of them will receive a zero for each of the course deliverables that is late or not submitted. Students must submit all course deliverables as well as complete all examinations to receive a final course grade.

Each learning component is a percentage of the overall student grade:

Participation (discussion and debate/collaborative exercise): 20%

Analytic Project: 20%

Midterm Exam: 30%

Final Examination: 30%

Overall grades are computed as follows:

A = 93%-100% (4.00) B+ = 87%-89% (3.33) C+ = 77%-79% (2.33) D+ = 67%-69% (1.33) F = < 60% (0.00)  
 A- = 90%-92% (3.67) B = 83%-86% (3.00) C = 73%-76% (2.00) D = 63%-66% (1.00)  
 B- = 80%-82% (2.67) C- = 70-72% (1.67) D- = 60%-62% (.67)

### Course Learning Outcomes/Assessment Methods

Learning Outcomes <sup>1</sup>	Assessment Methods
Demonstrate an understanding of the economic issue of scarcity.	Theoretical questions, formula questions and graphical illustrations on graded examinations.
Demonstrate an understanding of how markets allocate resources and outputs.	Theoretical questions, formula questions and graphical illustrations on graded examinations.
Demonstrate an understanding of aggregation in decision-making.	Theoretical questions, formula questions and graphical illustrations on graded examinations.
Demonstrate an understanding of how market structure impacts gross domestic product and international trade.	Theoretical questions, formula questions and graphical illustrations on graded examinations.
Demonstrate an understanding of the role government plays in fiscal and monetary policies.	Applied case study on graded examinations, discussion and debate, collaborative exercises and analytic project.
Demonstrate an understanding of short-run and long-run problems confronted in market economies.	Applied case study on graded examinations, discussion and debate, collaborative exercises and analytic project.
Demonstrate fluency in economic terminology and graphical tools to explain economic reasoning.	Theoretical questions, formula questions, graphical illustrations and applied case study on graded examinations.
Demonstrate an ability to work with mathematical formalizations of economic models and perform mathematical operations.	Formula questions, graphical illustrations and applied case study on graded examinations and analytic project.
Demonstrate an ability to ask an economic question, form an explanatory hypothesis, gather credible information and resources, analyze the information and draw responsive and responsible conclusions to suggest future research.	Discussion and debate, collaborative exercises and analytic project.
Develop an appreciation of how the principle theories and models used in macroeconomics affect a student in daily life.	Discussion and debate, collaborative exercises and analytic project.

<sup>1</sup> National Standards, Council for Economic Education

### General Education Learning Outcomes/Assessment Methods

Learning Outcomes	Assessment Methods
<u>Knowledge:</u> Develop knowledge from a range of disciplinary perspectives and develop the ability to deepen and continue learning.	Theoretical questions, formula questions, graphical illustrations and applied case study on graded examinations, discussion and debate, and collaborative exercises.
<u>Integration:</u> Work productively within and across disciplines.	Applied case study on graded examinations, discussion and debate, collaborative exercises and analytic project.
<u>Proficiency:</u> Develop and use the tools needed for communication, inquiry, analysis and productive work.	Applied case study on graded examinations, discussion and debate, collaborative exercises and analytic project.
<u>Values, Ethics and Relationships:</u> Understand and apply values, ethics and diverse perspectives in personal, civic, cultural and global contexts.	Applied case study on graded examinations, discussion and debate, collaborative exercises and analytic project.

At the midterm of the semester, I will meet with students individually to conduct an academic assessment. This meeting ensures students are clearly informed about their course performance. These meetings are **mandatory** and scheduled by appointment only. The dates for the academic assessment are listed in this syllabus in the section entitled “**Important Dates.**”

#### Grade of Incomplete

Students who show significant cause for its necessity and show a reasonable expectation of passing the course will receive a grade of incomplete. Students must submit a plan to complete the late course deliverables and examinations to me. **The completed course deliverables and examinations must be submitted to me within four weeks after the last day of class.** Students who do not submit the course deliverables and examinations by the end of the fourth week following the last day of class will receive an “Unofficial Withdrawal and Failure” (WF).

### **Academic Integrity**

[http://www.citytech.cuny.edu/academics/docs/academic\\_integrity\\_policy.pdf](http://www.citytech.cuny.edu/academics/docs/academic_integrity_policy.pdf)

The university recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Students may access information about the standard at the above link. The guiding principles of academic integrity includes accurate use of quotations as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or of reporting on research findings or any aspect of the work of others - including that of instructors and other students. These are not limited to ideas and text only, they include images, music and other intellectual property. These standards of academic integrity and citation of sources apply to all forms of academic submission. Violation of the university standard of academic integrity will result in a grade of "F" for a submission. Multiple violations of the university's standard of academic integrity will result in a grade of "F" for the entire course. **Each case will be reported to the university administration for disciplinary action.** Academic dishonesty is punishable by penalties, including failing grades, suspension and expulsion.

### **Student Conduct**

<http://www.citytech.cuny.edu/about-us/policies.aspx>

Students are responsible for knowledge of the regulations and information about student conduct. Students may access information about the standard for student conduct at the above link. The student handbook is provided as a resource and reference guide to university operations, policies and regulations. Students that do not understand a policy or regulation are responsible to ask the Dean of Students for clarification or interpretation.

### **Classroom Conduct**

Students **must** demonstrate professionalism and respect in the classroom. Students coming to class late **must** email me prior to the start of that class. Mobile telephones **must** be turned-off and stowed-away during the class, unless I am notified prior to the start of class of a reason that the mobile telephone must be accessible. Comments in class **must** be respectful. A student will receive only one warning for disruptive behavior. A second offense would subject the student to disciplinary action (i.e. lowering of the grade and/or dismissal from the class).

### **Attendance and Participation**

Informed participation is an important component of the grading matrix. Absence negatively impacts informed participation. Students **must** attend every class to ensure there is no negative impact to the grade for participation. Students are allowed **two unexcused absences**. Thereafter, I will deduct one percentage point from the participation grade for every thirty minutes that a student missed from that class. In cases where a student missed two consecutive classes, I **must** notify his/her academic advisor. If a legitimate emergency or illness prevents a student from coming to class, exceptions will be made to this policy. In such a situation, the student **must** notify me by email as soon as it is reasonably possible. **Students missing class are responsible for obtaining all course material presented during the class.**

### **Communication**

I communicate with students through their university email account. Students sending email to me from an account other than their university account will not receive my reply to the sending email account. Student must include a subject heading with their email (i.e. Re: Labor-management, Request for Required Reading). Be certain to compose an articulate, brief and professional email. I will only respond to email Monday through Friday. I will reply to email sent to me over the weekend beginning on Monday. I will not accept any assignment, examination or analytic project via email - these deliverables must be submitted as a hard-copy in class.

### **Instructor Delay**

In rare instances, there may be a delay in my arrival to class. If I do not arrive by the start of class, students must wait **thirty (30) minutes** before leaving. Whenever possible, I will notify students of my lateness or absence by email.

### **Office Hours**

I strongly encourage students to use my office hours to discuss any course material they are experiencing difficulty understanding. Students unable to attend my scheduled office hours may make an appointment with me. To do so, please, go to [doodle.com/hughfox](https://doodle.com/hughfox). When attending my office hours, please, arrive with an agenda of discussion questions.

### **Workshops and Review Sessions**

Workshops and review sessions will be held to assist students to develop methods for researching, writing, preparing for the midterm and final examinations and analytic project. The goal of the workshops and review sessions is to review methods useful for managing the course material. Attendance at workshops and review sessions is **voluntary**. Workshops **will not** be held during class time. Students **must** sign up in advance to attend workshops to ensure seating. Dates for the workshops and review sessions are listed in this syllabus in the section entitled **"Important Dates."**

### **Writing Center**

<http://www.citytech.cuny.edu/english/writers-corner.aspx>

Students may access information about the Writing Center at the above link. The Writing Center provides assistance to students of all skill-levels to support their writing. The Writing Center is an excellent resource to develop an outline and/or to edit and revise written assignments.

### **Tutoring Center**

<https://citytech.cuny.edu/seek/academic-support.aspx>

Students may access information about the Tutoring Center at the above link. Peer tutors and peer mentors are available from the Tutoring Center. Students can receive assistance through one-on-one tutoring, mentoring, group study sessions or workshops.

### **Information Technology Services**

<http://it.citytech.cuny.edu>

Students may access information about Information Technology Services at the above link. Information Technology Services provides student access to Mac and Windows platforms as well as statistical, research and creative software. Additionally, scanning, editing and printing are available.

### **Student Disability Services**

<http://www.citytech.cuny.edu/accessibility/>

Students may access information about Student Disability Services at the above link. In keeping with the university's policy of providing equal access for students with disabilities, students with, or who suspect having a physical, psychological, medical, or learning disability should contact Student Disability Services. The office will work with students to determine the appropriate academic accommodations, and if appropriate, provide an academic accommodation notification letter. All support services are free and contact with Student Disability Services is confidential.

### **Student Health Services**

<http://www.citytech.cuny.edu/wellness-center/>

Students may access information about Student Health Services at the above link. Student Health Services provides individualized medical care, psychological services, and preventative education for all members of the student community.