



Economics 2030-001 – Economics as a Social Science

Fall Semester 2019

Tues. & Thurs.; 12:25 – 1:45; BUC 212

Instructor: C. Jean Arment, PhD

Email: Please use Canvas Mail to contact the instructor

Phone Number: Department of Economics: 801-581-7481

Office Hours: TBA

Office Location: TBA

Course Description

This class provides an introduction to economics as a social science, and the role economics can play in understanding social and political problems. The focus lies on an exploration of the topics economists work on, including pressing domestic issues such as the delivery of healthcare and education, and fiscal policy and public debt, as well as questions of global reach related to poverty, inequality and sustainability of our increasingly integrated world economy.

Course Outcomes

By the end of this course, students will have gained a broadened perspective of the discipline of economics as a social provisioning system, enabling them to:

- Examine existing social problems through a comprehensive lens that places them within their economic context.
- Distinguish between socio-economic problems that might be conducive to market solutions and those that result from market failures, requiring government intervention.
- Explain how economic institutions and policies continually adapt to changing circumstances, and shape policy impacts on people's articulate some of the mechanisms through they impact lives.

Teaching and Learning Methods

This course will be taught through a combination of short lectures, class and online discussions of reading/viewing assignments, and problem-based learning based on in-class individual and group assignments.

Required Materials

No text is required for the course. Copies of, or links to, assigned readings/viewings will be posted on the class Canvas website.

Assignments

Short in-class and Canvas-posted assignments will be assigned weekly, as described briefly below under Grading. The in-class assignments will be announced in class; the Canvas-posted assignments (questions relating to assigned readings and/or viewings) will be posted on Canvas. More detailed listings and links to the readings/viewings listed in the Schedule below will also be posted on Canvas.

Course Schedule

Please Note:

1. The schedule below is meant to serve as an outline and guide for our course. It may be modified with reasonable notice to students. It may also be modified to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.
2. A much more complete listing of the assigned readings/viewings, as well as weekly class assignments, will be posted on the class Canvas Website.

Week/Date	Content	Reading/Viewing Assignment (read/view for this date)
Module I. Introduction		
Week 1 - Classes 1 & 2 – 8/21 & 8/23	Introduction to Course, Syllabus, and Important Definitions	Heilbroner, R. <i>The Worldly Philosophers</i> , Ch 2, pp 18 to 24 (top) and 26 (bottom) to 33 (middle).
Module II. Economics and Wellbeing		
Week 2	On the Measurement of “Success” vs. “Wellbeing”	
Class 3 – 8/27	Can Money Buy Happiness?	Weiner, E., <i>The Geography of Bliss</i> , Ch 1, pp 5-17
Class 4 – 8/29	What (and How) We Measure Matters	Power, M. 2007, “Social Provisioning as a Starting Point” Film: Who’s Counting?
Module III. How Markets Work		
Week 3	The Economic Revolution	
Class 5 – 9/3	The Rise of the Market Economy and the Rearrangement of Society	Heilbroner, R. <i>The Worldly Philosophers</i> , Ch 2, pp 24 to 26 (bottom) and 33 (bottom) to 41. Lanchester, 2019, “The Ice Capades: How the Little Ice Age changed history.” <i>The New Yorker</i>
Class 6 – 9/5	Adam Smith and Enlightened Self-Interest	Heilbroner, Ch 3. <i>The Worldly Philosophers</i> , pp 42 to 48 (top) and 50 (bottom) to 59 (top). Smith, A., <i>Theory of Moral Sentiments</i> , Part 3, Ch 1.
Week 4	Classical Trade Theory and Protectionism	
Class 7 – 9/10	Adam Smith on Free Markets, the Invisible Hand, and the Role of	Heilbroner, R. <i>The Worldly Philosophers</i> , Ch 3, pp 59-74.

	Government	Smith, A. <i>The Wealth of Nations</i> , Book V Chapter I, Article 2 nd pp 986-91.
Class 8 – 9/12	Classical Trade and Distribution Theory	Heilbroner, R. <i>The Worldly Philosophers</i> , Ch 4, pp 78 (bottom) to 88 (middle) and 99 (bottom) to 104.
Week 5	Free Trade vs. Protectionism Today	
Class 9 – 9/17	Winners and Losers in the Global Economy	Finnegan, W. 2003, “The Economics of Empire,” <i>Harper’s Magazine</i> . Film: Maquilapolis
Class 10 – 9/19	Trade and Development	Film: Poverty, Inc.
Module IV. How Markets Fail 1: On Failure to Provide for the General Welfare		
Week 6	On the Failure to Provision	
Classes 11 & 12 9/24 & 9/26	Poverty and Hunger in America and the Political Economy of Cheap Food	<i>National Geographic Magazine</i> , 2014, “The New Face of Hunger” IPCC, 2019, <i>Climate Change and Land</i> , Ch. 5. <i>NYT</i> , May 2, 2019. “Tuition or Dinner? Nearly Half of College Students Surveyed in a New Report Are Going Hungry” Film: Food, Inc.
Week 7	On the Failures to Provide Public Goods	
Class 13 – 10/1	On the Problem of Getting Sick in America	Assigned News Articles TBA
Class 14 – 10/3	On Privatization of the Commons	Shiva, V. 2002, <i>Water Wars</i> , Ch 4. PP Assigned News Articles TBA
Module V. How Markets Fail 2: On Generating Externalities		
Week 8	Our Deteriorating Environment	
Class 15 – 10/15	On Externalities and Environmental Pollution	Langewiesche, 2007, “Jungle Law,” <i>Vanity Fair Magazine</i> .
Class 16 – 10/17	On Privatization, Livelihood Possibility and Migration	La Laguna article MacFarquhar, 2010, “African Farmers Displaced as Investors Move In,” <i>NYT</i> .
Week 9 - Tues	On the Effects of Over Consumption	
Class 17 – 10/22	Market Gluts and Peak Stuff	Assigned News Articles TBA
Module VI. How Markets Fail 3: On Under- and Un-employment and Livelihood Security		
Week 9 – Thurs & Week 10	The Employment Problem	
Class 18 – 10/24	The Classical Full Employment Assumption and the Realism of Keynes	Heilbroner, R. <i>The Worldly Philosophers</i> , Ch 9, pp
Class 19 – 10/29	Employment in the Global North: Is Work Necessary?	Thompson, 2015. “A World Without Work,” <i>The Atlantic</i> .
Class 20 – 10/31	Employment in the Global South: Urbanization, the Informal Economy	Film: The Other Side of Immigration.

	and Immigration as Provisioning Option	
Section VII. Special Topics		
Week 11	Special Topic 1: Movie Week	
Classes 21 & 22 11/5 & 11/7	Screenwriter/Director Taylor Sheridan on Social Conflict and Resistance in the Modern West	Assigned Viewings TBA
Week 12	Special Topic 2: Wealth and Income Inequality	
Classes 23 & 24 11/12 & 11/14	On Inequality and Policy toward a Shared Prosperity	Stiglitz, J. 2012, <i>The Price of Inequality</i> , Ch 1. “America’s 1 Percent Problem” Coates, Ta Nehisi, 2014, “The Case for Reparations,” <i>The Atlantic Monthly</i>
Weeks 13 & 14	Special Topic 3: On the Big Externality: Climate Change and Possibilities for a Sustainable Future	
Classes 25 & 26 11/19 & 11/21 Class 27 – 11/26 11/28 – Holiday	On Global Climate Change, Economics, the Potential of a Green New Deal and Other Policy Approaches	IPCC, 2019, <i>Climate Change and Land</i> , Executive Summary. Assigned News Articles/Viewings TBA Film: Sustainability On the Green New Deal: TBA
Week 15 Classes 28 & 29 12/3 & 12/5	Final Student Presentations	Student Presentations.
Week 16 – Final Exam Week		

Final Exam: Thurs., Dec. 12, 10:30 a.m. – 12:30 p.m.

Grading Policy

Grades for the course will be based on the following and are summarized in the table below:

1. In-class Assignments: **100 Points Total**

Student participation will be central in accomplishing our goals this class. Student groups will be formed early in the course and in-class—sometimes individual, but most often group—assignments will make up a portion of nearly every class. 5 points each for approximately 20 assignments, with 3 free passes allowed.

2. Canvas-posted Reading Responses: **100 Points Total**

Short written responses to questions regarding reading/viewing assignments for most classes, *to be posted on Canvas prior to class*. 5 points each for approximately 20 assignments, with 3 free passes allowed.

3. Section Quizzes: **50 Points Total**

Short on-line quizzes will be based on the class lectures and in-class reading/viewing discussions. One quiz for each of the class Sections, excluding the final Section on Special Topics: 6 quizzes, 10 points each, with the lowest score dropped.

4. Student group presentations: **50 Points Total**

- Brief Movie Week Presentation: maximum of 20 points
- Final Group Presentation: maximum of 30 points

5. Final Short-Essay Exam: **50 Points Total**

Assignment Description	Points per Assignment	Total Points Possible
1. In-class Assignments	5	100
2. Canvas Reading/ Viewing Postings	5	100
3. Section Quizzes	10	50
4. Group Presentations	20 and 30	50
5. Final Exam	50	50
	Total Possible Points	350

Final Semester Grade: A total of 350 points are available to be earned. Your final grade will be calculated as a percentage of those 350 points. In the event that we make slight changes in the Syllabus or assignment plans, making the total of in-class assignments or reading/viewing responses less than the 20 anticipated, the 5 points for those assignments will be added to everyone's grade, effectively inserting a few "extra credit" points.

Course Policies

Attendance, Punctuality and Participation: Class attendance, punctuality, and participation are vital to this course. In-class assignments (group or individual) will be required for nearly every class and **will comprise an important part of your grade** as described below under "Grading Policy."

Food & Drink: Students are welcome to bring drinks into class. As we will be engaging in much interaction and group work, please do not bring your lunch or snacks.

Electronic Devices in Class: The use of electronic devices is not required, will not contribute to the learning experience, and will distract both the instructor and your fellow students. Therefore, we will follow the policy used in Harvard's Business School and require that **all electronic devices be put away at the beginning of class.**

Canvas: Canvas will be used for organizing our class, including group, work, for submitting most assignments, and for taking quizzes. We will also be using Canvas for student-to-student and student-to-instructor communications.

Completing Class Assignments: Most required readings and/or viewings come with assignments that generally will consist of a few general thought questions concerning that reading/viewing. Students are expected to complete the readings and/or viewings *and* post any associated assignment on Canvas *prior* to class, in order to facilitate productive discussion. Please note that, as described below under “Grading Policy,” late assignments *will not receive full credit*.

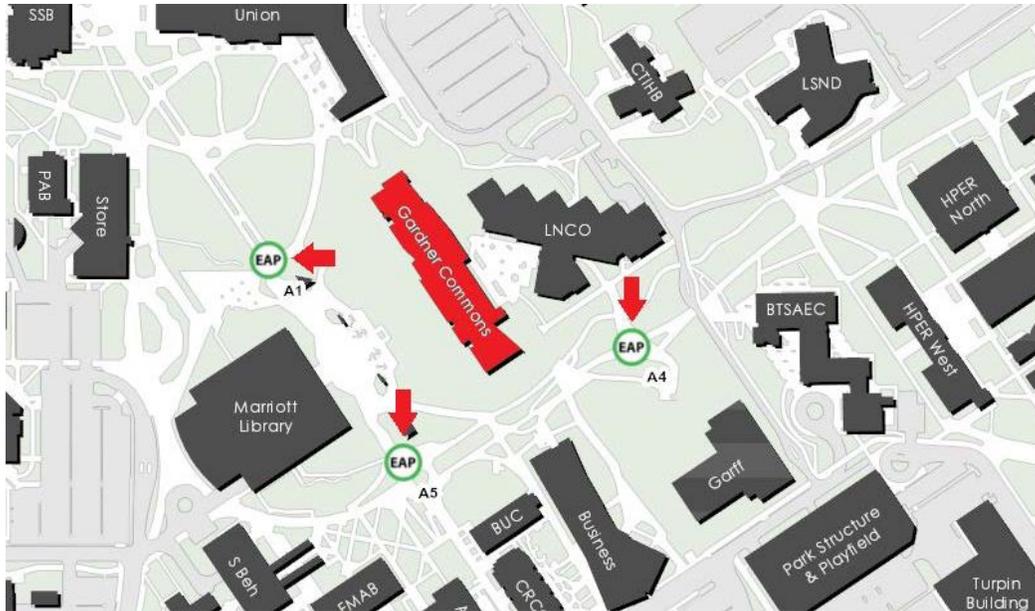
University Policies

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. ***Undocumented Student Support Statement.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-

status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

5. ***The CSBS Emergency Action Plan is attached below.***

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U HeadsUp App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.