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Background

The Economics Department at California State University, East Bay (CSUEB) is housed within the College of Business and Economics (CBE), one of four Colleges in the University. CAPR\(^1\) exempted our Department from the five-year review process until 2001 when it realized that Economics programs were not subject to American Assembly of Collegiate Schools of Business (AACSB) accreditation. This Self Study and Plan therefore represents the Department's second such document and its first effort to place the Department's curriculum, faculty, and programs within the context of a plan developed in a previous self study.

This document introduces the Economics Department, discussing its programs offered, curriculum, courses offered, faculty, administrative structure and its external environment. It also addresses the mandated Self Study and Plan portion of the five-year review process. Data and documents directly related to CAPR requirements are presented as Appendices or in separate documents (faculty vitae, course syllabi, the Department's Mission, Goals, and Assessment Plan, and reports on our surveys of economics' students, employers, and alumni). Information in both the Self Study and Plan portion of this document is presented in numeric accordance with 00-01 CAPR7, Policies and Procedures for Five Year Reviews and Plans.

Introduction

Our Department Mission Statement:

The Economics Department at California State University, East Bay will prepare each student to participate effectively as an informed citizen in the affairs of our society by enhancing their ability to assess economic activity and to contribute productively in their careers using knowledge learned during their study of economics. Through effective teaching, the Department will provide its students with knowledge of current economic thought and will develop students' understanding of the role played by economic institutions in our society. The Department will enhance student learning along these lines at both the bachelor's and master's degree level, primarily for students from the East Bay but also for students from our global community.

The faculty in the Economics Department will provide applied scholarship that enhances the reputation of the Department, College, and University and that contributes to the knowledge base of economists, businesses, and economics' educators.

Finally, the Economics Department will engage in service activities that are demanded by the University, East Bay region, and profession.

Programs Offered

The Economics Department houses two different degree programs (a Bachelor of Arts in Economics and a Master of Arts in Economics), Options in the Bachelor's and Master's degrees in Business Administration (Bachelor of Science in Business Administration, Option in Business Economics and Master in Business Administration, Option in Business Economics) and a minor in Economics (at the undergraduate level). The minor and Options in the business programs provide students with a general exposure to economics but do not contain the depth or breadth of the Economics degree programs.

\(^1\) CAPR (Committee on Academic Planning and Review) is the standing committee of the Academic Senate that oversees the five-year program review process.
Undergraduate Programs

The Economics Department supports a BA in Economics with four different options. Students in all options are required to pass a comprehensive exam on both macroeconomic and microeconomic principles (effective Fall 2006). Although some core courses are required in all options, each option was specifically designed to meet the needs of a targeted population of students and employers. Table 1 shows the required (R) and elective (E) courses and those that can be substituted for required courses (S) for each option in the BA Economics degree program and the minor. Program requirements shown in Table 1 are effective for students entering in Fall 2006 or later and reflect course title changes that have been submitted to the college curriculum committee for approval starting with the Fall 2007 catalog.

The Option in Accounting is designed for students who want to pursue a course of study emphasizing accounting. The study of accounting involves the definition, acquisition, analysis, reporting and use of information (financial and nonfinancial, internal and external) required to effectively operate, manage and assess an organization. As strategic advisers and decision makers, accountants must be good communicators who possess business knowledge and the capacity to make inferences from relationships between business circumstances and economic and industrial trends. Accounting skills, coupled with a rich knowledge of economics, are exceptionally marketable. This option meets all coursework requirements for the CPA exam.

The Option in General Economics is designed for students who want to pursue a course of study with intellectual rigor, practical quantitative skills, and excellent employment prospects. It provides the student with a logical way of approaching various problems and issues, provides students with techniques for analyzing contemporary economics problems, and develops the ability to exercise sound judgment in evaluating public policy issues. This broad background encourages students to become interested, understanding observers of the events of today’s and tomorrow’s world. It also prepares them for a broad variety of careers including those in law, journalism, banking and insurance, government, teaching, and research.

The Option in Social Science Economics is designed for students who want to study economics from a liberal arts or social science perspective. Originally called Political Economy, economics is one of the oldest social sciences. The social and political impact of economists such as Adam Smith, David Ricardo, Karl Marx, Friedrich Hayek, and Milton Friedman are unequalled. The Social Science Economics Option combines this rich tradition with the excellent employment opportunities that an economics degree accords by providing a rigorous study of economics in a reduced math format that allows students to take many electives in other social sciences.

The Option in Statistical Economics is designed for students who want to pursue a course of study emphasizing the applied, quantitative analysis of business and economics. By emphasizing the applied statistical and data-driven aspects of economics, this option provides students with skills for employment in jobs that require statistical or data analysis. Because more advanced study of Economics relies on a student’s ability to use math and statistics, this option provides students with an excellent background for continuing the study of economics beyond the Bachelor’s degree level.
### Table 1: Required Coursework for Undergraduate Programs Supported by the Economics Department

<table>
<thead>
<tr>
<th>COURSES</th>
<th>BACHELOR OF ARTS IN ECONOMICS</th>
<th>MINOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACCOUNTING ECONOMICS OPTION</td>
<td>GENERAL ECONOMICS OPTION</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1130: College Algebra</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>1304: Calculus I</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>1305: Calculus II</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1810: Mathematics for Business and Social Sciences I</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td><strong>Statistics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000: Elements of Probability and Statistics</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>2010: Elements of Statistics for Business and Economics</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>3401 (3402): Introduction to Probability Theory I, II</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3502 (3503): Statistical Inference I, II</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3900: Data Analysis Using Statistical Packages</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4601: Regression</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2251: Financial Reporting and Analysis I</td>
<td>R</td>
<td>--</td>
</tr>
<tr>
<td>2253: Accounting for Management Decision-Making</td>
<td>R</td>
<td>--</td>
</tr>
<tr>
<td>3170: Information Technology in Business</td>
<td>R</td>
<td>--</td>
</tr>
<tr>
<td>3211, 3212, 3213: Intermediate Accounting I, II, III</td>
<td>R</td>
<td>--</td>
</tr>
<tr>
<td>3220: Federal Income Tax Accounting</td>
<td>R</td>
<td>--</td>
</tr>
<tr>
<td>4220: Advanced Studies in Taxation</td>
<td>S</td>
<td>--</td>
</tr>
<tr>
<td>4704: Financial Reporting Systems-Design and Implementation</td>
<td>S</td>
<td>--</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2301: Principles of Microeconomics</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>2302: Principles of Macroeconomics</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>3000: Micro-Economic Theory</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>3005: Macro-Economic Theory</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>3006: Macroeconomics for Business</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td>3107: Global Economics</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>3150: Economic History of the United States</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>3170: History of Economic Thought</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>3190: Market Processes—Theory and Applications</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>3200: Comparative Economic Systems</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>3310: Money, Banking, and Financial Intermediaries</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>3370: Public Sector Economics</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>3375: Public Choice: The Economics of Politics</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>3500: Urban Economics</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>3551: Managerial Economics and Business Strategy</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3680: Labor Economics</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>4000: Mathematical Economics</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>4306: Environmental Economics</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>4315: Monetary Theory</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>4400: Introduction to Econometrics</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>4520: Industrial Organization and Public Policy</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>4590: Selected Topics in Economic Analysis</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>4700: Seminar: International Trade</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>4705: International Finance</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>4710: International Economic Development</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>4895: Workshop in Economic Research</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>4950: Advanced Statistical Packages for Data Analysis (cross listed with Statistics)</td>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>

**Total Notes:** R indicates the course is required for the degree or option. E indicates it is an elective. S indicates it can be substituted for a required course. -- means the course is not part of the option, and * indicates a prerequisite for a required course. Soc 4111 and 4112 (Methods of Sociological Research I, II) or HIST 3101 (Historical Writing) and PoliSci 3300 (Voting and Public Opinion) replace Econ 4400 as requirements in the Social Science Option.
Graduate Programs
The Economics Department offers seven Options leading to a MA degree in Economics. Each option requires 45 units, the same required coursework (except the Option in Economics for Teachers), two comprehensive exams (except the Option in Economics for Teachers), and a terminal exercise. Table 2 shows the required (R) and elective (E) courses for all MA Economics degree programs, effective Fall 2006.

Students with an Option in Economic Development and Comparative Systems study the major theoretical arguments offered for and against the various types of politico economic systems such as anarcho-capitalism, classical liberalism, social democracy, market socialism, and centrally planned socialism. Students also study the nature of the systems that exist in the world's most prominent countries, including the U.S., Russia, Japan, and China.

Students with an Option in General Economics pursue a course of study offering intellectual rigor, practical quantitative skills, and excellent employment prospects. The general MA program has a curriculum that combines a strong foundation in theory with a program emphasis on applied research to provide students with a broad set of analytic skills.

Students with an Option in International Economics study the history and theory of international trade and finance. Topics covered include classical and modern theories of international trade, the nature and effects of protection, multinational enterprises, economic integration, foreign exchange markets and exchange rate determination, Euro currency markets and international monetary systems.

Students with an Option in Labor Economics study the valuation and allocation of human resources, including wage determination, human capital, and labor supply. Labor theories are applied to a broad range of issues such as unemployment, earnings differentials, union strength, human resource management, income distribution, and government policy.

Students with an Option in Monetary Economic Theory gain a comprehensive background in monetary theory and policy, and U.S. and international financial institutions.

Students with an Option in Public Sector Economics examine the economic basis for government intervention in the economy. The traditional role of the government as fixer of "market failures" is presented and critically analyzed. The institutions and incentive structures in the public sector are examined to explore the idea of "government failure." Topics of study include public goods, tax policy, distribution of wealth, property rights, and political equilibria.

The Option in Economics for Teachers is designed for K-12 teachers. Students gain graduate-level subject matter knowledge in economics, which is helpful for teaching high school economics and related courses. Individuals must hold a clear (non-emergency) teaching credential to be admitted to this option. The Option differs from other options in the MA in Economics programs in that it allows more flexibility in choosing elective courses, it may be completed without a background in calculus, and the terminal exercise involves developing a project relevant to teaching economics.
<table>
<thead>
<tr>
<th>COURSES</th>
<th>MASTER OF ARTS IN ECONOMICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GEN. ECON. OPTION</td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>1130 College Algebra</td>
<td></td>
</tr>
<tr>
<td>1810, 1820: Mathematics for Business and Social Sciences I, II</td>
<td>*</td>
</tr>
<tr>
<td>Econ 4000: Mathematical Economics</td>
<td>S</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>1000: Elements of Probability and Statistics</td>
<td>*</td>
</tr>
<tr>
<td>2010: Elements of Statistics for Business and Economics</td>
<td>S</td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>6110: Business and Economic Forecasting</td>
<td>R</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>2301: Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>2302: Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>3000: Micro-Economic Theory</td>
<td></td>
</tr>
<tr>
<td>3005: Macro-Economic Theory</td>
<td></td>
</tr>
<tr>
<td>6101: Seminar: Micro-Economic Theory I</td>
<td>R</td>
</tr>
<tr>
<td>6102: Seminar: Micro-Economic Theory II</td>
<td>R</td>
</tr>
<tr>
<td>6105: Seminar: Macroeconomic Theory</td>
<td>R</td>
</tr>
<tr>
<td>6150: Economic History of the United States</td>
<td>E</td>
</tr>
<tr>
<td>6170: History of Economic Thought</td>
<td>E</td>
</tr>
<tr>
<td>6180: Selected Topics in Economic Thought</td>
<td>E</td>
</tr>
<tr>
<td>6190: Market Processes—Theory and Applications</td>
<td>E</td>
</tr>
<tr>
<td>6200: Seminar: Comparative Economic Systems</td>
<td>E</td>
</tr>
<tr>
<td>6250: Seminar: Project Analysis</td>
<td>E</td>
</tr>
<tr>
<td>6306: Environmental Economics</td>
<td>E</td>
</tr>
<tr>
<td>6310: Money, Banking, and Financial Intermediaries</td>
<td>E</td>
</tr>
<tr>
<td>6315: Seminar: Monetary Theory</td>
<td>E</td>
</tr>
<tr>
<td>6370: Seminar: Public Sector Economics</td>
<td>E</td>
</tr>
<tr>
<td>6375: Public Choice; The Economics of Politics</td>
<td>E</td>
</tr>
<tr>
<td>6400: Seminar: Econometrics</td>
<td>R</td>
</tr>
<tr>
<td>6500: Urban Economics: Survey</td>
<td>E</td>
</tr>
<tr>
<td>6520: Seminar: Industrial Organization and Public Policy</td>
<td>E</td>
</tr>
<tr>
<td>6590: Selected Topics in Economic Analysis</td>
<td>E</td>
</tr>
<tr>
<td>6680: Seminar: Labor Economics</td>
<td>E</td>
</tr>
<tr>
<td>6700: Seminar: International Trade</td>
<td>E</td>
</tr>
<tr>
<td>6705: International Finance</td>
<td>E</td>
</tr>
<tr>
<td>6896: Research Methods</td>
<td>R</td>
</tr>
<tr>
<td>6899: Project</td>
<td></td>
</tr>
<tr>
<td>6910: University Thesis</td>
<td>S</td>
</tr>
<tr>
<td>Total units</td>
<td>45</td>
</tr>
</tbody>
</table>

Table Notes: R indicates the course is required for the degree or option. E indicates it is an elective. S indicates it can be substituted for a required course. -- means the course is not part of the option, and * indicates a prerequisite for a required course.
Curriculum

Both the bachelor's and master's level curricula have changed in the last five years. Our goal in making changes was to increase students' ability to use their economics knowledge. At the undergraduate level, we reduced our requirements to bring our program closer in line to unit requirements by other CSU's, increased students' scheduling flexibility, and maintained high standards for learning.

Four changes were made at the bachelor's level to achieve our goal. First, starting in Fall 2005, the Department imposed a writing requirement in all upper division courses. To achieve this objective, all upper division courses are capped at 45 students. Second, students entering the BA program in Fall 2006 or later, irrespective of option, will be required to pass an exit exam grounded in microeconomic and macroeconomic principles.

Third, for students in the Option in General Economics, Mathematical Economics replaced the second required course in calculus and second microeconomic theory course. History of Economic Thought, a course that many students felt was not needed as a required part of the program, was moved to an elective course.

Finally, we added the Option in Accounting, effective Fall 2004. The Option, as originally designed, constrained the students by specifying most of the courses and allowing few accounting or economics electives. In Spring 2005, the Department, working in conjunction with the Accounting department, shifted many of the requirements courses (e.g., Public Sector Economics) from required to electives.

At the master's level, curriculum changes were more subtle with a focus on building the research and econometrics skills in students. Professor Eric Suess was moved into the Econometrics course and helped build a bridge between that course, the Advanced Statistical Data course (SAS), and the MA capstone course (Research Methods). The result has been greatly improved research projects emerging from students in their capstone course, which requires students to show evidence of applying theory and econometrics in research and communicating economic research effectively, in writing and orally, using appropriate technology.

Courses Offered

Although the CSUEB Economics Department offers courses year round, day and night, it only offers its required bachelor's degree courses during the day and its required master's degree courses at night. The Department's annual course schedule is posted on the CBE website (http://telcot.csueastbay.edu/cbe_Schedule.asp?DepartmentID=3&ViewType=Annual) in May in order to inform students of upcoming course offerings. The listing of 2005-2006 course offerings can be found in Appendix I.

Most coursework offered by the Department is used to fulfill requirements for Business Administration degree. For example, in Fall 2005 the Department offered 25 classes and, as Table 3 shows, 18 of those classes are required of Business Administration majors while only seven are required (only) for Economics students (at both the undergraduate or graduate level).

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2 Courses required in the Business Administration degree are offered at day and night and at the Contra Costa campus since that degree is made available to day, night, and Contra Costa students.
Still, the courses for Economics majors are timed to provide undergraduate and graduate students with a structured offering of required courses and a variety of electives. In our undergraduate program we offer History of Economic Thought (Macroeconomic Theory starting Fall 2006) every fall, Microeconomic Theory I and Econometrics every winter, and Microeconomic Theory II (Mathematical Economics starting Spring 2007) every spring.

At the bachelor’s level, the Department offers three elective courses every quarter (except summer), with most electives offered every other year and some electives offered yearly. One elective is offered every summer, as are courses required of both Business Administration and Economics majors.

A similar scheduling strategy is used at the graduate level to ensure students’ ability to complete their program in a year. All graduate courses are offered one night a week, although elective courses (discussed below) are available during the day. Our master’s level Macroeconomic Theory course is offered every fall, Microeconomic Theory I and Econometrics are offered in winter, and Microeconomic Theory II and Research Methods are offered every spring. The comprehensive exam in macroeconomics is offered after every fall and winter quarter and the comprehensive exam in microeconomics is offered after every spring and summer quarter. At the master’s level, the Department offers one seminar (graduate only) course every quarter and two to three elective classes every quarter except summer. Elective classes are co-offered with undergraduate elective courses such that the graduate student attends the same lecture as undergraduates but also completes a graduate-level component.

Staffing courses can be a challenge, as information in Table 3 suggests. Although our Department has 11 tenured faculty, they instructed only 12 of 25 students in Fall quarter 2005, a typical quarter. While our Department is technically “overstaffed” in that our class offerings could not accommodate all faculty if they were teaching a full load, the large percentage of faculty with reduced or no teaching loads with administrative assigned time makes it difficult to staff courses. As a consequence, lecturers staff a relatively large percentage of our classes (40 percent Fall 2005).

### Table 3: Class Breakdown, Fall Quarter 2005

<table>
<thead>
<tr>
<th>Category</th>
<th># Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Classes</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Undergraduate Classes</strong></td>
<td>22</td>
</tr>
<tr>
<td>Required Bus Ad, Econ, &amp; meets GE (principles)</td>
<td>4</td>
</tr>
<tr>
<td>Required Econ only</td>
<td>5</td>
</tr>
<tr>
<td>Required Bus Ad only</td>
<td>7</td>
</tr>
<tr>
<td>Required Econ &amp; Bus Ad (macroeconomics)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Graduate Only</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>MBA Foundation Course</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Faculty Status of Classes Taught</strong></td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td>12</td>
</tr>
<tr>
<td>FERP</td>
<td>3</td>
</tr>
<tr>
<td>2-year lecturer</td>
<td>6</td>
</tr>
<tr>
<td>Part time</td>
<td>4</td>
</tr>
</tbody>
</table>

3 All faculty in the department are tenured.
**Faculty**

As Table 4 shows, the Department contains 11 tenured faculty members, one FERP faculty (.5 appointment), two one-year lecturers, and a fluctuating number of part-time positions in each quarter. All faculty are tenured, Full Professors and are active in a variety of circles within the Economics profession. Most received their graduate training at top 20 Universities and have significant publication records. (See Vitas report). Table 4 lists each tenured faculty, his/her rank and administrative positions in the Department, and fields of specialization. We highlight our characteristics and accomplishments.

- **Professionally Active.** Faculty members are professionally active as members of professional associations, presenters at conferences, and reviewers of professional work. Of note, Baird and Christensen are elected members of the Mont Pelerin society (Baird is a Member of the Board of Directors). Department members regularly participate in both national (American Economic Association) and regional (Western and Southern Economic Association) meetings and Department members are active in enhancing Economic education. For example, Lopus is active in the National Council on Economics Education and both Baird and Lopus are members of the Association of Private Enterprise Education.

- **Well-Published Scholars.** The Department takes great pride in having one of the best publication records in the College. Most Economics faculty have written books and all have publication records.

- **Outstanding Professors.** Two of our professors have been named outstanding professors at CSUEB (Kamath, Maxwell).

- **Educational Entrepreneurs.** Economics professors have been active in developing and administering business programs in other countries. The MBA programs in Hong Kong and Singapore (Christensen) and the Transnational Executive MBA program (TEMBA) (Kamath) exist and continue because of faculty in our Department.

- **Research Entrepreneurs.** Three of the research centers housed in CBE are headed by faculty in the Economics Department: the Center for Economic Education (Lopus), Human Investment Research and Education (HIRE) Center (Maxwell), and the Smith Center (Baird).

- **Editors.** Faculty are actively involved in editorial review for professional journals. Kahane is the co-founder and co-editor of the Journal of Sports Economics, a Sage Publication that has three department members on its well-known editorial board (Lima, Maxwell, Shmanske). Maxwell is an Associate Editor of Social Science Quarterly and serves on the editorial board of Population Research and Policy Review. Baird is on the editorial board of the Cato Journal and Review of Austrian Economics.

- **Grant Getters.** Maxwell, Kamath, Paringer, and Lopus all have established track records bringing external funding into the University.

- **Service Minded.** Department members are active in the University, College, Department, and Community. For example, at the University level Maxwell has served several terms on the Executive Committee of the Academic Senate and Lopus has chaired CAPR.
TABLE 4: Economics Department Faculty

<table>
<thead>
<tr>
<th>TENURED FACULTY</th>
<th>RANK/POSITION</th>
<th>SPECIALITIES</th>
</tr>
</thead>
</table>
| James C.W. Ahiakpor   | Professor                             | • Monetary Economics  
|                       |                                       | • History of Economic Thought  
|                       |                                       | • Development Economics  |
| Charles W. Baird      | Professor, Associate Dean             | • Law and Economics of Labor Relations  
|                       |                                       | • Austrian Economics  
|                       |                                       | • Public Choice  |
| Gregory B. Christainsen| Professor                             | • Philosophy and Economics  
|                       |                                       | • Law and Economics  
|                       |                                       | • Environmental Economics  
|                       |                                       | • Comparative Economic Systems  
|                       |                                       | • Monetary Theory  |
| Leo H. Kahane         | Professor, graduate and undergraduate advisor | • International Trade  
|                       |                                       | • Econometrics  
|                       |                                       | • Industrial Organization  
|                       |                                       | • Sports Economics  |
| Shyam J. Kamath       | Professor                             | • International Economics  
|                       |                                       | • Business Strategy  
|                       |                                       | • Development Economics  
|                       |                                       | • Economic Theory and Methodology  
|                       |                                       | • Comparative Economic Systems  |
| Anthony K. Lima       | Professor                             | • Macroeconomics  
|                       |                                       | • Econometrics  
|                       |                                       | • Industrial Organization  |
| Jane E. Lopus         | Professor                             | • Economic Education  
|                       |                                       | • Transition Economics  
|                       |                                       | • Macroeconomics  
|                       |                                       | • Public Sector Economics  |
| Nan L. Maxwell        | Professor, Chair                      | • Labor and Policy Analysis  
|                       |                                       | • Human Capital  
|                       |                                       | • Demographic Economics  |
| Lynn C. Paringer      | Professor                             | • Health Economics  
|                       |                                       | • Human Capital  |
| Stephen Shmanske      | Professor                             | • Microeconomic Theory  
|                       |                                       | • Industrial Organization  
|                       |                                       | • Price Discrimination  |
| David J. St. Clair    | Professor                             | • Comparative Economic History  
|                       |                                       | • Urban Transportation History  |
| Jay L. Tontz          | Professor Emeritus                    | • Macroeconomics  |

ONE YEAR LECTURERS
Said Haimor
David Yaar
Administrative Structure

For five years (from 2000-2005) the Department split the chair duties between two co-chairs with Professor Baird serving as the internal day-to-day administrator of the Department by staffing classes, handling faculty and student issues, and answering incoming inquiries and Professor Maxwell engaging in the longer-term Department planning, serving as the administrator in external affairs, and serving as the graduate advisor. In Fall 2005, Professor Baird became an Associate Dean for Academic Affairs in CBE and Professor Maxwell became the sole Department Chair. Professor Leo Kahane assumed the duties of graduate and undergraduate advisor.

The Department has lacked administrative support since Fall 2000, when the CBE reorganized its staff into functional areas. As a result, Department offices were closed and students are served centrally by the CBE Student Services Center.

External Environment

During the past five years, several external changes occurred that greatly impacted, and will continue to impact, the Economics Department. We delineate here the environmental changes we believe most heavily impacted the Department.

- **Loss of resources.** Since our last review, we lost two tenured faculty (that were not replaced), increased our student-faculty ratio from 33.7 to 52.0 (combined graduate and undergraduate), and remained without clerical support. During the same period the number of undergraduate majors increased from 44 to 79 and the number of graduate majors increased from 38 to 55.

- **Changing deans.** Since our last review, we have had three different deans, the last one arriving on July 6, 2005. Because the business programs are undergoing reaccreditation in 2007-2008, current College policies are focused on changes that will enable a clean review.

- **Bus Ad core changes.** In Spring 2005, the undergraduate Business Administration core requirements faced the first major revision in over 35 years. Changes made will undoubtedly change the course offerings of the Economics Department. Most importantly, Econ 3005 was dropped from the required courses for Business Administration majors, which will greatly reduce demand for Economics courses. The Department developed two new courses in response to these changes. Global Economics (Econ 3107) will now count as a course meeting the international requirement for the BSBA (as will MGMT 4670) and Macroeconomics for Business (Econ 3006) will be allowed as a business elective.

- **Outcomes Assessment.** The Department has also become full participants in the Outcome Assessment processes since the last review. As Appendix IV shows, the Department has been quite successful at using information from this process to improve the quality of its programs.
Five-Year Overview

1. Address a summary of the last program review and the plan developed at that time. Discuss the program’s progress in implementing that plan, as well as what still remains to be completed.

Department of Economics Five-Year Objectives, 2001

<table>
<thead>
<tr>
<th>Change Outlined in 2001 Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>• Add an Option in Accounting for our BA</td>
<td>Done, effective Fall 2004</td>
</tr>
<tr>
<td>• Streamline elective courses</td>
<td>Removed hard-to-staff electives from offering</td>
</tr>
<tr>
<td>• Discontinue options not attracting students</td>
<td>Changes too new to discern this</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>• Develop publicity for programs</td>
<td></td>
</tr>
<tr>
<td>• Distribute undergraduate publicity materials to community colleges</td>
<td>Regularly (at least once a quarter) visit community colleges as part of University effort to recruit students</td>
</tr>
<tr>
<td>• Highlight new MA option to teachers</td>
<td>• Developed brochure for MA, Option for teachers</td>
</tr>
<tr>
<td>• Develop Economics Website</td>
<td>• Distributed brochures to teacher training programs</td>
</tr>
<tr>
<td>• Develop and implement Exit Surveys and Outcome Assessment Plan</td>
<td>Done (see Mission, goals, and Assessment plan report)</td>
</tr>
<tr>
<td>• Increase majors with changes in curriculum</td>
<td>Programs have seen enrollment growth</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>• One-year lecturer positions replace part timers</td>
<td>No approval</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
</tr>
<tr>
<td>• Publicity costs</td>
<td>Received modest funding</td>
</tr>
<tr>
<td>• Department staff</td>
<td>No approval (despite prodding)</td>
</tr>
<tr>
<td>• Faculty time (release)</td>
<td>No new release time received</td>
</tr>
</tbody>
</table>

2. Attach a copy of any applications submitted for new tenure-track positions since the last review. Discuss progress toward achieving these positions.

None requested since 1990.

3. Attach a copy of the program’s Outcomes Assessment document. Summarize what has been learned from this information, what steps the program has taken in response, and what further steps should be taken.

The Department’s Outcome Assessment plan can be found in the Mission, Goals, and Assessment Plan document. Appendix IV of this report provides an abbreviated overview of that document and a summary of the Departmental efforts to "close the loop" and use information from outcome assessment efforts to engage in continuous quality improvement of our programs. We provide here only a broad overview of changes. Please see Appendix IV or the broader report for details.

**Undergraduate Program**
- Revised curriculum to increase rigor (critique: program needs more rigor)
- Moved History of Thought from a required to elective course (critique: course viewed as least value for money)
- Moved to a day only program (critique: courses not availability)
• Redesigned econometrics to make more application oriented (critique: lack of real world applications)
• Developed a writing requirement (critique: communication poor)
• Developed listserv to communicate with students (critique: inadequate advising)

Graduate Program
• Redesigned web pages to contain more information and developed listserv for communication (critique: inadequate advising)
• Reassigned instructors to increase course rigor (critique: lack of rigor in program)
• Redesigned capstone course to increase writing, oral presentations and use of technology (critique: lack of student proficiency in these areas)
• Developed remediation plans and individualized instruction for students failing comprehensive exams (critique: lack of proficiency in economic knowledge)

4. Using the Academic Performance Review Statistics available from Institutional Research and Analysis, provide a table showing relevant program data for the past five years including:
   a) number of degrees awarded,
   b) number of undergraduate and graduate majors,
   c) number of courses and sections taught,
   d) average section size,
   e) FTES, FTEF, and SFR for lower division, upper division, undergraduate and graduate courses, and
   f) ethnicity of majors.

Discuss the impact on program quality of trends in enrollment, student-faculty ratio, percentage of courses and students taught by regular faculty, number of majors, and other relevant information.

Appendix II contains the statistics available from Institutional Research. We summarize key statistics in Table 5.

Table 5: Department Statistics, Summary

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2000</td>
<td>2004</td>
</tr>
<tr>
<td>Number Majors</td>
<td>44</td>
<td>79</td>
</tr>
<tr>
<td>Sections Taught</td>
<td>25.7</td>
<td>26.9</td>
</tr>
<tr>
<td>Section Size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTES</td>
<td>293.3</td>
<td>306.3</td>
</tr>
<tr>
<td>FTEF (teaching)</td>
<td>9.6</td>
<td>6.2</td>
</tr>
<tr>
<td>% lecturer by FTES</td>
<td>27.4</td>
<td>34.4</td>
</tr>
<tr>
<td>SFR</td>
<td>37.3</td>
<td>55.6</td>
</tr>
<tr>
<td>% female students</td>
<td>22.7</td>
<td>34.2</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Amer. Indian</td>
<td>4.5</td>
<td>0.0</td>
</tr>
<tr>
<td>% Asian/PI/I</td>
<td>27.3</td>
<td>35.4</td>
</tr>
<tr>
<td>% African Amer.</td>
<td>9.1</td>
<td>6.3</td>
</tr>
<tr>
<td>% Latino</td>
<td>6.8</td>
<td>6.3</td>
</tr>
<tr>
<td>% White</td>
<td>22.7</td>
<td>22.8</td>
</tr>
</tbody>
</table>

Table Notes: Fall Quarter data were used. In Fall 2004, we moved a graduate-level prerequisite course in the MBA program to winter quarter, which greatly reduced the FTES for graduate students that quarter. Sections offered are for 2001 not 2000. Ethnicity percentages are computed on those who reported ethnicity. A more complete set of available statistics can be found in Appendix II. The Office of Institutional Research and Analysis provided statistics without explanation of their derivation. Some numbers appear contradictory.
Positive Trends
- Both the Bachelor's and Master's degree programs have shown a fairly steady increase in enrollment over the past five years.
- FTES has remained fairly steady over the five-year period.

Negative Trends
- SFR increased dramatically during the period. It stands above 50 in undergraduate courses (in both upper and lower division courses) and above 24 in graduate level courses. These increases make it more difficult to achieve the Department goals of building written and oral communication skills in students.
- FTEF of teaching faculty fell by about one-third over the period and percent of FTES taught by lecturers increased. It is not surprising that students, in their surveys, complain about full-time faculty not being in the classroom.
- University-provided data (Table 5) do not show the Department's biggest weakness—an aging faculty. While the experience of our cumulative faculty is instrumental in building new programs and undertaking a wide-variety of professional activities (See Vitae), it is not balanced by "new blood". Our "youngest" faculty was hired in 1991 and is a Full Professor. By next review we will have lost one FERP and one more faculty to retirement, with little possibility of replacement.

5) Conduct a review showing how the department's course offerings and requirements compare and contrast to those of corresponding programs in the U.C. and CSU systems and to nationally recognized programs in the field.

Appendix III compares all Economics Departments programs in the CSU and UC Berkeley, Davis, and Santa Cruz. As can be seen from these tables, few differences exist among the programs, even though some departments are located in schools of social science and some operate on semester calendars. Undergraduate economics programs generally require Principles of Economics (Micro and Macro), calculus, statistics, intermediate microeconomic and macroeconomic theory, econometrics, and electives. Our undergraduate program falls into this general pattern, although it (and our minor) contains more requirements (e.g., money and banking, mathematical economics, workshop) and is slightly larger than other programs.

In comparing our Master's degree program to neighboring schools we see that our program contains more flexibility (less theory and econometrics) than does SFSU, but more requirements (econometrics and comprehensive exam requirements) than does SJSU.

6) Describe achievements of the program since the last review (if not mentioned above), for example, important curricular changes, grants, faculty professional achievements, external honors received by students, changes in the location or mode of instructional delivery.

Discussed above.

7) For programs requiring more than the normal minimum number of units (180), justify the need for the larger number of units required for the baccalaureate degree.

Not applicable.
Plan

00-01 CAPR 7 guidelines stipulate that each designated area should include the following (where relevant):

a) Expected action/change to be taken.
b) A specific time line for when the task will be completed.
c) Person(s) responsible for carrying out the needed change.
d) Anticipated cost.

We have developed a table detailing objectives in each of the four areas of the plan and assigned a probability of task completion based on priority and resource needs (Table 6). We also provide a paragraph summary of our goals and needs in each area.

Table 6: Department of Economics Five-Year Objectives, 2005

<table>
<thead>
<tr>
<th>Expected Change</th>
<th>Expected Probability</th>
<th>Time Line (beginning)</th>
<th>Person Responsible</th>
<th>Anticipated Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Redesign capstone course (BA) to increase writing and oral communication</td>
<td>.9</td>
<td>Spring 2007</td>
<td>Shmanske</td>
<td>Prep time</td>
</tr>
<tr>
<td>• Pursue possibility of option in Finance in BA</td>
<td>.6</td>
<td>Fall 2006</td>
<td>Maxwell</td>
<td>Time</td>
</tr>
<tr>
<td>• Update course descriptions and titles</td>
<td>.9</td>
<td>Fall 2006</td>
<td>Maxwell</td>
<td>Time</td>
</tr>
<tr>
<td>• Increase writing assignments</td>
<td>.8</td>
<td>Fall 2005</td>
<td>All</td>
<td>Time</td>
</tr>
<tr>
<td>• Monitor options for enrollment</td>
<td>.9</td>
<td>Continuous</td>
<td>Maxwell</td>
<td>Time</td>
</tr>
<tr>
<td>• Build electives to business students</td>
<td>.6</td>
<td>Fall 2006</td>
<td>Maxwell/Kahane</td>
<td>Time</td>
</tr>
<tr>
<td>• Increase offerings of MA core courses</td>
<td>.3</td>
<td>Fall 2008</td>
<td>Maxwell</td>
<td>More sections</td>
</tr>
<tr>
<td>• Integrate MGMT 6110 into econometrics/research sequence in MA program</td>
<td>.8</td>
<td>Fall 2008</td>
<td>Maxwell/Kahane</td>
<td>Time</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• More proactive advising</td>
<td>.8</td>
<td>Fall 2005</td>
<td>Kahane</td>
<td>Time</td>
</tr>
<tr>
<td>• More coordinated scheduling</td>
<td>.9</td>
<td>Fall 2006</td>
<td>Maxwell</td>
<td>Time</td>
</tr>
<tr>
<td>• Increase majors</td>
<td>.5</td>
<td>Fall 2005</td>
<td>Maxwell/Kahane</td>
<td>Time</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Decrease reliance on part time faculty</td>
<td>.8</td>
<td>Fall 2006</td>
<td>Dean</td>
<td>Reduce assign time</td>
</tr>
<tr>
<td>• Increase publications</td>
<td>.8</td>
<td>Fall 2006</td>
<td>Dean/Maxwell</td>
<td>Increase assign time</td>
</tr>
<tr>
<td>• Hire tenure track faculty</td>
<td>.2</td>
<td>Fall 2009</td>
<td>Dean/Maxwell</td>
<td>Money</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Support Staff</td>
<td>.8</td>
<td>Winter 2006</td>
<td>Dean</td>
<td>Money</td>
</tr>
<tr>
<td>• Money for faculty hire and publicity</td>
<td>.2</td>
<td>Fall 2008</td>
<td>Dean</td>
<td>Money</td>
</tr>
<tr>
<td>• Assigned time for development</td>
<td>.2</td>
<td>continuous</td>
<td>Dean</td>
<td>Money</td>
</tr>
</tbody>
</table>
1) **Curriculum.** What curricular changes do you envisage during the next five years? What developments are likely to cause you to change the curriculum?

Our department has made a number of curriculum changes in the last few years. We now anticipate tweaking curriculum in the following ways.

- Some of our course descriptions and titles are woefully outdated (e.g., use of words like slums and manpower in descriptions). All titles and descriptions need to be reviewed and updated.
- A Department goal of building written and oral communication skills is being challenged by large classes. We have devised a plan (caps) to achieve this goal. We need to maintain our focus and determination to maintain caps to class size to implement the plan.
- We have recently developed a host of Options in both our graduate and undergraduate programs. We will monitor student demand for each option using both course enrollment figures and data from an (to be developed) exit survey of Economic students. This plan is outlined in our Outcomes Assessment Document. We will discontinue options that do not generate student demand and focus on options with larger enrollments.
- The loss of a required course from the BSBA program will dramatically reduce our FTES. We plan to recapture some of this loss by building enrollment in the two new courses developed for business students (Global Economics and Macroeconomics for Business).
- We have discussed building an option in finance in our BA program. We feel that this option, especially if combined with another option in accounting, would make students extremely marketable. We plan on discussing this possibility with the Finance faculty.
- Management 6110 (forecasting) is currently taught as part of the MBA program. As a result, the applications and theory are more business focused than economic focused. We will work with the Management and Statistics departments to better integrate the course into our MA program requirements.

2) **Students.** Do you see the number of majors increasing or decreasing during the next five years? Will those students be similar to those currently pursuing your major or do you expect to serve different students? Will the career opportunities open to your graduates change during the next five years? How will your program adjust its curriculum and program practices to prepare the students for those opportunities? Do you expect your total enrollment to increase or decrease during the next five years? Are changes needed in the program’s learning goals? How will you assist students in attaining those goals during the next five years? What are your specific plans, in the areas of curriculum change, outreach, scheduling and retention, to increase student enrollment? If your program has inadequate resources to serve your students, what are your plans to meet their needs?

- We anticipate growth in the numbers of majors from two internal sources:
  - Our Option in Accounting at the undergraduate level will attract students once students learn of its existence.
  - More proactive advising and publicity.
- We anticipate no change in the external environment that will affect the number of our majors.
- Total enrollment will continue to be driven by the BSBA degree program. We hope that we can offset the FTES decline that we are likely to see with the removal of a course from this core, however, this optimism is likely unwarranted.
3) **Faculty.** What changes do you foresee for the program faculty? What does the University need to do to maintain the current high quality of faculty? Do you anticipate that you will be requesting new regular faculty members? If so, what will be the basis for these requests?

We are currently "overstaffed" on paper (but not in the classroom) and do not anticipate any requests for faculty positions. Retirements and separations have not been replaced in our department in 15 years, and we doubt that the anticipated retirement of one faculty in the next five years will result in a replacement. Of course, we would be delighted to see a large growth in student enrollment that necessitated hiring "new blood". Until that time, our instruction could be improved with the movement of tenured faculty back into the classroom and replacement of part times with one-(or two) year lecturers.

4) **Resources.** Will your current level of resources (staff, equipment, library resources, travel funds, etc.) be adequate to permit the maintenance or improvement of program quality during the next five years? Identify needs based upon program priorities.

We anticipate growth in resource needs in three areas (cash, time, support staff):

- Developing and implementing publicity plans will be achieved only with faculty time and cash resources for materials. Maintaining our writing policy will occur only with reduced class sizes, reduced teaching loads, or student assistants. Unfortunately, faculty release time is already overstretched, as is our faculty. We have a prolific, entrepreneurial, productive faculty that is largely over committed in terms of time and energies.

- Staff support, especially a Department Secretary, would greatly facilitate both publicity and outcome assessment efforts. Because our programs are small in comparison to the Business Administration programs, services to BusAd students often drive curriculum, policies, and operations. This service orientation to business students often leaves our students frustrated with (mis)information requests mistakenly based on an assumed business student status (e.g. "they told me I had to take the PC proficiency exam") or with difficulty in accessing information. These problems, no doubt, contribute to the student's complaint of inadequate advising. The return of a Department Secretary would greatly facilitate information flow to students, and help maintain publicity efforts.
Appendix I: Annual Course Offerings for 2005-2006
Department of Economics Annual Course Offerings for 2005-2006
Tentative: as of 02/28/05

Undergraduate Program:

Major requirements:
Econ 2301 - Principles of Microeconomics (every quarter in day, Fall evening)
Econ 2302 - Principles of Macroeconomics (every quarter in day, Winter evening)
Econ 3000 - Microeconomic Theory (Winter)
Econ 3005 - Macroeconomic Theory (every quarter in day and evening)
Econ 3170 - History of Economic Thought (Fall, day)
Econ 3310 - Money and Banking (Winter, night; Spring, day)
Econ 4000 - Seminar in Microeconomic Theory (Spring, day)
Econ 4400 - Econometrics (Winter, day; Spring, night)

Electives:
Fall:
Econ 3680 - Labor Economics (day)
Econ 3375 - Public Choice (night)
Econ 4315 - Monetary Theory (day)

Winter:
Econ 3190 - Market Process Economics (day)
Econ 3370 - Public Sector Economics (day)
Econ 4700 - International Trade (night)

Spring:
Econ 4306 - Environmental Economics (12:00 MWF)
Econ 4520 - Industrial Organization (day)
Econ 4705 - International Finance (night)

Summer:
Econ 3150/6150 Economic History

Service Course
Econ 3551 - Managerial Economics (every quarter in day and evening)

Graduate Program:

Required Courses:
Econ 6101 - Seminar in Microeconomic Theory I (Winter T 6:30)
Econ 6102 - Seminar in Microeconomic Theory II (Spring T 6:30)
Econ 6105 - Seminar in Macroeconomic Theory (Fall M 6:30)
Econ 6400 - Seminar in Econometrics (Winter R 6:30)
Econ 6896 - Research Methods (Spring M 6:30)

Seminars:
Econ 6370 - Seminar in Public Sector Economics (Spring, night)
Econ 6520 - Seminar in Industrial Organization (Winter, night)
Econ 6250 - Project Analysis (Summer, M 6:30)
Econ 6700 - Seminar in International Trade (Fall night)

Electives:
Econ 6170 - History of Economic Thought (Fall, day)
Econ 6190 - Market Process Economics (Winter, day)
Econ 6306 - Environmental Economics (Spring 12:00 MWF)
Econ 6310 - Money & Banking (Winter, night; Spring, day)
Econ 6375 - Public Choice (Fall, night)
Econ 6705 - International Finance (Spring, night)
Appendix II: University Provided Statistics
<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment History</td>
<td>Number of Majors (Total)</td>
<td>82</td>
<td>76</td>
<td>129</td>
<td>120</td>
<td>134</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>44</td>
<td>44</td>
<td>63</td>
<td>69</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>38</td>
<td>32</td>
<td>66</td>
<td>51</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FTES generated</td>
<td>322.8</td>
<td>329.9</td>
<td>360.8</td>
<td>347.6</td>
<td>324.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of sections offered</td>
<td>36</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average section size</td>
<td>34</td>
<td>38</td>
<td>40</td>
<td>40</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of students on wait list</td>
<td>8</td>
<td>19</td>
<td>14</td>
<td>23</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Degrees Granted (Total)</td>
<td>7</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>1</td>
<td>11</td>
<td>2</td>
<td>9</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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*Includes post-baccalaureate students for everything except average age and average GPA.
Appendix III: Comparison of Economics Programs
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Channel Islands, Monterey Bay, and Maritime Academy do not have BA in Economics programs.
## Unique Features of BA Programs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Requirements</th>
</tr>
</thead>
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<tr>
<td>CSU, EAST BAY</td>
<td>Options in accounting, statistical economics, social science</td>
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<tr>
<td>CSU, BAKERSFIELD</td>
<td>Minor is required in either mathematics or other minor depending on future career goals</td>
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<tr>
<td>CSU, CHICO</td>
<td>Must complete one option in either: economics, environmental econ, or international econ</td>
</tr>
<tr>
<td>CSU, DOMINGUE HILLS</td>
<td>Must complete concentration: either General Econ or Quantitative Econ</td>
</tr>
<tr>
<td>CSU, FRESNO</td>
<td>No concentration or minor required, but is encouraged</td>
</tr>
<tr>
<td>HUMBOLDT STATE UNIVERSITY</td>
<td>Option recommended: Mathematical Economics &amp; Economic Theory</td>
</tr>
<tr>
<td>CSU, LONG BEACH</td>
<td>Must complete one option: Applied Economics or Social and Behavioral Sciences</td>
</tr>
<tr>
<td>CSU, LOS ANGELES</td>
<td>Must complete one option: Applied Economics or Social and Behavioral Sciences</td>
</tr>
<tr>
<td>CALIFORNIA MARITIME ACADEMY</td>
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<tr>
<td>CSU, CHANNEL ISLANDS</td>
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<tr>
<td>CSU, MONTEREY BAY</td>
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<tr>
<td>CSU NORTH RIDGE</td>
<td>No option or minor required</td>
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<tr>
<td>CAL POLY POMONA</td>
<td>Choose between Track A (option A) or Track B (option B): includes one more econ class, and one more math class</td>
</tr>
<tr>
<td>CSU, SACRAMENTO</td>
<td>No concentration or minor required</td>
</tr>
<tr>
<td>CSU, SAN BERNADINO</td>
<td>No concentration or minor required</td>
</tr>
<tr>
<td>SAN DIEGO STATE U.</td>
<td>Pick emphasis in: international econ, preprofessional studies or quantitative analysis</td>
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<tr>
<td>SAN FRANCISCO STATE U.</td>
<td>No concentration or minor required</td>
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<tr>
<td>SAN JOSE STATE U.</td>
<td>Minor in a field recommended by advisor</td>
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<tr>
<td>CAL POLY-SLO</td>
<td>Concentrations: Business &amp; Industrial Econ, International Trade &amp; Development, or concentration from Social Sciences or Political Science departments</td>
</tr>
<tr>
<td>CSU, SAN MARCOS</td>
<td>No option or minor required</td>
</tr>
<tr>
<td>SONOMA STATE UNIVERSITY</td>
<td>Concentrations: Business Economics, Computer Applications in Econ, International Econ</td>
</tr>
<tr>
<td>CSU, STANISLAUS</td>
<td>No concentration or minor</td>
</tr>
<tr>
<td>UC BERKELEY</td>
<td>No concentration or minor</td>
</tr>
<tr>
<td>UC DAVIS</td>
<td>No concentration or minor required</td>
</tr>
</tbody>
</table>
# Economics Minors

| CSEB Requirements | CSUB | CSULB | CHCO | CSUSM | CSUHE | FRES | CSUE | HUMB | CSULB | CSULA | CSUN | Pom | Sac | State | Sac | SfSf | SfSU | SUSU | SLO | CSUSD | SfSUM | Sonoma | Stanis | UC | UCD | CSUCP |
|--------------------|------|-------|------|-------|-------|------|------|------|-------|-------|------|-----|-----|-------|-----|-----|------|------|-----|-------|-------|-----|-----|------|
| Minor in Econ      |      |       |      |       |       |      |      |      |       |       |      |     |     |       |     |     |      |      |     |       |       |     |     |      |
| College Algebra    | MATH | 1130  |      |       |       |      |      |      |       |       |      |     |     |       |     |     |      |      |     |       |       |     |     |      |
| Elements of Probability and Statistics | STAT | 1000  |      |       |       |      |      |      |       |       |      |     |     |       |     |     |      |      |     |       |       |     |     |      |
| Principles of Microeconomics | 2301 | X     | X    | X     | X     | X     | X    | X    | X     | X     | X    | X   | X   | X     | X   | X   | X     | X  | X     | X     | X   | X     | X     | X   |
| Principles of Macroeconomics | 2302 | X     | X    | X     | X     | X     | X    | X    | X     | X     | X    | X   | X   | X     | X   | X   | X     | X  | X     | X     | X   | X     | X     | X   |
| Intermediate Micro Theory I | 3000 | X     | X    | X     | X     |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Intermediate Macroeconomic Theory | 3005 | X     | X    |      | X     | X    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Money and Banking | 3310 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Elective 1 | X     | X    | X    | X     | X     | X     | X    | X    | X     | X     | X    | X   | X   | X     | X   | X   | X     | X  | X     | X     | X   | X     | X     | X   |
| Elective 2 | X     | X    | X    | X     | X     | X     | X    | X    | X     | X     | X    | X   | X   | X     | X   | X   | X     | X  | X     | X     | X   | X     | X     | X   |
| Elective 3 | X     | X    | X    | X     | X     | X     | X    | X    | X     | X     | X    | X   | X   | X     | X   | X   | X     | X  | X     | X     | X   | X     | X     | X   |
| Elective 4 | X     | X    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Elective 5 | X     |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Other Schools Requirements |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Calculus for Business and Economics |      | X    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Advanced Business Communications |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Price Theory and Applications |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| History of Economic Thought |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Principles of Economics |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Consumers and Exchange |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Employment, Income, and Prices |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Production and Exchange |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| International Economics |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| TOTAL UNITS | 37   | 20   | 21   | f8   | 18   | 24   | 20   | 18   | 32   | 21   | 28   | 24   | 21   | 17   | 24   | 21   | 20   | 18   | 20-28 | 24 |
| (type units) | qtr  | qtr  | sem  | sem  | sem  | sem  | sem  | qtr  | sem  | qtr  | sem  | qtr  | sem  | sem  | qtr  | sem  | qtr  | sem  | sem  | qtr  |

UC Berkeley, Monterey Bay, and Maritime Academy do not have minors.
## MA Economics Degree Programs

### CSEB Requirements

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<th>CSULA</th>
<th>Pomona</th>
<th>Sac State</th>
<th>SDSU</th>
<th>SFSU</th>
<th>SJSL</th>
<th>Slote Coast</th>
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### Other Schools Prerequisites

- Elective 1

### Program

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</table>

### Other Schools Program Requirements

- Advanced Economic Theory
- Economic Thesis or Comprehensive Exam
- Cost Benefit Analysis
- Internship in Economics
- Economic Decision Making
- Workshop in Policy Analysis
- Finance
- Workshop in Applied Economics
- Mathematical Economics
- Independent Study

Schools not listed do not have a master's program.
## Unique Features of MA Programs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Feature Description</th>
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<tbody>
<tr>
<td>CSU, EAST BAY</td>
<td>Options in 6 areas</td>
</tr>
<tr>
<td>CSU, BAKERSFIELD</td>
<td>No specific prerequisites: Bachelors in Econ or 24 units of courses comparable to those required in econ major</td>
</tr>
<tr>
<td>CSU, CHICO</td>
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</tr>
<tr>
<td>CSU, DOMINGUE HILLS</td>
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<td>CSU, FRESNO</td>
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<tr>
<td>CSU, FULLERTON</td>
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<tr>
<td>HUMBOLDT STATE UNIVERSITY</td>
<td></td>
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<tr>
<td>CSU, LONG BEACH</td>
<td>Prerequisites: Bachelors in Econ or prereq courses with (3.0) gpa. An option in either Financial Econ or Global Econ required.</td>
</tr>
<tr>
<td>CSU, LOS ANGELES</td>
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<tr>
<td>CALIFORNIA MARITIME ACADEMY</td>
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<td>CSU, NORTHRIDGE</td>
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</tr>
<tr>
<td>CAL POLY POMONA</td>
<td>Prerequisites: Bachelors in Econ or prereq courses with (3.0) gpa. An option in either Financial Econ, Environmental Econ or Economic Analysis required.</td>
</tr>
<tr>
<td>CSU, SACRAMENTO</td>
<td>Choice of Option A (Thesis) = 12 units or Option B (Project) = 12 units + paper and oral exam</td>
</tr>
<tr>
<td>CSU, SAN BERNADINO</td>
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<tr>
<td>SAN DIEGO STATE U.</td>
<td>Bachelor's degree, no other specific prereqs. Choice of Option A (Thesis) or Option B (Exam)</td>
</tr>
<tr>
<td>SAN FRANCISCO STATE U.</td>
<td>Bachelor's degree w/ 3.0 gpa, 3.0 average intermediate micro/macro, calculus, 2 statistics courses. No options.</td>
</tr>
<tr>
<td>SAN JOSE STATE U.</td>
<td>Plan A (Thesis) or Plan B (No Thesis) = Take Exam instead</td>
</tr>
<tr>
<td>CAL POLY-SLO</td>
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<td>CSU, SAN MARCOS</td>
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<td>CSU, STANISLAUS</td>
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<td>UC BERKELEY</td>
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<td>UC DAVIS</td>
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<tr>
<td>SANTA CRUZ</td>
<td>M.S. in Applied Econ and Finance.</td>
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</table>
Appendix IV: Outcome Assessment Document

Summaries of the Program Assessment Plans for Bachelor's and Master's programs are provided in this section. A complete Outcome Assessment document, *Economics Department Mission, Goals and Assessment: A Focus on Student-Centered Learning Objectives* is available under separate cover.
**Assurance of Learning**  
*Program Assessment Plan: 2005-2006*  
BA in Economics

<table>
<thead>
<tr>
<th>ELEMENT NEEDED</th>
<th>CURRENT VERSION</th>
<th>MEETS SPECS?</th>
<th>NEEDED CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td>The BA in Economics will provide each student with knowledge of current economic thought and will develop students' understanding of the role played by economic institutions in our society. The BA program will develop students' analytical skills by combining a strong foundation in economic theory with applied statistics so that students will be able to apply both theory and analysis in both workplace and educational settings. Students receiving a BA in Economics from CSUEB will be able to succeed in a wide variety of analyst positions in business, government, and nonprofit enterprises and will be able to successfully pursue graduate work in economics and related fields.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
| Program Objectives (PO) And Assessment | 1. The Bachelor’s degree in Economics will provide students with the opportunity to learn economic theory and methods and to apply theory and methods to topics within their chosen option.  
*Assessment:* A survey every five years to current students.  
2. Students graduating with a BA in Economics will be able to locate employment in their chosen field and or further their economics education.  
*Assessment:* At least fifty percent of the alumni from the BA program will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background as determined by a survey of alumni every five years. | Yes | No |
| Student Learning Objectives (SLOs) | 1. Undergraduate students will demonstrate a basic understanding of microeconomic and macroeconomic theory and econometrics.  

_Assessment_: Test of Understanding College Economics (TUCE), a nationally-normed, multiple choice test, will be administered in Econ 2301 (micro) and Econ 2302 (macro) as a pretest and as a program exit requirement as a posttest. Results will be compared to national norms to indicate proficiency.  

2. Undergraduate students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.  

_Assessment_: Rubric-guided assessment in Econ 4000 will determine if students are proficient in communicating oral economic arguments.  

3. Undergraduate students will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.  

_Assessment_: Rubric-guided assessment in Econ 4000 will determine if students are proficient in communicating written economic arguments.  

4. Undergraduate students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.  

_Assessment_: Rubric-guided assessment in Econ 4000 will determine if students are proficient in using technology. | Yes | No |
# Course Mapping of SLOs FOR BA: Effective Fall 2006

<table>
<thead>
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<th>Course</th>
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<th>SLO 2</th>
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$I$ = instruction is provided in the course
$A$ = is applied/used in the course
$P$ = mentioned in passing in the course

Highlighted are required courses
### Closing the Loop: Using the Information for Program Improvement

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<thead>
<tr>
<th>CONCERN/RECOMMENDATION</th>
<th>SOURCE and DATE of FEEDBACK</th>
<th>ACTION TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough rigor in courses</td>
<td>Current Survey of Students 2005</td>
<td>Revised curriculum to require math economics of general economics and statistical economics option students</td>
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<tr>
<td>Econ 3170 least value for money</td>
<td>Current Survey of Students 2005</td>
<td>Dropped course from requirements, left as an elective</td>
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<tr>
<td>Course availability inadequate</td>
<td>Current Survey of Students 2005</td>
<td>Added more flexibility in some options (e.g., moved specific courses from requirements to electives in Accounting option)</td>
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<tr>
<td>Lack of real world applications</td>
<td>Current Survey of Students 2005</td>
<td>Developed a course “Macroeconomics for business” and allowed students choice with 3005 in all options but general option</td>
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<tr>
<td>Oral and written communication poor</td>
<td>Survey of Employers, Focus Group of Employers, 2005</td>
<td>Reduced class sizes (cap of 45) and increased writing requirement in all upper division courses</td>
</tr>
<tr>
<td>Advising inadequate</td>
<td>Current Survey of Students, 2005</td>
<td>Introduced oral and written requirements into Econ 4000</td>
</tr>
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<td>Instructors not teaching classes/poor quality of some instructors</td>
<td>Current Survey of Students, 2005</td>
<td>Developed listserv for communicating information with students</td>
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<td>Accounting students too narrowly focused. Can be trained in accounting need broader thinkers</td>
<td>Accounting faculty interviews with employers, 2002</td>
<td>Redesigned handbooks to incorporate more material</td>
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<td>College working on reducing assigned time out of the classroom</td>
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<td>Developed an option in the BA for accounting that meets coursework requirements for CPA exam</td>
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Assessment Plan Progress

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Approval History</th>
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Initial approval and (last revised)

Data Collection

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<tr>
<td>PO 1: Opportunity to learn theory</td>
<td>Yes</td>
<td>Spring 2005</td>
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<tr>
<td>PO 2: Locate employment</td>
<td>Yes</td>
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<tr>
<td>SLO 1: Learn theory</td>
<td>Yes</td>
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<td>No</td>
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<td>SLO 2: Research</td>
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<td>SLO 3: Oral communication</td>
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<td>SLO 4: Written communication</td>
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Stakeholder Involvement

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Method</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Students</td>
<td>Exit Surveys</td>
<td>Annually since 1979</td>
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<td>Survey of current students</td>
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<td>Email mission, PO’s, SLO’s to students</td>
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<td>Alumni</td>
<td>Survey of alumni</td>
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<td>Employers</td>
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## Assurance of Learning
**Program Assessment Plan: 2005-2006**
MA Economics

<table>
<thead>
<tr>
<th>ELEMENT NEEDED</th>
<th>CURRENT VERSION</th>
<th>MEETS SPECS?</th>
<th>NEEDED CHANGES</th>
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<tbody>
<tr>
<td>Mission Statement</td>
<td>The MA in Economics will provide each student with a flexible set of analytic skills by combining a strong foundation in economic theory with applied research so that students will be able to apply both theory and research analytic skills in both workplace and educational settings. Students receiving a MA in Economics from CSUEB will be able to succeed in a wide variety of management, analyst, and research positions in business, government, and nonprofit enterprises and will be able to teach others at both the community college and high school levels. Students will also be able to successfully pursue further graduate work in economics and related fields.</td>
<td>Yes</td>
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</table>
| Program Objectives (PO) | 1. The Master's degree in Economics will provide students with the opportunity to learn economic theory and methods, to apply theory and methods to topics within a field, and to engage in economic research on a chosen economic topic. **Assessment:** A survey every five years to current students.  
2. Students graduating with a MA in Economics will be able to locate employment or further their economics education. **Assessment:** At least fifty percent of the alumni from the MA program will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation as determined by a survey of alumni every five years. | Yes         | No             |
| Student Learning Objectives (SLOs) | 1. Graduate students will demonstrate an advanced understanding of microeconomic and macroeconomic theory.  
Assessment: Rubric-guided assessment of comprehensive theory exams will determine if students are proficient in economic knowledge.  
2. Graduate students will be able to apply economic theory and methods at an advanced level to selected economic topics through independent research.  
Assessment: Rubric-guided assessment of research projects in Econ 6896 each year or a University Thesis will determine if students are proficient in their application of economic knowledge.  
3. Graduate students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.  
Assessment: Rubric-guided assessment of oral presentations in Econ 6896 each year or a student's University Thesis defense will determine if students are proficient in their ability to present an economic argument orally.  
4. Graduate students will demonstrate the ability to present in writing a coherent, logical economic argument grounded in economic theory and methods in writing.  
Assessment: Rubric-guided assessment of written projects in Econ 6896 each year or a student's University Thesis will determine if students are proficient in their ability to present an economic argument in writing.  
5. Graduate students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.  
Assessment: Rubric-guided assessment of written projects and oral presentations in Econ 6896 each year or a student's University Thesis will determine if students are proficient in their ability to use appropriate technologies. | Yes | No |
## Course Mapping of SLOs FOR MA

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<th>SLO 1</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
<th>PO 1</th>
<th>PO 2</th>
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<td>Oral economic arguments</td>
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Highlighted are required courses
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<th>ACTION TAKEN</th>
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</thead>
<tbody>
<tr>
<td>Advising inadequate</td>
<td>Current Survey of Students, 2005</td>
<td>Developed listserv for communicating information with students</td>
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<td>Redesigned webpages to provide more extensive information</td>
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<td>Redesigned handbooks to incorporate more material</td>
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<td>(Planned) Hold program introduction and questioning at beginning of winter quarter (in addition to fall quarter)</td>
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<td>Increase assigned time and duties of program advisor</td>
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<td>Course rigor lacking</td>
<td>Current Survey of Students, Course Evaluations 2005</td>
<td>Moved Suess (from Statistics department) into Econometrics and changed instructors in theory courses</td>
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<td>(especially theory courses)</td>
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<td>Developed remediation plan for students failing exams</td>
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<td>Students not proficient at economics comp</td>
<td>Rubric assessed comps, 2004-2005</td>
<td>Redesigned website to more fully explain nature of comps, including posting of past comps and reading lists</td>
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<td>Moved offering time from week after finals to first week of classes to allow more time for studying</td>
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<td>Course availability and scheduling inadequate</td>
<td>Current Survey of Students, 2005</td>
<td>Posted annual course scheduling on web with listserv notification to students</td>
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<td>Written, oral and technology communication poor</td>
<td>Rubric assessed SLO, 2004 Survey of Employers, 2005 Focus Group of Employers, 2005</td>
<td>Redesigned capstone course (Research Methods) to Incorporate weekly oral presentations using technology (with feedback) Reward (in grading) use of internet for peer review of presentations and written materials</td>
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<td>Needed more application and “real world” applications</td>
<td>Current Survey of Students 2005</td>
<td>Working to integrate statistics/applied research sequence of coursework (MGMT 6110, ECON 6400, 6896)</td>
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<td>Instructors not teaching classes/ poor quality of some instructors</td>
<td>Current Survey of Students, 2005</td>
<td>College working on reducing assigned time out of the classroom</td>
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<td>Needed more application and “real world” applications English language abilities of students too low</td>
<td>Exit Surveys Pre 2000 Course Evaluations and Exit Surveys 2000-2002 Trainings with teachers 2000-2003</td>
<td>Replaced third (field) comprehensive exam requirement with a Research Methods Course Increased entrance requirements (raised TOEFL score)</td>
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<td>Not enough subject matter knowledge of economics, but they don’t have the math background to pursue degree</td>
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<td>Developed an MA option for teachers that requires only college algebra</td>
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# Assessment Plan Progress

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<th>ELEMENT</th>
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Initial approval and (last revised)

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<th>Analyzed</th>
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<tr>
<td>PO 2: Locate employment</td>
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<td>SLO 1: Learn theory</td>
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<td>SLO 4: Written communication</td>
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<tr>
<td>SLO 5: Use technology</td>
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## Stakeholder Involvement

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Method</th>
<th>Dates</th>
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<tr>
<td>Students</td>
<td>Exit Surveys</td>
<td>Annually since 1979</td>
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<td>Survey of current students</td>
<td>2000, 2005</td>
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<td>Email mission, PO's, SLO's to students</td>
<td>Spring 2005</td>
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<td>Alumni</td>
<td>Survey of alumni</td>
<td>Spring 2000, 2005</td>
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<td>Employers</td>
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Summer 2005
## ECON
### SUMMER 2005

#### 2301

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#### 2302

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#### 3005

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<td>PARINGER L</td>
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<td>0630PM</td>
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</table>
This class will be team-taught by Professors Lopus and Paringer. Dr. Lopus will teach the first five weeks of the class (through July 21) and Dr. Paringer will teach the second five weeks of the class (beginning July 26.) Drs. Lopus and Paringer have a grant from the US Department of Education, Business and International Education Program, to incorporate international economics topics into the curriculum of this course.

Required Text: Microeconomics (2005 - Worth Publishers) by Krugman and Wells. Reading a quality newspaper such as the Wall Street Journal or the New York Times is recommended.

Grades are based on two midterms and a final exam. Each midterm is worth 30% of your grade. The final exam is worth 40% of your grade. The final exam is cumulative; however the second midterm is not. If your grade on the final exam is higher than one of your midterm grades, the final will be weighted 50% and your lowest midterm will be weighted 20%. Problem sets will be assigned and discussed in class but will not be graded.

Exam questions will come from assigned readings in the text, from class lectures and discussions, and from assigned problem sets. Generally, 90% and above = A, 80-89% = B, 70-79% = C, and 60-69% = D. Assignment of plus and minus grades will depend on the distribution of the grades within the class.

The first midterm exam will consist of multiple choice questions, definitions, and problems resembling those covered in the book and in class. The second midterm will focus on problems. The final exam will consist of multiple choice questions and problems. Please bring green (i.e. half page) scantron sheets and #2 pencils to the first midterm and the final exam.


Topics to be covered in class and required textbook readings: (Changes will be announced in class.)

READING

What is Economics? / Economic Models ........................................... chapters 1, 2 + appendix
Supply and Demand ................................................................. chapter 3
Price Ceilings and Price Floors ................................................... chapter 4
Elasticity .................................................................................. chapter 5
Consumer and Producer Surplus .................................................. chapter 6
Cost ....................................................................................... chapter 8
Perfect Competition ................................................................... chapter 9
Monopoly ................................................................................. chapter 14
Oligopoly ............................................................................... chapter 15 (selected pages)
Monopolistic Competition ......................................................... chapter 16 (selected pages)
International Trade ................................................................... chapter 17
Externalities ............................................................................. chapter 19
Public Goods ............................................................................ chapter 20
Taxes and Income Distribution ................................................... chapter 21

Please note: Make-up exams are given only in cases of verified emergencies. Grades of incomplete are given only in cases of verified emergencies and if over 60% of the course work has been completed with a grade of C or better. Cases of academic dishonesty result in a grade of F in the class and a letter placed in the student's academic file.
Course Information:

Course: Econ: 2301: Principle Microeconomics
Section: 30 Time: MW 6:00-7:50 PM.
Final Exam: Monday, August 29, 2005

Instructor:

Dr. Said Haimor, Room (AE 305)
Phone: (510) 885 3825 Ext. 2 (leave a message)
E-mail: sefhay@hotmail.com. Office Hours: M 5:00-6:00 PM.

Textbook:


Study Guide:


Course Objective:

In this course, students will be introduced to the basics of microeconomics. The course will focus on concepts and tools used at the micro level. Topics to be covered: the demand and supply, market structures (Monopoly, oligopoly, perfect competition and monopolistic competition), elasticity, and market efficiency, factors market and market failure.

Evaluation:

Two mid-term and a final examinations. Exact days of exams will be announced in class a week in advance. Exams are a combination of problem solving, true & false, and multiple-choice type of questions. I will not respond to any e-mail incurring about the exam data.

Mid Term Exam (1): 30%
Mid Term Exam (2): 30%
Final Exam: 40% (comprehensive).

All exams are closed books.

Although attendance doesn’t figure in numerically in your grade, I strongly recommend attendance at all lectures because the tests emphasize material covered in lectures. Regardless of the attendance issue, students are responsible for all the assigned readings in addition to all the material covered in lectures.

Make-ups will be given only for verified illness or cases cleared with me before the test. Any unexcused absence on any exam will result in a grade zero.

Preparing For Exams:

The material for the questions in exams will be drawn from: assigned chapters in textbook, course lectures, material distributed in class, and article drawn from the Internet.

Grading:

Two midterms and a final determine your grade. Your letter grade for the course will be based on the following scale:


Class Rules:

No food (soft drinks are O.K.). No cell phones. No pagers. Don’t come late or leave early.
Course Outline:
Selected section of the following chapters will be covered

1. Introductions and Key Principal
   What is economics?
   Economics activities: producing and trading
   Supply and Demand: Theory
   Supply and Demand: Practice

2. Microeconomics Fundamentals
   Elasticity
   Consumer Choice: Maximizing Utility and behavioral Economics
   The Firms
   Production and Costs

3. Product Markets and Policies
   Perfect competition
   Monopoly
   Monopolistic Competition, Oligopoly, Game Theory

3. Factor Markets
   Interest, Rent, and Profit

3. Market Failure:
   Externalities
   Public Goods

Part I.
Part II.
Part III.
Part IV.
Part V.
This class will be team-taught by Professors Lopus and Paringer. Dr. Lopus will teach the first five weeks of the class (through July 21) and Dr. Paringer will teach the second five weeks of the class (beginning July 26.) Drs. Lopus and Paringer have a grant from the US Department of Education, Business and International Education Program, to internationalize the curriculum of this course.

**Required Text:** *Macroeconomics* (Sixteenth edition - 2005 - McGraw Hill Publishers) by McConnell and Brue. Reading a quality newspaper such as the *Wall Street Journal* or the *New York Times* is recommended.

**Grades** are based on two midterms and a final exam. Each midterm is worth 30% of your grade. The final exam is worth 40% of your grade. The final exam is cumulative; however the second midterm is not. If your grade on the final exam is higher than one of your midterm grades, the final will be weighted 50% and your lowest midterm will be weighted 20%. Problem sets will be assigned and discussed in class but will not be graded.

Exam questions will come from assigned readings in the text, from class lectures and discussions, and from the assigned problem sets. Generally, 90% and above = A, 80-89% = B, 70-79% = C, and 60-69% = D. Assignment of plus and minus grades will depend on the distribution of the grades within the class.

The first midterm exam will consist of multiple choice questions, definitions, and problems resembling those covered in the book and in class. The second midterm will focus on problems. The final exam will consist of multiple choice questions and problems. Please bring green (i.e. half page) scantron sheets and #2 pencils to the first midterm and the final exam.

**1st Midterm:** Tues. July 19 / **2nd Midterm:** Thurs., Aug.18 / **Final Exam:** Thurs. September 11 12 noon - 1:50 PM

Topics to be covered in class and required textbook readings (changes will be announced in class):

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>READING</th>
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<tbody>
<tr>
<td>Introduction to Economics and Review of Microeconomics</td>
<td>Chapter 1 + appendix; Chapter 2 (Review Chapter 3 if necessary)</td>
</tr>
<tr>
<td>The U.S. Economy</td>
<td>Chapter 5</td>
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<tr>
<td>Introduction to International Economics</td>
<td>Chapter 6</td>
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<tr>
<td>Measuring National Income</td>
<td>Chapter 7</td>
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<tr>
<td>Growth, Business Cycles, Unemployment, and Inflation</td>
<td>Chapter 8</td>
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<tr>
<td>Aggregate Demand and Aggregate Supply</td>
<td>Chapter 11</td>
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<tr>
<td>Fiscal Policy and Keynesian Economics</td>
<td>Chapter 12</td>
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<tr>
<td>Money and Banking</td>
<td>Chapter 13</td>
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<tr>
<td>Monetary Creation</td>
<td>Chapter 14</td>
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<tr>
<td>Monetary Policy</td>
<td>Chapter 15</td>
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<tr>
<td>Deficits, Surpluses, and the Public Debt</td>
<td>Chapter 18</td>
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<tr>
<td>Disputes in Macro Theory and Policy</td>
<td>Chapter 19</td>
</tr>
<tr>
<td>Exchange Rates and the Balance of Payments</td>
<td>Chapter 21</td>
</tr>
<tr>
<td>Developing Countries</td>
<td>Chapter 23 (web chapter)</td>
</tr>
</tbody>
</table>

**Please note:** Makeup exams are given only in cases of verified emergencies. Grades of incomplete are given only in cases of verified emergencies and if over 60% of the course work has been completed with a grade of C or better. Cases of academic dishonesty will result in a grade of F in the class, and a letter placed in the student's academic file.
Econ 3005, Macroeconomic Theory
Professor: Dr. James Ahiakpor
james.ahiakpor@csueastbay.edu

Office: MB 2119
Phone: (510) 885-3137
Office Hours: W 3:00–4:00 p.m. or by appointment.

Course Description:

The aim of this course is to help students acquire a fundamental framework for analyzing macroeconomic phenomena, such as changes in the price level or inflation, interest rates, the exchange rate, the rate of unemployment, and the effects of government fiscal and monetary policies. Emphasis will be on the acquisition of critical economic reasoning. Please be prepared for contradictions of certain theories you may have learned in your Principles of Macroeconomics course elsewhere.

Text: There is no prescribed textbook for the course. The classroom lectures are your primary source of instruction, supplemented by materials placed on Reserve Reading in the Library. Thus, regular class attendance and taking good notes are essential for your success in the course. Some chapters in Ahiakpor, J., Classical Macroeconomics: Some Modern Variations and Distortions (Routledge) 2003, include the theories not typically found in other macroeconomics texts.

Reference and Study Guide:

Some chapters in Macroeconomics, 8th edition, by Richard Froyen (Prentice Hall) 2005 are helpful. The Study Guide accompanying that text is very useful in preparing you for the examinations.

Prerequisites:

"Econ 2301, 2302, with grade not lower than 'C' in 2302." Please be sure that you have the prerequisites for this class. Your enrollment will be cancelled if you are found not to have them.

Course Requirements:

Your performance in this course will be assessed through the following means:

1. Mid-term Examinations (2) 60%
2. Final Examination (Comprehensive) 40%

The examinations will comprise True/False and Multiple Choice questions. These are designed to test students' understanding and analytical ability. Dates for the examinations will be announced
in class. Please check the University schedule for the final examination date. You will not be allowed to take an exam if you arrive 30 minutes after it has started. Please note that excuses for not taking the examinations on their specified dates (except for a medical emergency certified by a doctor’s note) are not accepted. Also remember to return mid-term exams one week after they are given back to you or else pay a 5% deduction for each copy on your final score for the course.

CLASSROOM DECORUM

1. Please turn off your cell phone or pager whiles in class.

2. Please avoid carrying on conversations with friends during class.

3. Should you feel sleepy, please take a walk outside to clear your head. Do not go to sleep in class.

ACADEMIC DISHONESTY:

The University has a published policy on academic dishonesty, including cheating or attempting to cheat, plagiarism, and forgery. Please refer to the University Catalog 2004-2006, pages 85-86 for details and sanctions that may be imposed on violators. In short, the prospective gains are not worth the costs, including expulsion from the University!

Course Outline:

1. Macroeconomics and the measurement of macroeconomic variables.
   Froyen, R., Chs. 1, 2 & 3.

2. Labor Markets and Unemployment.
   See Bureau of Labor Statistics (www.bls.gov)

   Froyen, Ch. 17.

   Ahiaikpor (2003a) “Ch. 4: The Classical Theories of Interest, the Price Level, and Inflation.”
   Froyen, Chs. 4 & 10.

5. Money, Output, Employment, and Inflation.
   Froyen, Chs. 11, 12 & 18.
   Ahiaikpor (2003a) “Ch. 10: Full Employment: Keynes’s Mistaken Attribution to the Classics.”
Froyen, Chs. 19 & 20.  
Ahiakpor (2003b) “Ch. 7: Say’s Law: Keynes’s Success with its Misrepresentation.” In Two Hundred Years of Say’s Law, edited by Steven Kates.  
Ahiakpor (2003a) “Ch. 12: The Mythology of the Keynesian Multiplier.”

Froyen, Chs. 15 & 16.
MACROECONOMIC THEORY

This course will provide an intermediate-level analysis of the short-run and long-run factors that affect living standards, the rate of inflation, and the unemployment rate.

The textbook for the course is Richard Froyen, Macroeconomics: Theories and Policies (Prentice-Hall Publishers). Additional reading material is listed below. Some exam questions will be based on it.

Students will be evaluated on the basis of two problem sets and two exams. One exam will take place on Thursday, August 4. The other exam will take place during the Final Exam week.

Each problem set will account for 10 percent of a student's grade and each exam will account for 40 percent. In borderline cases, attendance and classroom participation can help to determine a student's grade. There will also be opportunities for extra-credit work.

The first part of the course will discuss the ways in which government agencies attempt to measure macroeconomic variables - for example, GDP, the CPI, and the civilian unemployment rate. The relevance of these measures will also be discussed.

The second part of the course will provide an overview of orthodox Classical and Keynesian viewpoints on the macroeconomy. More moderate versions of these viewpoints will then be presented.

Viewpoints not discussed in most textbooks will be considered in an effort to understand recent episodes of rapid inflation in asset prices (stocks, housing) combined with only a mild inflation of consumer prices. The consequences of collapses in financial bubbles will be discussed as well—for example, the stock market collapse of 2000-2002. This discussion is, of course, relevant to current concerns about the housing market.

The last part of the course will focus on long-term issues and the international macroeconomy. The determinants of living standards in the long-term will be one focal point, while long-term unemployment, especially in Europe, will be another. The relationships among the US dollar, the Chinese yuan, and other major currencies will be a final topic that merits attention.
TOPICS

Introduction
Measurement of Macroeconomic Variables
The Money Supply Process

Classical Macroeconomics: Equilibrium Output and Employment
Classical Macroeconomics: Money, Prices, and Interest

The Keynesian System: The Role of Aggregate Demand
The Keynesian System: Money, Interest, and Income
The Keynesian System: Policy Effects in the IS-LM Model
The Keynesian System: Aggregate Supply and Demand
The Monetarist Counterrevolution
Output, Inflation, and Unemployment: Alternative Views

Long- and Intermediate-Term Economic Growth
Exchange Rates and the International Monetary System
Monetary and Fiscal Policy in the Open Economy

OUTSIDE READINGS


Adam Smith—http://en.wikipedia.org/wiki/Adam_Smith
Milton Friedman—http://en.wikipedia.org/wiki/Milton_Friedman


“The Global Housing Boom,” The Economist, 18 June 2005 (handout)

ECONOMICS 3005-95
Summer 2005

MACROECONOMIC THEORY
Tuesday 6:30-10:00 PM; CC270

INSTRUCTOR: DR. D. YAAR
OFFICE: LIB 240
OFFICE HOURS: TUES 5:25-6:25 PM; AND BY APPOINTMENT
PHONE: HAYWARD (510) 885-3825; CCC TBA
FAX & E-MAIL: (925) 681-1222, E-MAIL: yaar@yaarnet.com
TEXTBOOK: MACROECONOMICS, BY: GREGORY MANKIW, FIFTH EDITION.

COURSE SUPPLEMENTS: STUDY GUIDE TO MANKIW'S MACROECONOMICS, INTERNET SOURCES, WSJ, ECONOMIC LETTER (SFFRB), READING ASSIGNMENTS, ARTICLES POSTED BY INSTRUCTOR ON BLACKBOARD.

COURSE ACTIVITIES: LECTURES, DISCUSSIONS, READINGS, HOMEWORK ASSIGNMENTS, FIVE QUIZES, FINAL EXAMINATION

I. About the Course:

This course is about macroeconomics. And macroeconomics is the study of the economy as a whole. In studying the economy in its entirety, macroeconomics pursues three objectives. First, macroeconomics tries to explain how different sectors of the economy (households, firms, government, and foreign trade/investment) are related to each other. Second, macroeconomics tries to understand why the economy changes over time, and whether one can predict such changes before they occur. Third, macroeconomics attempts to devise, and analyze the effects of policy measures to change the direction of the economy. Two interrelated questions arise as far as the achievement of these goals is concerned: First, what is the best theoretical framework for studying the economy in its entirety? Second, can macroeconomics be successful in steering economic events and changing the course of the economy as a whole? The first question has led to the development of different schools of thought in macroeconomics, such as Keynesianism, monetarism, New Keynesianism, rational expectationism, Neo-Keynesianism, and Supply-Side Economics, just to name a few. The second question has given rise to what the profession calls “the policy effectiveness debate.” This course will provide you with a glimpse of what economists have to say to each other, and to the rest of the world, regarding these two as well as other macroeconomic questions of vital importance.

After finishing this course, you should be able to understand how the economy works, how important macroeconomic variables are related to each other, why the economy may change course and fluctuate, and what factors may be responsible for economic growth and prosperity of nations.
The instructor would like to remind you at this point that macroeconomics, while being a very exciting and rewarding subject matter, is not an easy field of study; its learning and understanding require serious intellectual effort and a lot of deep and attentive thinking on the part of student. You cannot expect to learn the material in this class by simply listening to the instructor or reading the textbook; you need to actively engage in what can be called participative thinking, and seriously develop the art of model-building and model-based thinking. Therefore, please be ready to work hard in this class. Your regular attendance and continuous exposure to the material will serve you as key factors in learning the “tricks” of the trade. These “tricks” will assist you to save time while learning and develop the art of making sense out of a complicated (in some respects chaotic) world.

II. Course Timeline and Material:

The following timeline shows the order in which the material for the class will be covered. This timeline, however, may undergo changes as the quarter proceeds, depending on the particular circumstances of the class. Be ready to accommodate such changes.

June 21: Chapter 01: The Science of Macroeconomics (self-study);
         Chapter 02: The Data of Macroeconomics (self-Study)
June 28: Chapter 03: National Income: Where It Comes From and Where It Goes
July 05: Chapter 04: Money and Inflation; First Quiz (Chap 1, 2, 3)
July 12: Chapter 05: The Open Economy
July 19: Chapter 06: Unemployment
July 26: Chapter 07: Economic Growth I; Second Quiz (Chap 4, 5, 6)
Aug 02: Chapter 08: Economic Growth II
Aug 09: Chapter 09: Introduction to Economic Fluctuations;
         Third Quiz (Chap 7, 8)
Aug 16: Chapter 10: Aggregate Demand I (Aggregate Demand-Aggregate Supply Analysis);
         Chapter 11: Aggregate Demand II (IS-LM Framework)
Aug 23: Chapter 12: Aggregate Demand in the Open Economy, Fourth Test (Chap 9, 10, 11);
         Chapter 14: Stabilization Policy (self-study)
Aug 30: Final Examination (Comprehensive)

III. Course Activities:

Macroeconomics is a lively branch of the broad field of economics. Those who would like to know why some countries are wealthier than others, why during certain times unemployment rises or falls, why the cost of living continues to go up, why and how interest rates go up and down, and, last but not least, why students at colleges and universities are required to learn macroeconomics, will find the answers to their questions
in this course. The subject is highly interesting, but also challenging. So, stay alert, get ready to do some serious work, and be willing to learn some new and fascinating facts and ideas. To help you learn and appreciate macroeconomics, the following activities have been planned for the quarter:

1. Lectures
2. Active class participation and attendance.
3. Four Quizzes
4. Final Examination
5. Homework Assignments (problem-solving and reports)

A short description of these activities follows:

1. **Lectures**: Lectures will concentrate on theoretical issues as well as on the technical aspects of models and model-building discussed in the textbook. Historical data and case studies are not going to be discussed by the instructor in the class. But they will be included in the tests. Class discussions will include a review of current events in the economy.

2. **Active Class Participation and Attendance**: Students are expected to attend lectures on a regular basis. Since there are only ten class meetings during the quarter, students are strongly urged not to miss a class. Missing a class can cost you dearly in terms of learning the material and passing the tests. Active participation in class discussions is strongly encouraged. Absence from class or irregular attendance will have an adverse effect on the final grade.

3 & 4. **Quizzes and Final Examination**: To pass the course, students have to take four quizzes and a final test. All tests may include multiple-choice questions, definitions, short-essays, as well as true-false questions. The final will be comprehensive. No plans have been made for make-ups.

5. **Homework Assignments**: Homework assignments consist of problem-solving activities and writing reports. The assignments will consist of end-of-the-chapter problems and reports about the daily events of the U.S. and world economy. The assignments earn a grade only if they are well-organized, neat, and comply with the instructor’s requirements. No late or e-mailed assignments are accepted.

**IV. Grading Procedure:**

Your final course grade consists of the total of points you receive for taking part in different course activities. Specifically, the final grade consists of the following components:

- **Homework Assignments** 150 points
I. **Four Quizzes**
   - 150 points
II. **Final Exam**
   - 200 points

**Final Course Grade**
- 500 points

Letter grades will be based on the following percentages of the final score:

- 100%-95%  A
- 94%-90%  A-
- 89%-86%  B+
- 85%-82%  B
- 81%-80%  B-
- 79%-76%  C+
- 75%-71%  C
- 70%-66%  C-
- 65%-60%  D+
- 59%-50%  D
- 49% and lower  F

V. **Dates to Remember:**

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Quiz</td>
<td>July 5</td>
</tr>
<tr>
<td>Second Quiz</td>
<td>July 26</td>
</tr>
<tr>
<td>Third Quiz</td>
<td>August 9</td>
</tr>
<tr>
<td>Fourth Quiz</td>
<td>August 23</td>
</tr>
<tr>
<td>Final Exam</td>
<td>August 30; class time</td>
</tr>
</tbody>
</table>

VI. **Homework Assignments: Textbook Problems and Research Reports:**

Homework assignments consist of end-of-the-chapter problems (see below) and research-reports. Research-reports are expected to be written essays three pages long (double spaced), containing your theoretical and empirical findings about the topic. To prepare a research report, you are expected to gather information about the topic by reading books, journal and periodical articles, and other relevant sources of information. Each research-report must correctly cite the sources used in the report. Citations and bibliography must conform to the rules of MLA. Research-reports suspected of plagiarism will automatically be rejected. Sources used to write your research-report are limited to the following: Published books (excluding the textbook), economic journals, government/institutional websites, and major financial papers/magazines such as The Wall Street Journal, the Financial Times, and the Economist. Please pay close attention to the due date of each assignment. Late assignments or e-mailed assignments are not acceptable. Only hard copies are accepted. Assignments earn a grade only if they are correct, well-organized, typed (in the case of reports), and follow the format prescribed. Each assignment should follow the format described below:
1. End-of-the-chapter problems:

- Each assignment should begin with a title page containing information about assignment number, chapter and problem number in the textbook, the name of the student, and the due date of the assignment.
- Handwritten assignments are accepted only if they are clean, legible, and well-organized.
- Solution to mathematical problems should be accompanied by verbal explanations.

2. Research-Reports:

- All reports should be typed (double spaced).
- Every report should start with a title page and end with a bibliographical list containing exact citation of sources used in the report.
- Each report is expected to consist of 1000-2000 words, excluding the title page and bibliography.
- The content of the reports should be well-organized, informative, and show critical thinking on the part of the student.
- The content should be divided into subsections, each subsection carrying a subtitle indicative of the material discussed.
- Research-reports are expected to be based on extensive external research. The format, the ideas, and the language of the report must be that of the student. Borrowed ideas and statements must be annotated, i.e., accompanied by information about the source from which they have been taken.
- Plagiarism leads to a direct rejection of the research report.
- Reprints of materials found on the internet are not accepted as research-reports.
- Research-reports not meeting the requirements set in this syllabus, will be returned to the student. The student will have one week (counted from the due date) to correct the report and turn it in for a second consideration. No extensions will be given for the reconsideration.

VII. Homework Assignments and Their Due Dates:

<table>
<thead>
<tr>
<th>Assignment #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>Shortcomings of GDP/GNP statistics as measures of a society's welfare: GPI as an Alternative to GDP?</td>
</tr>
<tr>
<td></td>
<td>June 28</td>
</tr>
<tr>
<td># 2</td>
<td>Textbook problems 5, 6, 7, 8 in chapter 2 (pp 38-39); July 5</td>
</tr>
<tr>
<td># 3</td>
<td>Problems of CPI as a measure of cost of living and the Chain-weighted CPI, due July 12</td>
</tr>
<tr>
<td># 4</td>
<td>Latest U.S. unemployment Report; July 19</td>
</tr>
<tr>
<td># 5</td>
<td>Latest U.S. inflation Report, due July 26</td>
</tr>
</tbody>
</table>
14- For all tests you will need a scantron answering sheet (form 882), a calculator, and two sharp pencils. Keep the scantron clean and unfolded.
15- No request for transfer of grade to another professor is accepted.
16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.
17- While in the class, be always ready to answer professor's questions; avoid shrugging your shoulders and reacting indifferently to questions directed to you by the professor.
18- Keep your sense of humor and take interest in what happens in the class.
19- If you follow these GOLDEN RULES, you will certainly enjoy the class and feel rewarded for the work you do.
Sample Title Page for Homework Assignments

Economics 3005-90
Spring 2005
Dr. Yaar

Homework # X

Prepared by: Success-seeking Student

Net ID: ONLY4DIGIT

Chapter:

Problems: x1, x2, x3, x3, ...

Research-Report on:

(The Fruits of my Hard Work)

Due Date: 0000
Econ 3150 / Econ 6150
Economic History of the United States

Dr. David J. St. Clair
Summer 2005

COURSE SYLLABUS

Office: RO 237
Office Hours: MW 10:40 – 11:50 a.m.; F 10:30 – 11:00 a.m.; and by appointment
Telephone: (510) 885-3305
E-Mail: dstclair@csuhayward.edu

Text and Readings:
- A limited number of readings will be distributed in class, made available on Blackboard, or put on Reserve in the library. Make sure you can log onto Blackboard.

Course Description and Topics:
This course surveys the economic development of the American economy from colonial times to the present. Emphasis is placed on the development of American institutions and policies, the role of government in the economy, factors affecting economic growth, economic instability, and economic factors in social and political issues. Topics include mercantilism and the colonial economy, transportation innovations, the growth of industry, slavery and the Civil War, the growth of big business and regulation, and the causes and consequences of the Great Depression.

The course will emphasize economic and historical analysis, not dates and chronology (dates and chronology are often necessary, but never sufficient). Students will be expected to understand and critically evaluate economic and historical issues. On tests and assignments, students are free to express (or not express) their views on these issues. This will not affect your grade. However, students are expected to understand and articulate different views and theories, regardless of whether they agree or disagree with them.

New CBE guidelines require upper division courses to have a significant writing component. This requirement is reflected in the assignments and grading described below. I will not be grading your writing skills. However, your ability to write clearly is always a valuable asset, both in this class as well as outside.

Tests and Grading:
One midterm and a final exam will be given. In addition, there will be a number of graded assignments. The nature and scheduling of these assignments will be discussed in class. The testing format will be discussed in class prior to each exam. The final exam is not comprehensive. Course grades will be assigned on the following basis:

- Midterm = One-third of your grade.
- Final Exam = One-third of your grade.
- Assignments = One-third of your grade.
If you fail to take the midterm or the final exam, you will receive a "WU", "I", or "F" grade. A make-up midterm will be given for extraordinary circumstances; however, make-up exams are always poor substitutes for the regular exam. There are no make-ups for missed assignments. However, there will be an option that can be used for missed assignments. This will be discussed in class.

Test Dates:
- Midterm: July 27 (Wednesday) (Note: date is subject to change with notice).
- Final Exam: September 29 12:00 – 1:50 (Monday)
- Written assignments will be scheduled in class.

Policy on Academic Dishonesty:
The University has a published policy on cheating and academic dishonesty. Students are expected to be familiar with the policy and to abide by it. Cheating will result in: 1) a zero score on the test and the loss of all grading options; and/or 2) an "F" grade for the course; and/or 3) referral to the Academic Vice President for expulsion from the University.

Accommodations for Students with Disabilities:
If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should either speak with me or SDRC. In addition, as Robinson Hall has no elevator and my office is on the second floor of Robinson Hall, I have an alternative location to meet students with mobility issues and will do so upon reasonable request. Such students dropping in during my office hours should use the campus phone on the 1st floor of Robinson Hall to let me know that they need an alternative venue accommodation.

Practical Rules and Guidelines:

1. THE 10-MINUTE RULE: I will be here within the first ten minutes of class or I will be absent. Do not wait more than 10 minutes for me.

2. Exams are usually returned at the next class following the exam. ALL EXAMS MUST BE PICKED-UP IN CLASS. It is impractical for me to return exams in my office.

3. I cannot respond to e-mail requests for your midterm exams, final grades, reviews of what we have done in class over the last few weeks, etc. Use e-mail for an appropriate request, question, etc. I will not open e-mails with attachments unless previously cleared with me.

4. Exam Rules: a) Picture I.D. is required at all exams. b) Do not share calculators during the exam. c) No dictionaries are allowed during the exam. If you don't know a word, ask me. I will always explain the term unless it relates to the economic content of the question.

5. Scantron grading "errors" are always the result of poor erasing, stray marks, or inappropriate pencils (use a #2 pencil only). Avoiding these problems is your responsibility. I cannot correct these problems after exams have been returned and will not "re-grade" these errors.
SYLLABUS


GRADES:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 midterms</td>
<td>(25% each)</td>
</tr>
<tr>
<td>1 final exam</td>
<td>(40%)</td>
</tr>
<tr>
<td>homework and class participation</td>
<td>(10% total)</td>
</tr>
</tbody>
</table>

All exam questions will be essay and problems. Exams will be open book, open note. You must show your work for each problem or give a short explanation for discussion questions. *Bring your student ID card to all exams. You may be required to show it to take any exam in this course.*

*Whining about grades will not be tolerated.*

The course web site is an essential part of this class. This course does not use Blackboard. For information about how to access the course web site, see page 3.

Makeup exams will *not* be given. If you miss a midterm exam, it will simply not be counted in determining your final grade. You must take the final exam at the time it is scheduled. I will not give the final exam to anyone before it is scheduled. If your summer schedule does not allow you to take the exam at that time, please do not enroll in this course. If you cannot be present at the final, you must notify me in advance. If you have a valid excuse (such as illness) for not taking the final, you will receive an incomplete. Otherwise, you will receive a grade of "F." If your travel plans will force you to miss the final exam when scheduled, you will receive a grade of "F."

Class attendance is not required, but is strongly recommended.

*Note About Robinson Hall*

My office is located on the second floor of Robinson Hall, the small building between the Music and Business building and the University Theater. This is the only building on campus that does not have an elevator. If you have difficulty climbing stairs for any reason, please make arrangements for us to meet somewhere other than in my office. (There is a campus telephone on the first floor of Robinson Hall near the pay telephone. Call 5-3889 and I will come downstairs.)
Graduate Students:
Students registered for economics 6310 will be required to write a term paper. Guidelines for writing the term paper are posted on the course website. Your grade in 6310 will be determined as follows:

GRADES: 2 midterm exams (20% each)  
Term paper (20%)  
1 final exam (30%)  
homework and class participation (10% total)

Students registered for economics 6310 must complete both the term project and a term paper.

Writing Policy:
Students in this course are expected to write at a college level and to express consistent and logical arguments. They are expected to use correct grammar, spellings and usage in their written work and may have their marks reduced for mistakes made in these areas. They are also expected to hand in high-quality, well-packaged, legible (preferably typewritten) and aesthetically appealing assignments. Please take this requirement very seriously. You will be graded down if you do not meet it. Even if English is not your native language, you are still expected to meet this requirement.

Academic Dishonesty:
If I catch you cheating on an exam I will fail you for the entire course and place a letter in your academic file describing the incident. University policy states that if you receive two such letters, you will be expelled from school. Do not cheat.

The University has a published policy on academic dishonesty. Such dishonesty includes plagiarism, cheating, fabrication, forgery, etc. and severe sanctions are applicable. Students are required to familiarize themselves with this policy and especially the meaning of each action covered under the policy. The policy is clearly spelled out in the University Catalog. Students are required to strictly adhere to the guidelines therein and accepted standards of truthful conduct. Students who are not familiar with the word “plagiarism” should look up the definition. Plagiarism is cheating.

Study Groups and Term Project
You must join a study group for this class. The purpose of this group is so you can help each other learn the material. Discussion of homework assignments is one way of doing this. Based on my experience, three to five people is usually about the right number for this group.

The second purpose of a study group is so you will have a backup resource if you should miss a class. The class notes are your single best learning tool in this course. If you do not have a complete set of notes, you will probably not get a very good grade. The best way to obtain a complete set of notes is to attend every single class, arriving on time and leaving when class is over. Copying class notes from someone in your study group is a poor second choice; however, it is sometimes necessary.

Finally, term project assignments will be made by study group. Each project must be submitted as a group project. A separate handout will describe the term project. You will use the World Wide Web for investment research. The project output will be a short paper describing what you
learned. *Students registered for economics 6310 must complete both the term project and a term paper.*

**Reading Assignments**

Reading assignments should be completed prior to the lecture on the topic assigned. Homework is due when specified. Late homework will not be accepted under any circumstances. Exams will be held on the dates given below. Exam dates will not be changed under *any* circumstances.

**Information Cards**

Please fill out a 3x5 card with the following information.

1. Name (last, first, nickname)
2. ID number (4 digits)
3. All telephone numbers
4. E-mail addresses

**Course Web Site**

Homework solutions, this syllabus, and additional reading are available on the class web site. You should plan on checking the "What's New?" section at least once a week. To get to this site, run your web browser software and open [http://www.cbe.csuhayward.edu/~alima](http://www.cbe.csuhayward.edu/~alima). Click on the "Economics 3310/6310" link. Material posted on the web site is an integral part of this course. There will be exam questions on articles posted on the "What's New?" page. In addition, time permitting, I will post my lecture notes on this page.

<table>
<thead>
<tr>
<th>COURSE OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of: Topic:</td>
</tr>
<tr>
<td>June 20</td>
</tr>
<tr>
<td>June 27</td>
</tr>
<tr>
<td>July 6</td>
</tr>
<tr>
<td><strong>THE UNIVERSITY WILL BE CLOSED JULY 4 FOR THE INDEPENDENCE DAY HOLIDAY</strong></td>
</tr>
<tr>
<td>July 11</td>
</tr>
<tr>
<td><strong>MIDTERM #1: Wednesday, July 13</strong></td>
</tr>
<tr>
<td>July 18</td>
</tr>
<tr>
<td>July 25</td>
</tr>
<tr>
<td>August 1</td>
</tr>
<tr>
<td><strong>MIDTERM #2: Wednesday, August 3</strong></td>
</tr>
<tr>
<td>August 8</td>
</tr>
<tr>
<td>August 15</td>
</tr>
<tr>
<td><strong>TERM PAPER AND TERM PROJECT DUE: August 17, 12:00 noon.</strong></td>
</tr>
<tr>
<td>August 22</td>
</tr>
<tr>
<td><strong>FINAL EXAM: Wednesday, August 31, 11:00 a.m. - 1:00 p.m.</strong></td>
</tr>
</tbody>
</table>

(Note: if your travel plans will not allow you to take the final examination when scheduled, please do not enroll in this section of this course.)
Final Exam: Wed, 31 August, 2005

Course Objective: The objective of this course is to introduce the student to current concepts and ideas in the financial markets and to develop a clear understanding of: the determination of interest rates, interactions between different financial institutions and the role of money and the federal reserve in the American financial system. Course topics will include: financial instruments and their purpose; aspects of portfolio management and people’s demand for financial assets; interest rates and their determination; the operation and behavior of banks and other financial institutions; the money creation process; derivatives; and the international dimensions of banking and financial markets.


Evaluation: Two mid-term and a final examinations. Exact days of exams will be announced in class a week in advance. Exams are a combination of problem solving, true & false, and multiple-choice type of questions. I will not respond to any e-mail inquiring about the exams dates. Bring a calculator, Scantron (form No 882-E) and your student ID card to all exams.

Mid Term Exam (1): 30%.  
Mid Term Exam (2): 30%  
Final Exam: 40% (comprehensive).  
All exams are closed books.

Although attendance doesn’t figure in numerically in your grade, I strongly recommend attendance at all lectures because the tests emphasize material covered in lectures. Regardless of the attendance issue, students are responsible for all the assigned readings in addition to all the material covered in lectures. Make-ups will be given only for verified illness or cases cleared with me before the test. Any unexcused absence on any exam will result in a grade zero.

Preparing For Exams: The material for the questions in exams will be drawn from: assigned chapters in textbook, course lectures, material distributed in class, and article drawn from the Internet.

Grading: Two midterms and a final determine your grade. Your letter grade for the course will be based on the following scale:
Class Rules: No food (soft drinks are O. K.). No cell phones. No pagers. Don't come late or leave early.

Course Outline:

Selected section of the following chapters will be covered

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3</td>
<td>Introduction</td>
</tr>
<tr>
<td>4,5,6,7</td>
<td>Financial Markets</td>
</tr>
<tr>
<td>8,9,10,11,12,13</td>
<td>Financial Institutions</td>
</tr>
<tr>
<td>14,15</td>
<td>The Federal Reserve System</td>
</tr>
<tr>
<td>19</td>
<td>The foreign Exchange Market</td>
</tr>
<tr>
<td>20,21</td>
<td>The international Financial System</td>
</tr>
<tr>
<td>27</td>
<td>Money and Inflation</td>
</tr>
<tr>
<td>28</td>
<td>Rational Expectations</td>
</tr>
</tbody>
</table>
COURSE SYLLABUS

Office: RO 237
Office Hours: MW 10:40 – 11:50 a.m.; F 10:30 – 11:00 a.m.; and by appointment
Telephone: (510) 885-3305
E-Mail: dstclai1@csuhayward.edu

Text and Readings:
- A limited number of readings will be distributed in class or made available on Blackboard. Make sure you can log onto Blackboard.

Topics: Topics include: the firm and its environment, demand, pricing, competition, entrepreneurship, price discrimination, price and output decisions in different market environments, and antitrust and public policy issues.

Tests and Grading:
Three midterms and a final exam will be given. In addition, graded assignments will be assigned that will comprise up to 10 percent of your course grade. The assignments are not extra credit assignments; however, any assignment points beyond the 10-percent maximum will be extra credit points. There are no make-ups for missed assignments. The exam format will be a combination of multiple choice, fill in, short answer, and problem questions. The final exam is comprehensive; the midterms are not. The course and the tests emphasize economic principles and economic analysis. No make up exams will be given.

Students can choose from two grading options:

Option #1: You can have your grade computed on the basis of the three midterms and the graded assignments. Each of the midterms will have the same weight (about 30 percent of the course grade). This option is exercised by not taking the final exam.

Option #2: You can have your grade computed on the basis of your two highest midterm scores, the final exam, and the graded assignments. The final exam and the midterms will each have the same weight (about 30 percent of your course grade). This option is exercised by taking the final exam. Note: This option is not best-three-out-of-four. If you take the final exam, it counts.

If you miss a midterm, you must take the final exam and receive a grade under Option #2. If you miss more than one midterm, or miss a midterm and the final exam, you will receive a "WU", "I", or "F" grade.

You will be able to calculate their Option #1 grade when the third midterm is returned.
Approximate Test Dates:
(Note: Midterm exam dates are tentative and are subject to change with notice.)

- **First Midterm**: July 13 (Wednesday)
- **Second Midterm**: August 3 (Wednesday)
- **Third Midterm**: July 22 (Monday)
- **Final Exam**: August 29, 9:00 – 10:50 a.m. (Monday)

Policy on Academic Dishonesty:
The University has a published policy on cheating and academic dishonesty. Students are expected to be familiar with the policy and to abide by it. Cheating will result in: I) a zero score on the test and the loss of all grading options; and/or 2) an "F" grade for the course; and/or 3) referral to the Academic Vice President for expulsion from the University.

Accommodations for Students with Disabilities:
If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should either speak with me or SDRC. In addition, as Robinson Hall has no elevator and my office is on the second floor of Robinson Hall, I have an alternative location to meet students with mobility issues and will do so upon reasonable request. Such students dropping in during my office hours, should use the campus phone on the 1st floor of Robinson Hall to let me know that they need an alternative venue accommodation.

Practical Rules and Guidelines:

1. **THE 20-MINUTE RULE**: I will be here within the first twenty minutes of class or I will be absent. Do not wait more than 20 minutes for me.

2. Exams and assignments are usually returned at the next class. ALL EXAMS AND ASSIGNMENTS CAN ONLY BE PICKED-UP IN CLASS. It is impractical for me to return papers in my office.

3. It is your responsibility to pick-up your exams and it is your responsibility to calculate your grade according to Option #1 (if desired). I will not respond to telephone calls or e-mail requests for grades on uncollected materials, or to requests for your Option #1 grade when you have not picked up your exams.

4. I cannot respond to e-mail requests for your midterm exams, final grades, reviews of what we have done in class over the last few weeks, etc. Use e-mail for an appropriate request, question, etc. I will not open e-mails with attachments unless previously cleared with me.

5. Simple calculators are allowed during the exam. Cell phones, PDAs, graphing calculators, and mini-computers are not allowed. **My Rule of Thumb**: If the screen on your calculator is wider than my index finger, it is not permitted during the exam.

6. Exam Rules: a) Picture I.D. is required at all exams. b) Do not share calculators during the exam. c) No dictionaries are allowed during the exam. If you don't know a word, ask me. I will always explain the term unless it relates to the economic content of the question.

7. Scantron grading "errors" are always the result of poor erasing, stray marks, or inappropriate pencils (use a #2 pencil only). Avoiding these problems is your responsibility. I cannot correct these problems after exams have been returned and will not re-grade these errors.
Welcome to Economics 3551, Home of Excitements and Requirements:

Welcome to Economics 3551. Here, you will learn how to work with some of the most useful concepts and tools of economic theory and methodology. The class will teach you the application of economic theory and methodology to business and administrative problems and decision-making. The ability to apply economics to business and administrative problems, and the skill to develop effective strategies for dealing with decision-making situations, are valuable intellectual assets that tremendously improve your chances of success in business as well as in public and private life.

To be successful and better appreciate the material offered in this course, you have to have a solid background in basic economic theory and mathematics. This means that in order to take advantage of this class, you have to have successfully completed the prerequisites of the class, which are Economics 2301 and Stat 2010 or Math 1820/1305. Without having completed these requirements, your chances of success in this class are restricted and you will have a hard time following, enjoying, and even passing the class. On the other hand, if you know basic microeconomics (or are confident that you can invest the time and energy needed to learn it) and have the skills and the interest to work with mathematical tools, this is where you belong to, and I welcome you to the class. Remember: this class is about the application of economic theory and methodology to the real world of business and decision making. To be a successful participant in this class, you need both knowledge of economic theory and mathematical skills. The textbook provides you ample theoretical explanation of the topics and problems discussed. For refreshing and sharpening your mathematical skills, please read chapter two of the textbook very carefully, and check the material posted on the class website on the BlackBoard.

The key to success in this class is hard-work, regular attendance, and active and attentive participation. If your life or work schedule does not allow you to attend the class on a regular basis, you are strongly urged to reconsider taking this class at this time (or with this professor).

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1 At your own risk, you may use any standard managerial economics textbook to prepare for the tests; but the instructor highly recommends the textbook he has adopted for the class. The tests will be based on the material presented in this textbook.
II. Course Timeline and Textbook Material Covered:

Depending on the speed, absorptive capacity, and other circumstances of the class, the course will proceed according to the timeline that follows. Students should be aware, however, that dates given here may change if the speed of the class is different from what the instructor expects. Students must be ready to accommodate such changes, particularly changes that affect the test dates. If your schedule is rigid and does not allow accommodation of such changes, you may want to reconsider continuing in this class.

June 20: Chapter 1: The Nature and Scope of Managerial Economics
June 22: Chapter 2: Economic Optimization
June 27: Chapter 2: Optimization continued
June 29: Chapter 2: Economic Optimization continued
July 04: 4th of July Holiday
July 06: Chapter 3: Demand and Supply
July 11: Chapter 4: Demand Analysis
July 13: First Test (Chapters 1, 2, 3)
July 18: Chapter 7: Production Analysis and Compensation Policy
July 20: Chapter 7 Production Analysis continued
July 25: Chapter 8: Cost Analysis and Estimation
July 27: Cost Analysis continued
Aug 01: Chapter 10: Perfect Competition and Monopoly
Aug 03: Second Test (Chapters 4, 7, 8)
Aug 08: Chapter 11: Monopolistic Competition and Oligopoly
Aug 10: Monopolistic Competition and Oligopoly continued
Aug 15: Chapter 12: Pricing Practices
Aug 17: Chapter 12: Pricing Practices continued
Aug 22: Third Test (Chapters 10, 11, 12)
Aug 24: Chapter 14: Risk Analysis
Aug 29: Final Exam, 7:00-8:50 PM

III. Three Quizzes and Final Examination:

The three midterm tests and the final examination will be based on the material covered in the textbook. To be successful in these tests, students must carefully read (at least twice) the assigned chapters of the textbook, review and solve end-of-the-chapter problems, and review questions and problems in the Study Guide. Because of the multiplicity of issues discussed and because of the unlimited number of decision-making scenarios, relying on instructor’s lectures and examples alone, without reading and understanding the particular theories and problems discussed in the textbook, is a recipe for failure. Each of the three tests has a weight of 50 points (of the final score of 500 points). The final exam, which is comprehensive, will carry a weight of 200 points. All tests will consist of multiple-choice, short-essay, true/false, and problem-solving questions. Each of the quizzes will have at least 30 multiple-choice/true-false questions and three or more short-essay/problem-solving questions. The final exam will consist of up to 50 multiple-choice questions. The final exam may also include problems or essay questions. To take the tests, you will need a small bluebook, a scantron answering sheet (form 882), your Texas Instruments
BA II Plus calculator, and pencils. To successfully prepare for the tests, you must attend the lectures on a regular basis, read the relevant chapters of the textbook (at least twice), workout the problems in the study guide, solve the problems in the practice tests posted on the BB, and work in groups of less than five. No make-ups will be given for the midterm tests. The dates of the midterm tests may change, depending on the circumstances of the class. If this happens, you must be able to accommodate such a change in the schedule. No special accommodations can be made if you can't adjust your schedule to the new test date.

IV. Homework Assignments:

Homework assignments consist of ten problem sets, each set consisting of several end-of-the-chapter problems of the textbook. If solved satisfactorily, each set will receive 15 points of a total of 150 points. All assignments should conform to the format described in this syllabus. Each assignment should start with a title page containing information about the assignment number, chapter of the textbook to which the assignment pertains, problem-number in the textbook, the name of the class, name of the student, and quarter of the academic year (see the attachment). Each assignment must be turned in separately. Never staple more than one assignment together. Assignments without a title page and assignments that are not stapled together will not earn any grade. Make copies of your assignments, before you turn them in to the instructor. The instructor will not return your assignments back to you. He may ask you any time during the quarter to furnish him with an additional copy of your assignment. If your grade for an assignment does not appear on the BB, you have one week from the due date of that assignment to ask for a correction. Later complaints about a missing grade will not be considered by the instructor. If any extra credit assignments are given, make sure that you turn them separately and do not attach or staple them with any other homework or assignment.

Solutions to homework-assignment problems should be detailed, clean, well-organized, accompanied with relevant verbal explanations, and stapled together. All mathematical solutions should be interpreted verbally. Answers such as “yes” or “no” are not acceptable; explanations are needed! Assignments should be either typed or written legibly with a ballpoint-pen or any other pen other than a pencil. No late assignments will be accepted. Assignments will not be returned to the students, unless they are not acceptable to the instructor, in which case no grade will be assigned to the returned assignment. Rejected assignments will be left on the instructor’s desk; students are required to check if any of their home assignments have been rejected. Assignments that are rejected once can be corrected and turned in to the instructor within one of the due date. No late make-up assignments are acceptable. To repeat what was said before: Make copies of your assignments for your personal file. You may ask questions about the assignments after you have turned them in. Your assignment grades, as all your other grades, will be posted on the BB. Make sure you keep track of your grades on the BB on a daily basis.

The Study Guide to the textbook provides you with valuable assistance in solving the assignments. Buy a copy of the Study Guide and keep it always with you while working on the material for this class.

Your homework assignments and their due dates are as follows:

- Assignment # 01: Chapter 2: Problems P2.2, P2.3, P2.4, P2.5, P2.6; June 29
- Assignment # 02: Chapter 2: Problems P2.7, P2.8, P2.9, P2.10; July 6
• Assignment # 03: Chapter 2 (page 64) Problem A2.1; Chapter 3: Problems P3.1, P3.2, P3.3, P3.5; P3.6, July 13
• Assignment # 04: Chapter 3: Problems P3.8, P3.10; Chapter 4: P4.1, P4.2, P4.3, P4.4, P4.5; July 18
• Assignment # 05: Chapter 4: Problems P4.6, P4.7, P4.8, P4.9, P4.10; July 25
• Assignment # 06: Chapter 7: Problems P7.1, P7.4, P7.6, P7.7, P7.8, P7.9; Aug 1
• Assignment # 07: Chapter 8: P8.1, P8.3, P8.4, P8.5, P8.6, P8.7, P8.8; Aug 8
• Assignment # 08: Chapter 8: P8.9, P8.10; Chapter 10: Problems P10.3, P10.5, P10.6; Aug 15
• Assignment # 09: Chapter 10: Problems P10.8, P10.9, P10.10; Chapter 11: Problems P11.4, P11.5; Aug 22
• Assignment #10: Chapter 11: Problems P11.6, P11.7, P11.8, P11.9, P11.10; Chapter 12: Problems P12.7, P12.8, P12.9; Aug 29

V. Grading:

Your final course grade consists of the following components and weights:

- Three Quizzes (each 50 points) 150 points
- Ten Homework assignments 150 points
- Final Exam (comprehensive) 200 points

Total 500 points

Letter grading will be based on the following percentages of the final score:

- 100%-95% A
- 94%-90% A-
- 89%-86% B+
- 85%-82% B
- 81%-80% B-
- 79%-76% C+
- 75%-71% C
- 70%-66% C-
- 65%-60% D+
- 59%-50% D
- 49% and lower F

VI. Modus Operandi:

1- No make-up tests will be given in cases other than severe illness or emergency. If you miss a quiz, you will miss the grade for that quiz.
2- No "Incompletes" will be assigned unless a) illness evidence is provided, and b) 60 percent of the course work has been completed with a grade B or better.
3- The instructor may occasionally call roll. Your absence from class WILL have a negative weight on your grade.
4- Turn off your cell-phone inside the class.
5- No late or e-mailed homework assignments are accepted.
6- If you have problems with any aspect of the class, please discuss them with your instructor as early in quarter as possible.
7- You may ask questions any time during the lectures.
8- You are encouraged to meet the instructor during his office hours and ask for clarification of the material of other issues related to the class.
9- REMEMBER: The key to success in this class is hard work, persistence, and positive attitude toward learning.
10- Grades are final and non-negotiable. Using pressure tactics or intimidating the instructor to enhance your grade is unethical and un-academic. You are expected to avoid using such methods. Avoid asking for instructor’s help in raising your GPA; it will not work.
11- You will pass the course only if you do the work required.
12- Be on time for the class. If you arrive late, please go to the library and read your book or work on your assignments.
13- While in the class, avoid anything that might disturb the lecture, such as talking to another student, making noise, or teasing and bothering other students. Violators of this rule will be dealt with according to university regulations.
14- For all tests you will need a bluebook, a scantron answering sheet (form 882), a calculator, and two sharp pencils. Keep the scantron clean and unfolded.
15- No request for transfer of grade to another professor in accepted.
16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.
17- While in the class, be always ready to answer questions posed by the professor; avoid shrugging off your shoulders and reacting indifferently to questions directed to you by the professor. If you feel you cannot work productively with this professor, consider taking the class with someone you find more palatable to your style.
18- Keep your sense of humor and take interest in what happens in the class.
19- Regular attendance may be rewarded with extra credit points.
20- No special accommodations can be made for missed classes, missing homework assignments, or quizzes. No special extra credit assignments to improve the class average will assigned.
21- If you understand and follow these GOLDEN RULES, you will certainly enjoy the class and feel well-rewarded for the work you do.
22- If you feel the rules laid out in this syllabus are too tough for you to follow, discuss your feelings with the instructor. Once you decide to stay in the class, you implicitly agree with the conditions set in this document.

A Few Words of Advice:

- Time is the most valuable, the most limited, and the most perishable asset of your life. If you spend it on this class, please spend it efficiently and try to make the most out of it. The material in this class will provide you with many clues on how to achieve efficiency while using your valuable, scarce resources, including time!
- This is a tough and demanding class. It requires a lot of prior preparation in the way of fulfilling the prerequisites for the class. If you feel you are not ready to take this class at this time, you may want to consider taking it a more convenient time, after meeting the prerequisites, and when you have enough time and energy to devote to the class.
Economics 3551
Winter 2005
CSUH
DR. Yaar

Homework Assignment # 000

Due Date: May 00, 20...

Chapter 1: Problems P1.2, P1.3, ...
Chapter 2: Problems P2.3, P2.5, ...

Name: Successful Student
NET-ID: 00000
SYLLABUS

Summer Quarter 2005

COURSE NUMBER/TITLE/CREDITS/LOCATION:
Econ 3551-95 – Managerial Economics and Business Strategy – 4 Units, Thursday, 6:30 P.M. – 10:00 P.M, (Contra Costa Campus).

CATALOG DESCRIPTION:
The actions and reactions of business firms and consumers in a variety of market environments emphasizing their strategies for optimization. Prerequisites: ECON 2301 and STAT 2010. Prerequisite or concurrent: MATH 1820 or 1305. Course not recommended for Economics majors.

REQUIRED TEXTBOOK & MATERIALS:

You will need a package of scantrons (small size – 50 multiple choice questions).

INSTRUCTOR INFORMATION:
Jeffrey G. Woods, Ph.D.
School of Business & Economics
California State University – East Bay
Contra Costa Campus
4700 Ygnacio Valley Road
Concord, CA 94521-4525
E-mail: 
Home Ph. 925-609-7606

OFFICE HOURS:
Room: AE 214 Thursday, 5:45 – 6:30 P.M.

GRADING:
90 – 100% = A
80 – 89% = B
70 – 79% = C
60 - 69% = D
Below 60% = F

Final Grade Percentage = Total Points Earned
Total Possible Points

Total Possible Points = 75 + homework points
You can calculate your current grade at any point in time by plugging in the appropriate points into the above formula. Therefore, you should save all your tests and homework so you have the data available.

TESTS/MAKEUPS/ASSIGNMENTS:
There will be four multiple choice tests. Each test will include 25 questions. The final will not be comprehensive. I will drop your lowest test grade in calculating your final grade excluding the final exam. Make-up exams will not be given for any reason. If you miss an exam (excluding the final exam) the missed exam will be the one I drop in calculating your final grade. Late homework assignments will receive 1/2 credit and only be accepted 1 week late with a documented excuse.

ATTENDANCE POLICY:
Attendance is mandatory. Students with one or less unexcused absence may receive the benefit of the doubt if their final grade is borderline. Excused absences will require documentation.

TENTATIVE SCHEDULE

CHAPTER:

1. Introduction to Managerial Economics
2. Optimization Techniques
   Exam 1
2. Optimization Techniques
3. Demand Theory
   Exam 2
7. Production Theory
9. Analysis of Costs
   Exam 3
10. Perfect Competition, Monopoly, and Monopolistic Competition
11. Oligopoly
13. Pricing Techniques
   Final Exam

I hope you enjoy the course and am glad you're here!
Economics 6680
Labor Economics

Lynn Paringer
Summer, 2005

Course Outline

Office: TR657A
Phone: 510 885-3986
e-mail: lparinge@csuhayward.edu

Office Hours: Monday, 5:30 – 6:30
Tuesday, 9:00 – 10:00
Thursday, 9:00 – 10:00


There will be one midterm (30% of your grade), a final (40% of your grade), two short (3-5 pages each) papers (20% of your grade) and one short (5 minute) presentation (10% of your grade). Make-ups will only be given upon presentation of a physician’s excuse.

Textbook Readings

I. Determinants of the Demand for Labor
   1, 2, 3

II. The Supply of Labor
    4, 5

III. Human Capital and Labor Market Equilibrium
     6, 7

IV. Job Search, Monopsony, and Minimum Wage
    8, 9

Midterm Exam

V. Internal Labor Markets and Personnel
   10, 11

VI. Discrimination, Unemployment
    13, 14

VII. Inequality, Poverty, Social Security
     15

Final Exam

Midterm Exam

July 25, 2005
Spring 2005
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Study Groups
You are encouraged to form a study group for this class - preferably including other students taking this course! The purpose of this group is so you can help each other learn the material. Discussion of homework assignments is one way of doing this. Based on my experience, three to five people is usually about the right number for this group.

The other purpose of a study group is so you will have a backup resource if you should miss a class. The class notes are your single best learning tool in this course. If you do not have a complete set of notes, you will probably not get a very good grade. The best way to obtain a complete set of notes is to attend every single class, arriving on time and leaving when class is over. Copying class notes from someone in your study group is a poor second choice; however, it is sometimes necessary.

Writing Policy
You are expected to read and write at a college level and to express consistent and logical arguments. You are expected to use correct grammar, spellings and usage in your written work. You may have your marks reduced for mistakes made in these areas. You are also expected to hand in high-quality, well-packaged, legible and aesthetically appealing homework assignments. Illegible work or answers that are difficult to follow will be graded down significantly. Neatness counts in all assignments and exams in this class. Even if English is not your first language, you are still expected to meet this requirement. This usually requires getting the homework done the day before the class in which it is due.

Academic Dishonesty
If I catch you cheating on an exam I will fail you for the entire course and place a letter in your academic file describing the incident. University policy states that if you receive two such letters, you will be expelled from school. Do not cheat.

The University has a published policy on academic dishonesty. Such dishonesty includes plagiarism, cheating, fabrication, forgery, etc. Severe sanctions will be used. Students are required to familiarize themselves with this policy and especially the meaning of each action covered under the policy. The policy is clearly spelled out in the University Catalog. Students are required to strictly adhere to the guidelines therein and accepted standards of honest conduct.

PowerPoint Slides
Basic material in this course will be covered using PowerPoint slides. These slides are available for downloading on the “What’s New?” page of the course web site (see below). Instructions for downloading and printing them are found via a link from my home page. You should print these slides (handout format, three slides per page) and bring them to class. (Hopefully you will have read the material and reviewed the slides before class.) I will not slow down my presentation so that you can copy the material from the slides. Your focus during class should be on material I add that is not contained in the PowerPoint presentation.

Note About Robinson Hall
My office is located on the second floor of Robinson Hall, the small building between the Music and Business building and the University Theater. This is the only building on campus that does not have an elevator. If you have difficulty climbing stairs for any reason, please make arrangements for us to meet somewhere other than in my office. (There is a campus telephone on the first floor of Robinson Hall near the pay telephone. Call 5-3889 and I will come downstairs.)
Reading Assignments
You should make every effort to complete the reading assignments before the lecture on the topic assigned. Homework is due when specified. Late homework will not be accepted under any circumstances. Exams will be held on the dates shown in the course outline. Exam dates will not be changed under any circumstances.

Course Web Site
Homework solutions, this syllabus, and additional reading are available on the class web site. You should plan on checking the “What’s New?” section at least once a week. Material from the articles posted on the “What’s New?” page will be included on each exam in this course. To get to this site, run your web browser software and open http://www.cbe.csuhayward.edu/~alima. Click on the “Economics 2301” link. AOL users may have trouble connecting to this site; I recommend using AOL Netfind or running an external browser such as Internet Explorer or Netscape.
Course Outline

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<th>Topic:</th>
<th>Reading:</th>
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<td>Introduction</td>
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<td>April 4</td>
<td>Scarcity and Choice</td>
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<td>Production and Cost</td>
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<td>May 2</td>
<td>Output, Price and Profit</td>
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<td>May 9</td>
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<td>May 16</td>
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<td>May 23</td>
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CLASS WILL NOT BE HELD MONDAY, MAY 30 (MEMORIAL DAY HOLIDAY)

June 1 | Market Failure | Chs. 12, 19

**FINAL EXAM: Wednesday, June 8, 9:00 – 11:00 a.m.**
(Note: if your travel plans will not allow you to take the final examination when scheduled, please do not enroll in this section of this course.)
Econ 2302, Principles of Macroeconomics

Prof: Dr. James Ahiakpor
Office: MB 2119
Phone: 885-3137
E-mail: Jahiakpor@csuhayward.edu

Office Hours: T 3:00–4:00 p.m. & W 1:30–2:30 p.m. or by appointment.

Text: James Gwartney, Richard Stroup, Russell Sobel, and David Macpherson, Macroeconomics: Private and Public Choice, 10th ed. (Mason, OH: South-Western) 2003. Please note that the Instructor’s Lectures take precedence over materials in the text. That is, the text does not have the final word. Therefore, attending classes regularly and taking good notes are very important for your success in this course.

Supplement: Coursebook to accompany Macroeconomics. Working through the coursebook is an effective way to sharpen your analytical skills and prepare for the examinations.

Course Description:

The purpose of this course is to help students understand some fundamental macroeconomic concepts and analyses, such as the determination of national income, interest rates, inflation, economic growth, and unemployment; money and banking; fiscal and monetary policies; international trade; and the role of government in an economy. References will be made to current U.S. and world economic conditions and problems. Keeping abreast with economic events reported in the news media – print and electronic – is an excellent way to appreciate and apply the macroeconomic principles learned in the course.

Prerequisites: Please note that you are expected to have earned “either credit for intermediate algebra or satisfactory score on the Entry-Level Math (ELM)” before enrolling in this course.

Course Requirements:

Your performance in the course will be assessed through the following means:

1. Mid-term Examinations (2) 60%
2. Final Examination (Comprehensive) 40%

Specific dates for the mid-term examinations will be announced in class. Please check the University schedule for the final examination date. The tests will be a combination of True or False and Multiple Choice questions. Please be sure to take the tests on their specified dates. You will not be allowed to take a test if you arrive 30 minutes after it has started. Excuses or requests for make-ups (other than for a medical emergency, supported by a doctor’s note) are not accepted.
Please be sure to return mid-term exams one week after they have been graded and given back to you. Otherwise, each costs you 5 percentage points off your average score for the course.

**Academic Dishonesty:**

The University has a published policy on academic dishonesty, including cheating or attempting to cheat. Please refer to the *University Catalog 2004–2006*, pages 85–86, for details and sanctions that may be imposed on violators. In short, the prospective gains are not worth the costs, including receiving an F for the course or expulsion!

**Course Outline:**

1. **Review of the foundations of economic analysis.** Text, Chs. 1, 2.


3. **National Income Accounting.**
   Text, Ch. 7.

4. **Fluctuations in National Income and Employment.**
   Text, Ch. 8; Special Topic 6.

5. **Money, Credit and Interest Rates.**

6. **Money, the Price Level, and Inflation.**

7. **Government and Economic Activity.**

8. **International Trade and Exchange Rates.**
   Text, Chs. 17, 18.

9. **Summary: Policies for Sustained Economic Growth.**
   Text, Ch. 16.
Syllabus for Economics 3005-01 MWF

Economics 3005 Macro-Economic Theory

Professor Jay L. Tontz

Catalog Description: Measurement and analysis of the determinants of national income and employment; general price level; stabilization and growth.

Prerequisites: Economics 2301, 2302, with grade not lower than “C” in 2302.


Student Guide and Workbook: Roger T. Kaufman, to accompany text

This course covers major issues concerning the behavior of our national economy. Students are expected to read the text and stay attuned to current economic events.

COURSE OUTLINE

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<tr>
<td>May 4</td>
<td>Aggregate Demand, Open Economy</td>
<td>12</td>
</tr>
<tr>
<td>May 6</td>
<td>Aggregate Supply</td>
<td>13</td>
</tr>
<tr>
<td>May 9</td>
<td>Open Economy</td>
<td>5</td>
</tr>
<tr>
<td>May 11</td>
<td>Review</td>
<td></td>
</tr>
</tbody>
</table>
Course Description:

The aim of this course is to help students acquire a fundamental framework for analyzing macroeconomic phenomena, such as changes in the price level or inflation, interest rates, the exchange rate, the rate of unemployment, and the effects of government fiscal and monetary policies. Emphasis will be on the acquisition of critical economic reasoning. Please be prepared for contradictions of certain theories you may have learned in your Principles of Macroeconomics course elsewhere.

Text: There is no prescribed textbook for the course. The classroom lectures are your primary source of instruction, supplemented by materials placed on Reserve Reading in the Library. Thus, regular class attendance and taking good notes are essential for your success in the course. Some chapters in Ahiakpor, J., Classical Macroeconomics: Some Modern Variations and Distortions (Routledge) 2003, include the theories not typically found in other macroeconomics texts.

Reference and Study Guide:

Some chapters in Macroeconomics, 8th edition, by Richard Froyen (Prentice Hall) 2005 are helpful. The Study Guide accompanying that text is very useful in preparing you for the examinations.

Prerequisites:

"Econ 2301, 2302, with grade not lower than 'C' in 2302." Please be sure that you have the prerequisites for this class. Your enrollment will be cancelled if you are found not to have them.

Course Requirements:

Your performance in this course will be assessed through the following means:

1. Mid-term Examinations (2)  
2. Final Examination (Comprehensive)  

The examinations will comprise True/False and Multiple Choice questions. These are designed to test students' understanding and analytical ability. Dates for the examinations will be announced...
in class. Please check the University schedule for the final examination date. You will not be allowed to take an exam if you arrive 30 minutes after it has started. Please note that excuses for not taking the examinations on their specified dates (except for a medical emergency certified by a doctor's note) are not accepted. Also remember to return mid-term exams one week after they are given back to you or else pay a 5% deduction for each copy on your final score for the course.

**ACADEMIC DISHONESTY:**

The University has a published policy on academic dishonesty, including cheating or attempting to cheat, plagiarism, and forgery. Please refer to the *University Catalog 2004–2006*, pages 85–86 for details and sanctions that may be imposed on violators. In short, the prospective gains are not worth the costs, including expulsion from the University!

**Course Outline:**

1. Macroeconomics and the measurement of macroeconomic variables.
   Froyen, R., Chs. 1, 2 & 3.

2. Labor Markets and Unemployment.

   Froyen, Ch. 17.

   Ahiakpor (2003a) “Ch. 4: The Classical Theories of Interest, the Price Level, and Inflation.”
   Froyen, Chs. 4 & 10.

5. Money, Output, Employment, and Inflation.
   Froyen, Chs. 11, 14 & 18.
   Ahiakpor (2003a) “Ch. 10: Full Employment: Keynes’s Mistaken Attribution to the Classics.”

   Froyen, Chs. 19 & 20.
   Ahiakpor (2003b) “Ch. 7: Say’s Law: Keynes’s Success with its Misrepresentation.” In *Two Hundred Years of Say’s Law*, edited by Steven Kates.
   Ahiakpor (2003a) “Ch. 12: The Mythology of the Keynesian Multiplier.”
Course Information:

Course: Macroeconomic Theory
Section: 3005-30
Time: MW 6:00 - 7:50 PM
Room: MI 2065
Final Exam: Wed June 8, 3005; 7:00 - 8:50 Pm

Instructor:

Said Haimor, Room (AE 305)
Phone (510) 833 3825 Ext. 2 (leave a message)
Office Hours: W 5:00-6:00 PM. Room MB 2605

Textbook:


Study Guide:

Study Guide; Roger Kaufman, to accompany textbook. (Optional).

Course Objective:

This is an intermediate course in Macroeconomics. The purpose of this course is to introduce the students to an in-depth in Macroeconomics models and theory. It covers important economic issues such as the determinants of long-run economic growth, the Keynesian and Classical theories, inflation, unemployment, monetary and fiscal policy, and real world data and event.

Prerequisites:

ECON 2301, 2302, with grade not lower than "C" in 2302.

Evaluation:

Two mid-term and a final examinations. Exact days of exams will be announced in class a week in advance. Exams are a combination of problem solving, true & false, and multiple-choice type of questions.

Mid Term Exam (1): 30%
Mid Term Exam (2): 30%
Final Exam: 40% (comprehensive).

Although attendance doesn’t figure in numerically in your grade, I strongly recommend attendance at all lectures because the tests emphasize material covered in lectures. Regardless of the attendance issue, students are responsible for all the assigned readings in addition to all the material covered in lectures.

Make-ups will be given only for verified illness or cases cleared with me before the test.

Grading:


Selected topics from the following chapters will be covered.

2. The Data of Macroeconomics Part II. Ch. 2.
3. Classical Theory: The economy in the long run. Part II. Ch. 3,4,5
4. Growth Theory: The economy in the very long run. Part III. Ch. 7,8.
ECONOMICS 3005-90  MACROECONOMIC THEORY
Spring 2005  Saturday 9:30 AM-1:00 PM;
CC270

INSTRUCTOR:  DR. D. YAAR
OFFICE:  LIB 240
OFFICE HOURS  1:00 PM-2:00 PM; AND BY APPOINTMENT
PHONE:  HAYWARD (510) 885-3825; CCC TBA
FAX & E-MAIL  (925) 681-1222, E-MAIL: yaar@yaarnet.com
TEXTBOOK: MACROECONOMICS, BY: GREGORY MANKIW, FIFTH EDITION.

COURSE SUPPLEMENTS:
STUDY GUIDE TO MANKIW'S MACROECONOMICS,
INTERNET SOURCES, WSJ, ECONOMIC LETTER (SFFRB),
READING ASSIGNMENTS, ARTICLES POSTED BY INSTRUCTOR ON BLACKBOARD.

COURSE ACTIVITIES:
LECTURES, DISCUSSIONS, READINGS, HOMEWORK ASSIGNMENTS, FIVE QUizzes, FINAL EXAMINATION

I. About the Course:

This course is about macroeconomics. And macroeconomics is the study of the economy as a whole. In studying the economy in its entirety, macroeconomics pursues three objectives. First, macroeconomics tries to explain how different sectors of the economy (households, firms, government, and foreign trade/investment) are related to each other. Second, macroeconomics tries to understand why the economy changes over time, and whether one can predict such changes before they occur. Third, macroeconomics attempts to devise, and analyze the effects of policy measures to change the direction of the economy. Two interrelated questions arise as far as the achievement of these goals is concerned: First, what is the best theoretical framework for studying the economy in its entirety? Second, can macroeconomics be successful in steering economic events and changing the course of the economy as a whole? The first question has led to the development of different schools of thought in macroeconomics, such as Keynesianism, monetarism, New Keynesianism, rational expectationism, Neo-Keynesianism, and Supply-Side Economics, just to name a few. The second question has given rise to what the profession calls “the policy effectiveness debate.” This course will provide you with a glimpse of what economists have to say to each other, and to the rest of the world, regarding these two as well as other macroeconomic questions of vital importance.

After finishing this course, you should be able to understand how the economy works, how important macroeconomic variables are related to each other, why the economy may
change course and fluctuate, and what factors may be responsible for economic growth and prosperity of nations.

The instructor would like to remind you at this point that macroeconomics, while being a very exciting and rewarding subject matter, is not an easy field of study; its learning and understanding require serious intellectual effort and a lot of deep and attentive thinking on the part of student. You cannot expect to learn the material in this class by simply listening to the instructor or reading the textbook; you need to actively engage in what can be called participative thinking, and seriously develop the art of model-building and model-based thinking. Therefore, please be ready to work hard in this class. Your regular attendance and continuous exposure to the material will serve you as key factors in learning the “tricks” of the trade. These “tricks” will assist you to save time while learning and develop the art of making sense out of a complicated (in some respects chaotic) world.

II. Course Timeline and Material:

The following timeline shows the order in which the material for the class will be covered. This timeline, however, may undergo changes as the quarter proceeds, depending on the particular circumstances of the class. Be ready to accommodate such changes.

Apr 02: Chapter 01: The Science of Macroeconomics (self-study);
Chapter 02: The Data of Macroeconomics (self-Study)

Apr 09: Chapter 03: National Income: Where It Comes From and Where It Goes

Apr 16: Chapter 04: Money and Inflation; First Quiz (Chap 1, 2, 3)

Apr 23: Chapter 05: The Open Economy

Apr 30: Chapter 06: Unemployment

May 07: Chapter 07: Economic Growth I; Second Quiz (Chap 4, 5, 6)

May 14: Chapter 08: Economic Growth II

May 21: Chapter 09: Introduction to Economic Fluctuations; Third Quiz (Chap 7, 8)

May 28: Chapter 10: Aggregate Demand I (Aggregate Demand-Aggregate Supply Analysis);
Chapter 11: Aggregate Demand II (IS-LM Framework)

June 04: Chapter 12: Aggregate Demand in the Open Economy, Fourth Test (Chap 9, 10, 11);
Chapter 14: Stabilization Policy (self-study)

June 11: Final Examination (Comprehensive)

III. Course Activities:

Macroeconomics is a lively branch of the broad field of economics. Those who would like to know why some countries are wealthier than others, why during certain times unemployment rises or falls, why the cost of living continues to go up, why and how interest
rates go up and down, and, last but not least, why students at colleges and universities are required to learn macroeconomics, will find the answers to their questions in this course. The subject is highly interesting, but also challenging. So, stay alert, get ready to do some serious work, and be willing to learn some new and fascinating facts and ideas. To help you learn and appreciate macroeconomics, the following activities have been planned for the quarter:

1. Lectures
2. Active class participation and attendance.
3. Four Quizzes
4. Final Examination
5. Homework Assignments (problem-solving and reports)

A short description of these activities follows:

1. **Lectures:** Lectures will concentrate on theoretical issues as well as on the technical aspects of models and model-building discussed in the textbook. Historical data and case studies are not going to be discussed by the instructor in the class. But they will be included in the tests. Class discussions will include a review of current events in the economy.

2. **Active Class Participation and Attendance:** Students are expected to attend lectures on a regular basis. Since there are only ten class meetings during the quarter, students are strongly urged not to miss a class. Missing a class can cost you dearly in terms of learning the material and passing the tests. Active participation in class discussions is strongly encouraged. Absence from class or irregular attendance will have an adverse effect on the final grade.

3 & 4. **Quizzes and Final Examination:** To pass the course, students have to take four quizzes and a final test. All tests may include multiple-choice questions, definitions, short-essays, as well as true-false questions. The final will be comprehensive. No plans have been made for make-ups.

5. **Homework Assignments:** Homework assignments consist of problem-solving activities and writing reports. The assignments will consist of end-of-the-chapter problems and reports about the daily events of the U.S. and world economy. The assignments earn a grade only if they are well-organized, neat, and comply with the instructor’s requirements. No late or e-mailed assignments are accepted.

IV. **Grading Procedure:**

Your final course grade consists of the total of points you receive for taking part in different course activities. Specifically, the final grade consists of the following components:
• Homework Assignments 150 points
• Four Quizzes 150 points
• Final Exam 200 points

Final Course Grade 500 points

Letter grades will be based on the following percentages of the final score:

• 100%-95% A
• 94%-90% A-
• 89%-86% B+
• 85%-82% B
• 81%-80% B-
• 79%-76% C+
• 75%-71% C
• 70%-66% C-
• 65%-60% D+
• 59%-50% D
• 49% and lower F

V. Dates to Remember:

First Quiz April 16
Second Quiz May 7
Third Quiz May 21
Fourth Quiz June 4
Final Exam June 11; 9:30 AM-11:30 AM

VI. Homework Assignments: Textbook Problems and Research Reports:

Homework assignments consist of end-of-the-chapter problems (see below) and research-reports. Research-reports are expected to be written essays three pages long (double spaced), containing your theoretical and empirical findings about the topic. To prepare a research report, you are expected to gather information about the topic by reading books, journal and periodical articles, and other relevant sources of information. Each research-report must correctly cite the sources used in the report. Citations and bibliography must conform to the rules of MLA. Research-reports suspected of plagiarism will automatically be rejected. Sources used to write your research-report are limited to the following: Published books (excluding the textbook), economic journals, government/institutional websites, and major financial papers/magazines such as The Wall Street Journal, the Financial Times, and the Economist. Please pay close attention to the due date of each assignment. Late assignments or e-mailed assignments are not acceptable. Only hard copies are accepted. Assignments earn a
grade only if they are correct, well-organized, typed (in the case of reports), and follow the format prescribed. Each assignment should follow the format described below:

1. **End-of-the-chapter problems:**
   - Each assignment should begin with a title page containing information about assignment number, chapter and problem number in the textbook, the name of the student, and the due date of the assignment.
   - Handwritten assignments are accepted only if they are clean, legible, and well-organized.
   - Solution to mathematical problems should be accompanied by verbal explanations.

2. **Research-Reports:**
   - All reports should be typed (double spaced).
   - Every report should start with a title page and end with a bibliographical list containing exact citation of sources used in the report.
   - Each report is expected to consist of 1000-2000 words, excluding the title page and bibliography.
   - The content of the reports should be well-organized, informative, and show critical thinking on the part of the student.
   - The content should be divided into subsections, each subsection carrying a subtitle indicative of the material discussed.
   - Research-reports are expected to be based on extensive external research. **The format, the ideas, and the language of the report must be that of the student.** Borrowed ideas and statements must be annotated, i.e., accompanied by information about the source from which they have been taken.
   - **Plagiarism leads to a direct rejection of the research report.**
   - Reprints of materials found on the internet are not accepted as research-reports.
   - Research-reports not meeting the requirements set in this syllabus, will be returned to the student. The student will have one week (counted from the due date) to correct the report and turn it in for a second consideration. No extensions will be given for the reconsideration.

**VII. Homework Assignments and Their Due Dates:**

| Assignment # 1: | Shortcomings of GDP/GNP statistics as measures of a society's welfare: GPI as an Alternative to GDP? Due April 9 |
| Assignment # 2: | Textbook problems 5, 6, 7, 8 in chapter 2 (pp 38-39); due April 16 |
Assignment # 3: Problems of CPI as a measure of cost of living and the Chain-weighted CPI, due April 30
Assignment # 4: Latest U.S. unemployment Report; due May 7
Assignment # 5 Latest U.S. inflation Report, due May 14
Assignment # 6-7: An Analysis of the Survey of Current Business; due May 21 (hint: to find information about Survey of Current Business logon to http://www.bea.doc.gov/bea/pubs.htm
Assignment # 8: Textbook problems 3, 7, 9 in chapter seven (pp 206); due May 28
Assignment #10: Textbook problems 2, 3, 4, 5 in chapter 10 (pp 279-280); A Survey of the Latest Economic indicators: What do Lagging, Coincident, and Leading Indicators Tell us about the Current State of the U.S. Economy; due June 11

VIII. Instructor’s Evaluation Criteria for Research-Reports:

- **Clarity of purpose** (how close the assignment was followed; what questions were raised, what answers were provided)

  Excellent ____ Good ____ Fair ____ Unsatisfactory ____

- **Relevance, consistency, and cohesion of the material**

  Excellent ____ Good ____ Fair ____ Unsatisfactory ____

- **Organization and format of the paper**

  Excellent ____ Good ____ Fair ____ Unsatisfactory ____

- **Proper use of Visual tools and statistics**

  Excellent ____ Good ____ Fair ____ Unsatisfactory ____

- **Writing skills shown in the paper**
Excellent ___ Good ___ Fair ___ Unsatisfactory ___

- **Richness of content**
  Excellent ___ Good ___ Fair ___ Unsatisfactory ___

- **Evidence and Extent of critical thinking**
  Excellent ___ Good ___ Fair ___ Unsatisfactory ___

- **Richness of facts and theories presented**
  Excellent ___ Good ___ Fair ___ Unsatisfactory ___

- **Efficient use of space**
  Excellent ___ Good ___ Fair ___ Unsatisfactory ___

- **Consistency and relevance of research findings**
  Excellent ___ Good ___ Fair ___ Unsatisfactory ___

### IX. Modus Operandi:

1- No make-up tests will be given in cases other than severe illness or emergency. If you miss a quiz, you will miss the grade for that quiz.
2- No “incompletes” will be assigned unless 60 percent of the course work has been completed with a grade B or better.
3- The instructor may occasionally call roll. Your absence from class WILL have a negative weight on your grade.
4- Turn off your cell-phone inside the class.
5- No late or e-mailed homework assignments are accepted.
6- If you have problems with any aspect of the class, please discuss them with your instructor as early in quarter as possible.
7- You may ask questions any time during the lectures.
8- You are encouraged to meet the instructor during his office hours and ask for clarification of the material of other issues related to the class.
9- REMEMBER: The key to success in this class is hard work, persistence, and positive attitude toward learning.
10- Grades are final and non-negotiable.
11- You will pass the course only if you do the work required.
12- Be on time for the class. If you arrive late, please go to the library and read your book or work on your assignments.
13- While in the class, avoid anything that might disturb the lecture, such as talking to another student, making noise, or teasing and bothering other students. Violators of this rule will be dealt with according to university regulations.

14- For all tests you will need a scantron answering sheet (form 882), a calculator, and two sharp pencils. Keep the scantron clean and unfolded.

15- No request for transfer of grade to another professor in accepted.

16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.

17- While in the class, be always ready to answer professor's questions; avoid shrugging your shoulders and reacting indifferently to questions directed to you by the professor.

18- Keep your sense of humor and take interest in what happens in the class.

19- If you follow these GOLDEN RULES, you will certainly enjoy the class and feel rewarded for the work you do.
Sample Title Page for Homework Assignments

Economics 3005-90
Spring 2005
Dr. Yaar

Homework # X

Prepared by: Success-seeking Student

Net ID: ONLY4DIGIT

Chapter:

Problems: \(x_1, x_2, x_3, x_3, \ldots\)

Research-Report on:

(The Fruits of my Hard Work)

Due Date: 0000
Economics 3310-01  
Money and Banking  
Spring 2005  
Said Haimor  
Office: AE 305  
Office hours: M 10:40-11:40 AM  
E-mail: sefhay@hotmail.com  

Office: AE 305  
Time: MWF: 8:00-9:10AM  
Room: 239  

Final Exam: Monday June 6, 2005; 8:00-9:50 AM  

Course Objective: The objective of this course is to introduce the student to current concepts and ideas in the financial markets and to develop a clear understanding of: the determination of interest rates, interactions between different financial institutions and the role of money and the Federal Reserve in the American financial system. Course topics will include: financial instruments and their purpose; aspects of portfolio management and people's demand for financial assets; interest rates and their determination; the operation and behavior of banks and other financial institutions; the money creation process; derivatives; and the international dimensions of banking and financial markets.


Evaluation: Two mid-term and a final examinations. Exact days of exams will be announced in class a week in advance. Exams are a combination of problem solving, true & false, and multiple-choice type of questions. **I will not respond to any e-mail inquiring about the exams dates.** Bring a calculator, Scantron (form No 882-E) and your student ID card to all exams.

Mid Term Exam (1): 30%.  
Mid Term Exam (2): 30%  
Final Exam: 40% (comprehensive).  
All exams are closed books.

Although attendance doesn’t figure in numerically in your grade, I strongly recommend attendance at all lectures because the tests emphasize material covered in lectures. Regardless of the attendance issue, students are responsible for all the assigned readings in addition to all the material covered in lectures. **Make-ups will be given only for verified illness or cases cleared with me before the test. Any unexcused absence on any exam will result in a grade zero.**

Preparing For Exams: The material for the questions in exams will be drawn from: assigned chapters in textbook, course lectures, material distributed in class, and article drawn from the Internet.

Grading: Two midterms and a final determine your grade. Your letter grade for the course will be based on the following scale:

Course Outline:
Selected section of the following chapters will be covered

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3</td>
<td>Introduction</td>
</tr>
<tr>
<td>4,5,6,7</td>
<td>Financial Markets</td>
</tr>
<tr>
<td>8,9,10,11,12,13</td>
<td>Financial Institutions</td>
</tr>
<tr>
<td>14,15</td>
<td>The Federal Reserve System</td>
</tr>
<tr>
<td>19</td>
<td>The foreign Exchange Market</td>
</tr>
<tr>
<td>20,21</td>
<td>The international Financial System</td>
</tr>
<tr>
<td>27</td>
<td>Money and Inflation</td>
</tr>
<tr>
<td>28</td>
<td>Rational Expectations</td>
</tr>
</tbody>
</table>
I. About This Course:

Public sector economics, also called economics of the public sector or public finance, is one of the oldest themes of the science of economics. Adam Smith, the greatest economist of all times, devoted Book V of The Wealth of Nations (1776) to a detailed discussion of revenues and expenses of the state. Modern public sector economics is, to large extent, an outgrowth and elaboration of Smith’s pioneering ideas.

Public sector economics uses economic theory to analyze the economic role of the state in a market economy. In doing so, public sector economics raises a number of highly important questions, among which the following four are of particular significance: First, what are the reasons and justifications for the state’s interference in the economy? Second, what are the sources of government revenues and the methods of raising these revenues? Third, what are the expenditure categories of a modern state? Fourth, and most importantly, what are the effects of government’s economic role on the wellbeing of the society and the performance of the economy as a whole?

The three levels of government in the United States claim over one-thirds of the nation’s annual GDP. It is projected that the federal government alone will spend about $2.57 trillion (over 20 percent of the GDP) during the fiscal year 2006. Economists agree that this scale of expenditures financed by tax revenues and government borrowings exert strong effects and
Side-effects on the economy and cause significant changes in the matrix of incentives and nature of income distribution in the society. Auerbach and Feldstein, two well-known experts of the field, define public sector economics as "the positive and normative study of government's effect on the economy (Handbook of Public Finance, 1985). This class is designed to familiarize you with the government's role in the economy, as well as with some of the important consequences that result from such a role.

II. Class Timeline and Textbook and Readings Book Chapters Covered:

The sequence of the material covered, test dates, and due dates of chapter review-summary-reports, are as follows (overlapping of the coverage may happen between the class meetings):

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Report Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 29:</td>
<td>Preparatory Explanation of the Course Plan; Introduction to Econ 3370; Chapter 1: Individuals and Government (Hyman)</td>
</tr>
<tr>
<td>Mar 31:</td>
<td>No Class Meeting (Holiday)</td>
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<tr>
<td>Apr 05:</td>
<td>Chapter 2: Efficiency, Markets, and Governments (Hyman)</td>
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<tr>
<td></td>
<td>Chapter 1: Market Failure and Government Intervention (Mitchell and Simmons); Chapter 1 Review-Summary-Report due</td>
</tr>
<tr>
<td>Apr 07:</td>
<td>Chapter 3: Externalities and Government Policy (Hyman)</td>
</tr>
<tr>
<td>Apr 12:</td>
<td>Chapter 4: Public Goods (Hyman)</td>
</tr>
<tr>
<td>Apr 14:</td>
<td>Chapter 5: Public Choice and the Political Process (Hyman)</td>
</tr>
<tr>
<td><strong>Apr 19:</strong></td>
<td><strong>First Test (Textbook Chapters 1, 2, 3, 4); Chapter 2: Political Presuppositions of the Idealized State (Mitchell and Simmons); Chapter 2 Review-Summary-Report due</strong></td>
</tr>
<tr>
<td>Apr 21:</td>
<td>Chapter 10: Introduction to Government Finance Hyman; Chapter 3: Unromantic Side of Democracy (Mitchell and Simmons); Chapter 3 Review-Summary-Report due</td>
</tr>
<tr>
<td>Apr 26:</td>
<td>Chapter 11: Taxation, Prices, Efficiency, and Distribution of Income (Hyman)</td>
</tr>
<tr>
<td>Apr 28:</td>
<td>Chapter 12: Budget Balance and Government Debt (Hyman); Chapter 4: Pathological Politics: The Anatomy of Government Failure (Mitchell and Simmons); Chapter 4 Review-Summary-Report Due</td>
</tr>
<tr>
<td>May 03:</td>
<td><strong>Second Test (Textbook Chapters 5, 10, 11)</strong></td>
</tr>
<tr>
<td>May 05:</td>
<td>Chapter 14: Taxation of Personal Income in the United States (Hyman)</td>
</tr>
<tr>
<td>May 10:</td>
<td>Chapter 15: Taxation of Corporate Income (Hyman); Chapter 7: Political Pursuit of Private Gain: Government Exploitation (Mitchell and Simmons); Chapter 7 Review-Summary-Report due</td>
</tr>
</tbody>
</table>

1 All chapter summary-reports are based on the chapters of the class readings book Beyond Politics, by Mitchell and Simmons.
Third Test (Textbook Chapters 12, 14, 15); Chapter 9: Political Pursuit of Private Gains: Environmental Goods (Mitchell and Simmons); Chapter 9 Review-Summary-Report due

May 19: Chapter 17: Taxes on Wealth, Property, and Estates (Hyman)

May 24: Chapter 5: Politics of Free and Forced Rides: Providing Public Goods (Mitchell and Simmons); Chapter 5 Review-Summary-Report Due

May 26: Fourth Test (Textbook Chapters 16, 17)

May 31: Chapter 6: Political Pursuit of Private Gain: Producer Rigged Markets (Mitchell and Simmons); Chapter 6 Review-Summary-Report due

Jun 02 Quarter Review

Jun Final Examination

III. Chapter Review or Summary-Reports:

A chapter review or summary report consists of a 3-page long (typed single-spaced) discussion and analysis of the material covered in Mitchell and Simmons' book. The first two pages of the summary report must be used to present a condensed, meaningful, and well-organized review of the material presented in the assigned chapter. All important issues and ideas discussed in the chapter should be included in the review. New concept and terms must be bold-faced. The third page of the summary report is to be a critical assessment of the chapter's material and should contain the critical thinking of the student about what has been discussed in the chapter. This page should focus on alternative approaches that may be used to study the issues at hand. The wording of the review-report MUST be that of the student himself/herself; repeating what is in the chapter, using author's words, will lead to a rejection of the report. The review-report as whole, must present the ideas and arguments discussed in each chapter in students' own words, and the critical thinking of the students toward these arguments and ideas. In discussing the material, students MUST avoid inserting their own value judgments in their arguments; they must apply positive analytical approach to support or criticize the arguments laid forward by the authors.

Each chapter review or summary report will be evaluated on the basis of the following criteria:

- Clarity of purpose (how close the assignment was followed; what questions were raised, what answers were provided)
- Scope and completeness of the review
• Relevance, consistency, and cohesion of the material
• Organization and format of the review
• Writing skills shown in writing the review
• Richness of the content
• Evidence and extent of critical thinking
• Richness of facts and theories presented
• Efficient use of space
• Evidence of innovative and original thinking
• Degree of enthusiasm reflected in the review (whether the student has engaged in active thinking while writing the review or he/she did it simply as a mechanical motion to fulfill a class requirement)

IV. Homework Assignments and their Due Dates:

There are ten homework assignments for this class. Each assignment, if worked out correctly and turned in on time, will earn 10 points. The total score for the assignments is 100 points out of the 500 points that make up the total score of the class. Homework assignments must be correct, clean, and well-organized to be illegible for grading. No late assignments are accepted. Make a dated copy of each of your assignments and keep the copies in your file. The instructor may ask you at any time during the quarter to furnish him with an additional copy of your assignments. Each assignment must start with a title page (for a sample title page, see the appendix to this syllabus). If an assignment is rejected the first time, no grade will be posted for that assignment on the BlackBoard. In such a case, the student will have one week from the original due date of the assignment to resubmit his/her assignment. If an assignment is late or rejected for the second time, no grade will be assigned to that assignment.

The ten homework assignments consist of the following end-of-the-chapter problems and mini-research assignments:

1. Report on the latest U.S. GDP figures (C+I+G+NX), federal government spending, and federal government revenues (minimum 3 pages); due April 7
2. Chapter 2 (textbook): Problems 1, 2, 3, 4, and 5; due April 12
3. Chapter 3 (textbook): Problems 1, 2, 3, and 4; due April 14
4. Chapter 4 (textbook): Problems 1, 2, 4; due April 19
5. A report (3 pages) on the “Green Book” of the Ways and Means Committee of the House of Representatives; due April 21

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2 The mini-research reports are expected to provide a concise, clear, and well-organized picture of the information and date that are asked for. No direct reprints of the data and information are accepted, unless they are included as appendixes to a report. The wording and the format of the data MUST be that of the student himself/herself. Be innovative in the presentation of information and data that you include your reports. Evaluation criteria for the mini-research reports are the same as the ones given in section III of this syllabus.
6. Report on the current state of California’s economy: Gross State Product, state budget, and state revenues and expenditures by category (3-4 pages); due April 26
7. Chapter 5 (textbook): Problems 1, 2, 5, Chapter 10 (textbook): Problems 1, 2, 3, 4, 5; due May 3
8. A report (4-5 pages) on U.S. tax policy, tax proposals, tax rates, and tax revenues at federal, state, and local levels; due May 12
9. Chapter 11 (textbook): Problems 1, 2, 3; Chapter 12: Problems 1, 3, 4; due May 19
10. Chapter 14 (textbook): Problems 1, 2, 3; Chapter 15 (textbook): Problems 1, 2, 3; due May 14.

V. Tests and Final Examination:

To pass the class, you are required to take midterm tests and a final examination. The final examination will be comprehensive. The midterm tests and the final examination will consist of multiple-choice and true/false questions covering theories, models, and statistical information discussed in the book and in the class, including ideas and concepts discussed in the readings book.

VI. Grading:

You final course grade will consist of the following components:

- Four Test 140 points
- Chapter Reviews 80 points
- Homework 100
- Final Exam 180 points

Total 500 points

Letter grading will be based on the following percentages of the final score:

- 100%-95% A
- 94%-90% A-
- 89%-86% B+
- 85%-82% B
- 81%-80% B-
- 79%-76% C+
- 75%-71% C
- 70%-66% C-
- 65%-60% D+
- 59%-50% D
- 49% and lower F
VII. Modus Operandi:

1- No make-up tests will be given in cases other than severe illness or emergency. If you miss a quiz, you will miss the grade for that quiz.

2- No “Incompletes” will be assigned unless 60 percent of the course work has been completed with a grade B or better. Severe, documented illness is exempted from this rule.

3- The instructor may occasionally call roll. Your absence from class WILL have a negative weight on your grade.

4- Turn off your cell-phone prior to coming into the class.

5- No late or e-mailed work (paper of presentation) will be accepted. If you miss class on the day of your presentation, you will lose the grade for this activity.

6- If you have problems with any aspect of the class, please discuss them with your instructor as early in quarter as possible.

7- You may ask questions any time during the lectures.

8- You are encouraged to meet the instructor during his office hours and ask for clarification of the material of other issues related to the class.

9- REMEMBER: The key to success in this class is hard work, persistence, and positive attitude toward learning.

10- Grades are final and non-negotiable.

11- You will pass the course only if you do the work required.

12- Be on time for the class. If you arrive late, please go to the library and read your book or work on your assignments.

13- While in the class, avoid anything that might disrupt the lecture, such as talking to another student, making noise, or teasing and bothering other students. Violators of this rule will be dealt with according to university regulations.

14- For all tests you will need a bluebook, a calculator, and two sharp pencils.

15- No request for transfer of grade to another professor is accepted.

16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.

17- While in the class, be always ready to answer professor’s questions; avoid shrugging off your shoulders and reacting indifferently to questions directed to you by the professor.

18- Keep your sense of humor and take interest in what happens in the class.

19- Regular attendance may be rewarded with extra credit points.

20- Work hard on your research paper and closely cooperate with your group to prepare the group presentation.

21- Make your presence in the class known by raising questions and making comments about the material covered in class or relevant issues discussed in the media. This will also help you avoid feeling bored or falling asleep in the class.

22- If you follow these GOLDEN RULES, you will certainly enjoy the class and feel well-rewarded for the work you do.
(Sample Title Page for Homework and Chapter Review)

Economics 3370
Spring 2005
CSU-East Bay
Dr. Yaar

Homework # ..... 
OR
Chapter Review # ...

Chapter ..... 

Problems #......
OR
Title of the Chapter reviewed

Presented by:

Successful Student
Welcome to Economics 3551, its Excitement, and its Requirements:

Welcome to Economics 3551. Here, you will learn how to work with some of the most useful concepts and tools of economic theory and methodology. The class will teach you the application of economic theory and methodology to business and administrative problems and decision-making. The ability to apply economics to business and administrative problems, and the skill to develop effective strategies for dealing with decision-making situations, are valuable intellectual assets that tremendously improve your chances of success in business as well as in public and private life.

To be successful and better appreciate the material offered in this course, you have to have a solid background in basic economic theory and mathematics. This means that in order to take advantage of this class, you have to have successfully completed the prerequisites of the class, which are Economics 2301 and Stat 2010 or Math 1820/1305. Without having completed these requirements, your chances of success in this class are restricted and you will have a hard time following, enjoying, and even passing the class. On the other hand, if you know basic microeconomics (or are confident that you can invest the time and energy needed to learn it) and have the skills and the interest to work with mathematical tools, this is where you belong to, and I welcome you to the class. Remember: this class is about the application of economic theory and methodology to the real world of business and decision making. To be a successful participant in this class, you need both knowledge of economic theory and mathematical skills. The textbook provides you ample theoretical explanation of the topics and problems discussed. For refreshing and sharpening your mathematical skills, please read chapter two of the textbook very carefully, and check the material posted on the class website on the BlackBoard.

The key to success in this class is hard-work, regular attendance, and active and attentive participation. If your life or work schedule does not allow you to attend the class on a regular basis, you are strongly urged to reconsider taking this class at this time (or with this professor).

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1 At your own risk, you may use any standard managerial economics textbook to prepare for the tests; but the instructor highly recommends the textbook he has adopted for the class. The tests will be based on the material presented in this textbook.
II. Course Timeline and Textbook Material Covered:

Depending on the speed, absorptive capacity, and other circumstances of the class, the course will proceed according to the timeline that follows. Students should be aware, however, that dates given here may change if the speed of the class is different from what the instructor expects. Students must be ready to accommodate such changes, particularly changes that affect the test dates. If your schedule is rigid and does not allow accommodation of such changes, you may want to reconsider continuing in this class.

Mar 28: Chapter 1: The Nature and Scope of Managerial Economics
Mar 30: Chapter 2: Economic Optimization
Apr 04: Economic Optimization continued
Apr 06: Economic Optimization Continued
Apr 08: Chapter 3: Demand and Supply
Apr 11: Chapter 3: Demand and Supply continued
Apr 13: Chapter 4: Demand Analysis
Apr 15: Chapter 4: Demand Analysis continued
Apr 18: Chapter 7: Production Analysis and Compensation Policy
Apr 20: **First Midterm Test (Chapters 1, 2, 3)**
Apr 22: Chapter 7 Production Analysis continued
Apr 25: Chapter 8: Cost Analysis and Estimation
Apr 27: Cost Analysis continued
Apr 29: Cost Analysis continued
May 02: Chapter 10: Perfect Competition and Monopoly
May 04: Perfect Competition and Monopoly continued
May 06: **Second Midterm Test (Chapters 4, 7, 8)**
May 09: Chapter 11: Monopolistic Competition and Oligopoly
May 11: Monopolistic Competition and Oligopoly continued
May 13: Oligopoly continued
May 16: Chapter 12: Pricing Practices
May 18: Pricing Practices continued
May 20: **Third Midterm (Chapters 10, 11, 12)**
May 23: Chapter 14: Risk Analysis
May 25: Risk Analysis continued
May 27: Chapter 15: Capital Budgeting
June 01: Capital Budgeting continued
June 03: Review and Preparation for the Final
June 08: **Final Exam, Noon to 1:50 PM**

III. Three Quizzes and Final Examination:

The three midterm tests and the final examination will be based on the material covered in the textbook. To be successful in these tests, students must carefully read (at least twice) the assigned chapters of the textbook, review and solve end-of-the-chapter problems, and review questions and problems in the Study Guide. Because of the multiplicity of issues discussed and because of the unlimited number of decision-making scenarios, relying on instructor's lectures
and examples alone, without reading and understanding the particular theories and problems discussed in the textbook, is a recipe for failure. Each midterm test has a weight of 50 points (of the final score of 500 points). The final exam, which is comprehensive, will carry a weight of 200 points. All tests will consist of multiple-choice, short-essay, true/false, and problem-solving questions. Each of the quizzes will have at least 25 multiple-choice/true-false questions and four or more short-essay/problem-solving questions. The final exam will consist of up to 40 multiple-choice questions and 5 problems or essays. To take the tests, you will need a small bluebook, a scantron answering sheet (form 882), your Texas Instruments BA II Plus calculator, and pencils. To successfully prepare for the tests, you must attend the lectures on a regular basis, read the relevant chapters of the textbook (at least twice), workout the problems in the study guide, solve the problems in the practice tests posted on the BB, and work in groups of less than five. No make-ups will be given for the midterm tests. The dates of the midterm tests may change, depending on the circumstances of the class. If this happens, you must be able to accommodate such a change in the schedule. No special accommodations can be made if you can't adjust your schedule to the new test date.

IV. Homework Assignments:

Homework assignments consist of ten problem sets, each set consisting of several end-of-the-chapter problems of the textbook. If solved satisfactorily, each set will receive 15 points of a total of 150 points. All assignments should conform to the format described in this syllabus. Each assignment should start with a title page containing information about the assignment number, chapter of the textbook to which the assignment pertains, problem-number in the textbook, the name of the class, name of the student, and quarter of the academic year (see the attachment). Each assignment must be turned in separately. Never staple more than one assignment together. Assignments without a title page and assignments that are not stapled together will not earn any grade. Make copies of your assignments, before you turn them in to the instructor. The instructor will not return your assignments back to you. He may ask you any time during the quarter to furnish him with an additional copy of your assignment. If your grade for an assignment does not appear on the BB, you have one week from the due date of that assignment to ask for a correction. Later complaints about a missing grade will not be considered by the instructor. If any extra credit assignments are given, make sure that you turn them separately and do not attach or staple them with any other homework or assignment.

Solutions to homework-assignment problems should be detailed, clean, well-organized, accompanied with relevant verbal explanations, and stapled together. All mathematical solutions should be interpreted verbally. Answers such as "yes" or "no" are not acceptable; explanations are needed! Assignments should be either typed or written legibly with a ballpoint-pen or any other pen other than a pencil. No late assignments will be accepted. Assignments will not be returned to the students, unless they are not acceptable to the instructor, in which case no grade will be assigned to the returned assignment. Rejected assignments will be left on the instructor's desk; students are required to check if any of their home assignments have been rejected. Assignments that are rejected once can be corrected and turned in to the instructor within one of the due date. No late make-up assignments are acceptable. To repeat what was said before: Make copies of your assignments for your personal file. You may ask questions about the assignments after you have turned them in. Your assignment grades, as all your other grades, will be posted on the BB. Make sure you keep track of your grades on the BB on a daily basis.
The Study Guide to the textbook provides you with valuable assistance in solving the assignments. Buy a copy of the Study Guide and keep it always with you while working on the material for this class.

Your homework assignments and their due dates are as follows:

- Assignment # 01: Chapter 2: Problems P2.2, P2.3, P2.4, P2.5, P2.6; Apr 8
- Assignment # 02: Chapter 2: Problems P2.7, P2.8, P2.9, P2.10; Apr 13
- Assignment # 03: Chapter 2 (page 64) Problem A2.1; Chapter 3: Problems P3.1, P3.2, P3.3, P3.5, P3.6; Apr 18
- Assignment # 04: Chapter 3: Problems P3.8, P3.10; Chapter 4: P4.1, P4.2, P4.3, P4.4, P4.5; Apr 22
- Assignment # 05: Chapter 4: Problems P4.6, P4.7, P4.8, P4.9, P4.10; Apr 29
- Assignment # 06: Chapter 7: Problems P7.1, P7.4, P7.6, P7.7, P7.8, P7.9; May 2
- Assignment # 07: Chapter 8: P8.1, P8.3, P8.4, P8.5, P8.6, P8.7, P8.8; May 6
- Assignment # 08: Chapter 8: P8.9, P8.10; Chapter 10: Problems P10.3, P10.5, P10.6; May 9
- Assignment # 09: Chapter 10: Problems P10.8, P10.9, P10.10; Chapter 11: Problems P11.4, P11.5; May 13
- Assignment #10: Chapter 11: Problems P11.6, P11.7, P11.8, P11.9, P11.10; Chapter 12: Problems P12.7, P12.8, P12.9; May 20

V. Grading:

Your final course grade consists of the following components and weights:

- Three Quizzes (each 50 points) 150 points
- Ten Homework assignments 150 points
- Final Exam (comprehensive) 200 points

Total 500 points

Letter grading will be based on the following percentages of the final score:

- 100%-95% A
- 94%-90% A-
- 89%-86% B+
- 85%-82% B
- 81%-80% B-
- 79%-76% C+
- 75%-71% C
- 70%-66% C-
- 65%-60% D+
- 59%-50% D
- 49% and lower F
VI. Modus Operandi:

1- No make-up tests will be given in cases other than severe illness or emergency. If you miss
a quiz, you will miss the grade for that quiz.
2- No "Incompletes" will be assigned unless a) illness evidence is provided, and b) 60 percent of the
course work has been completed with a grade B or better.
3- The instructor may occasionally call roll. Your absence from class WILL have a negative weight
on your grade.
4- Turn off your cell-phone inside the class.
5- No late or e-mailed homework assignments are accepted.
6- If you have problems with any aspect of the class, please discuss them with your instructor as
early in quarter as possible.
7- You may ask questions any time during the lectures.
8- You are encouraged to meet the instructor during his office hours and ask for clarification of the
material of other issues related to the class.
9- REMEMBER: The key to success in this class is hard work, persistence, and positive attitude
toward learning.
10- Grades are final and non-negotiable. Using pressure tactics or intimidating the instructor to
enhance your grade is unethical and un-academic. You are expected to avoid using such methods.
Avoid asking for instructor’s help in raising your GPA; it will not work.
11- You will pass the course only if you do the work required.
12- Be on time for the class. If you arrive late, please go to the library and read your book or work on
your assignments.
13- While in the class, avoid anything that might disturb the lecture, such as talking to another student,
making noise, or teasing and bothering other students. Violators of this rule will be dealt with
according to university regulations.
14- For all tests you will need a bluebook, a scantron answering sheet (form 882), a calculator, and
two sharp pencils. Keep the scantron clean and unfolded.
15- No request for transfer of grade to another professor in accepted.
16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by
the professor, make an appointment with the professor for this purpose.
17- While in the class, be always ready to answer questions posed by the professor; avoid shrugging
off your shoulders and reacting indifferently to questions directed to you by the professor. If you
feel you cannot work productively with this professor, consider taking the class with someone
you find more palatable to your style.
18- Keep your sense of humor and take interest in what happens in the class.
19- Regular attendance may be rewarded with extra credit points.
20- No special accommodations can be made for missed classes, missing homework assignments, or
quizzes. No special extra credit assignments to improve the class average will assigned.
21- If you understand and follow these GOLDEN RULES, you will certainly enjoy the class
and feel well-rewarded for the work you do.
22- If you feel the rules laid out in this syllabus are too tough for you to follow, discuss your feelings
with the instructor. Once you decide to stay in the class, you implicitly agree with the conditions
set in this document.

A Word of Advice: Time is the most valuable, the most limited, and the most perishable asset of your
life. If you spend it on this class, please spend it efficiently and try to make the
most out of it. The material in this class will provide you with many clues on
how to achieve efficiency while using your valuable, scarce resources, including
time!
Economics 3551
Winter 2005
CSUH
DR. Yaar

Homework Assignment # 000

Due Date: May 00, 20...

Chapter 1: Problems P1.2, P1.3, ...
Chapter 2: Problems P2. 3, P2.5, ...

Name: Successful Student
NET-ID: 00000
This is a foundation course in economic analysis for business majors. It is a course designed for business majors who wish to develop and implement an integrated approach to analyzing, formulating and executing global/transnational business strategies applying the concepts of microeconomic analysis. The purpose of this course is to acquaint the participant with some standard and some non-standard tools of economic analysis applied to business decisions both in the “old” and “new” economy. The strategic focus of the course will enable participants to use economic theory and methods as decision tools to understand and solve practical business problems. Topics covered include demand and market analysis, cost analysis, competitor analysis, competitive forces analysis, industry and market-structure analysis, value and pricing analysis, and competitive positioning analysis. The course will extensively use real-world examples, the participants' real-world experiences, and case analyses to develop the decision-making skills and capabilities of participants in a comprehensive and integrated manner.

Course Objectives

This course focuses on the creation and management of competitive advantage in domestic and international firms. It develops an analytic framework to understand the strategies of firms competing in world markets. It addresses the key issue of how such firms can develop effective business analyses and strategic responses to challenges faced in a globalized environment.

The course is organized in to four distinct sections. The first section develops a framework for understanding the nature and tools of economic theory as they apply to the strategic activities of global firms so as to enhance the decision-making capabilities of managers of such firms. This includes understanding the fundamentals of demand, cost/supply, optimization and market analysis. The second section looks at the estimation of demand and supply functions using regression analysis techniques. The third section examines the nature and role of costs...
in decision-making and provides a detailed framework for the analysis of costs in a global context. The fourth section develops the tools of industry analysis, competitive forces analysis, competitor analysis, pricing analysis, cost-benefit analysis and capital budgeting analysis. Managerial decision-making in virtual markets is also covered.

The course will use a mix of chapters from a standard economics textbook, readings from leading journals and other sources, and a number of cases to apply the concepts learned. The following are the major objectives of this course:

1. To help participants gain an appreciation and understanding of the nature and significance of the theory, practice and tools of economic analysis for effective business decision-making.

2. To develop and sharpen participants’ analytical skills and abilities to create and defend recommendations and conclusions for effective global business and corporate strategic decision-making.

1. To provide participants with a deep understanding and ability to apply the tools of industry analysis, competitor analysis, competition analysis, value analysis and pricing analysis in order to enable participants to formulate and implement effective business and corporate strategies.

2. To enable participants to develop expertise and experience as global/transnational business managers and consultants by analyzing cases in both “old economy” and “new economy” settings.

Expected Outcomes

1. You will improve your integrative strategic decision-making capability in terms of your ability to apply analytical and process-oriented economic analysis to real-world situations. You will develop competencies in industry analysis, competitor analysis and strategic analysis to deal with real-world business decisions.

2. You will be able to conduct comprehensive strategic business analyses of your own firm or any firm for that matter in an applied global/transnational context through your active participation in Socratic class discussions, class assignments and case analyses.

3. You will enhance your teamwork skills by participating in a cross-functional team working on a case analysis.

4. You will develop the ability to think and act in a globally integrated analytical manner with respect to business issues and problems.

5. You will be business-ready to conduct economics/business or corporate strategic analysis with the knowledge and skills that you have gained in this class.

Measureable Learning Outcomes
The following are the specific learning outcomes you are expected to master from a successful completion of the course:

1. Understand the mechanics of demand and supply analysis and how to formulate demand and supply functions for managerial decisions.
2. Understand and apply the concepts of elasticity in a variety of contexts such as demand, supply, production, and cost analysis including the application of the concepts of own price elasticity, cross price elasticity, income elasticity, interest elasticity, advertising elasticity, elasticity of production, etc. to specific managerial decisions such as pricing, advertising, promotion, etc.
3. Understand and apply the concepts of economic cost-benefit analysis and economic value analysis and how to apply these concepts for pricing new products, repricing existing products and analyzing the costs and benefits of managerial decisions.
4. Understand and apply the fundamentals of regression analysis in order to empirically estimate demand, supply and other business functions.
5. Interpret regression results and diagnose problems of specification and measurement errors; identification problems; autocorrelation; multicollinearity; heteroscedasticity; and simultaneous equation bias.
6. Understand and apply production and cost analysis and estimation techniques including opportunity cost analysis, short-run and long run production and economic cost analysis and breakeven analysis as applicable to managerial decisions.
7. Understand the nature and scope of market structures in both competitive and non-competitive markets and how decision-making needs to be altered when circumstances change.
8. Understand the nature and application of alternative techniques of pricing available including cost-plus pricing, two-part pricing, block pricing, commodity bundling, price discrimination, price leadership, transfer pricing, peak-load pricing, randomized pricing, etc. and understand their application under different business structures and competitive environments.
9. Understand the concepts and techniques of Internet economics and pricing so as to apply the tools of economic analysis to managerial decisions in B2C and B2B markets over the Internet.
10. Understand and apply the tools and methods of cost-benefit analysis, capital budgeting and cost of capital analysis to managerial decisions in an incremental analysis framework so as to be available to evaluate projects in physical and virtual markets as well as understand and apply the basic tools of firm valuation.
11. Understand the concepts and techniques of strategic industry analysis such as Competitive Five Forces Analysis; Key Success Factors Analysis; Driving Forces Analysis; Value Chain Analysis; Strategic Cost Analysis; Competitor Analysis; Competitive Positioning Analysis and Competitive Advantage Analysis and their application to different industries.

Measurement Instruments

1. All class presentations and case analyses will be evaluated by the instructor on the basis of specifically designed evaluation instruments that will assess participant learning on key criteria relating to Content (Analytical, Substantive Knowledge and
Knowledge Application Skill Components), Rhetorical (Persuasion, Logic and Presentation Skill Components) and Integrative (Synthesis, Learning Integration and Cross-functional Application Skill Components). A copy of the evaluation instrument will be provided to each participant prior to the start of the class and after the class as feedback.

2. Teamwork skills in class exercises and case analyses will be assessed by a specially devised evaluation instrument that will have to be filled out by members of each team evaluating their peers in addition to a separate evaluation instrument that will be used by the instructor to provide feedback to all team members. Copies of the evaluation instrument will be provided to each participant prior to the start of the class and after the class as feedback.

3. A mid-term and a final exam will assess the comprehension of conceptual knowledge and the mastery of analytical tools used in the course. These exams will be given at times mutually agreed to by participants and participants in the class.

4. A pre-class and post-class quiz will assess participant learning as a result of their attendance of the class.

5. Case analyses and in-class and take-home assignments will be graded and evaluated to embed the basics of economic analysis as well as assess the knowledge and capabilities of participants on an individualized basis.

Specific learning outcomes will be assessed by the methods presented below:

<table>
<thead>
<tr>
<th>Expected Learning Outcomes:</th>
<th>Methods of Assessment of Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will be able to:</td>
<td>In-class and take home assignments</td>
</tr>
<tr>
<td>Develop an understanding of the major concepts, tools and analytical techniques of global economic analysis</td>
<td>X</td>
</tr>
<tr>
<td>Understand concepts and techniques of: Demand and Supply analysis</td>
<td>X</td>
</tr>
<tr>
<td>Elasticity analysis</td>
<td>X</td>
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<tr>
<td>Economic Value Analysis</td>
<td>X</td>
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<tr>
<td>Cost analysis</td>
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<td>Market structure analysis</td>
<td>X</td>
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<tr>
<td>Pricing analysis</td>
<td>X</td>
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<tr>
<td>Industry analysis</td>
<td>X</td>
</tr>
<tr>
<td>Competitor analysis</td>
<td>X</td>
</tr>
<tr>
<td>International trade models</td>
<td>X</td>
</tr>
</tbody>
</table>
3. Use statistical software to understand and apply concepts and techniques of:
   - Simple regression analysis
   - Multiple regression analysis
   - Time series forecasting
   - Exponential Smoothing
   - Econometric Forecasting
   - Cost estimation
   - Cost-benefit analysis
   - Capital budgeting

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<thead>
<tr>
<th>Concepts and Techniques</th>
<th>X</th>
<th>X</th>
<th>X</th>
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</tr>
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</table>

4. Understand concepts and techniques of information economics and analysis
5. Understand concepts of economics of strategy
6. Understand concepts and tools of cost-benefit analysis
7. Understand concepts of global economic analysis
8. Understand basic concepts of international economics and finance
9. Develop competency in written communication

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<thead>
<tr>
<th>Concepts and Techniques</th>
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</table>

A diagnostic quiz will be administered at the beginning of the class. The same quiz would be administered at the end of the class to assess the incremental learning due to class.

A portfolio of students' graded work (case analysis, problem-solving exercises, performance on assignments and exams) would be maintained.

Course Format

This course will be conducted as a seminar with a discursive coverage of the selected topics. The instructor will present the material in an interactive format and the presentation will be interspersed with the discussion of pre-assigned cases. Participants will be called upon to contribute to the discussions and to complete pre-class and in-class individual and group assignments so as to learn the material by applying it. The course will consist of lecture/discussion sessions combined with case analyses and presentations. Participants will conduct their case analysis in groups of 6-8 individuals, complete individual assignments and a final exam for meeting the grading criteria for the course.
Grading Scheme

Participants are required to complete case analyses, participate in class discussions, complete in-class case analyses and exercises, take-home assignments and complete a mid-term and final exam. The final grade will be determined on the basis of a weighting of these criteria. Teamwork will be at a premium but care will also be taken to isolate independent and original work by each participant. The grade for the course will be determined as follows:

- Class Participation: 5%
- Midterm Examination: 30%
- Final Examination: 30%
- In-class Presentations and Case Analyses: 15%
- Individual Assignments: 20%
- Bonus In-class Assignments: 5% (Extra Credit)
- Total: 100%

Course Schedule

It is strongly recommended that the course participants read the assigned chapters from the recommended text and complete the pre-class assignments and case pre-assignments. These assigned readings and exercises should be completed as scheduled in order to extract the maximum value from the course. The cases provided are an invaluable resource to improve your understanding of global business and it is recommended that you read as many cases as you can beyond the case you are assigned to analyze and critique. Class case discussions are to be led by the group members assigned to lead the case discussion followed by comments by all members of the class, so all participants must read the case before class to obtain maximum value. Each participant will be called upon to contribute to the discussion. Participants are expected to read and discuss the cases assigned even if they are the responsibility of another group. The instructor will emphasize major concepts, analyses and learning points but the lectures will not deal with the detailed content of the assigned readings. He will synthesize and discuss this literature during the discussion sessions. The schedule below indicates the sequence of topics and assigned readings that will be covered during the course. While the instructor will attempt to adhere to this schedule as far as possible, it is possible that the schedule may change to suit the circumstances and questions that may arise during the course. If changes are necessary, participants will be notified. The general schedule will be:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Recommended Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week1</td>
<td>Introduction: Fundamental Concepts and The Goals of the Business Firm</td>
<td>Keat &amp; Young: Chapters 1, 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>- Fundamental Concepts</td>
<td>Appendix 2A</td>
</tr>
<tr>
<td></td>
<td>- The Firm and Its Goals</td>
<td></td>
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<td></td>
<td>- Optimization Analysis for Business</td>
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<td></td>
<td>- Supply and Demand</td>
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<tr>
<td>Week2</td>
<td>Demand Analysis and Estimation</td>
<td>Keat &amp; Young: Chapter 4 and Appendix 4A</td>
</tr>
<tr>
<td></td>
<td>- Elasticity Analysis</td>
<td>Kamath Primer: Tradeoffs (Reading #1)</td>
</tr>
<tr>
<td></td>
<td>- Applications of Supply and Demand</td>
<td></td>
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<tr>
<td></td>
<td>- Economic Value Analysis</td>
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</tr>
</tbody>
</table>
Week 3 Demand Estimation
  - Simple Regression Model
  - Multiple Regression Model
  - Econometric Forecasting

Week 4 Business and Economic Forecasting
  - Prerequisites of Forecasting
  - Types of Forecasts
  - Forecasting Techniques

Week 5 Production Analysis and Estimation
  - Short-Run Production Decisions
  - Long-Run Production Decisions
  - Estimation of Production Functions

Week 6 Cost Analysis and Estimation
  - Opportunity Cost Analysis
  - Short-run and Long-run Cost Analysis
  - Cost Estimation

MID-TERM EXAM

Week 7 Market Structures and Decisions
May 7 - Decisions in Price Takers Markets
  - Decisions in Price Searchers Markets
  - Competitive Forces Analysis

Class Case: Rescission of the Passive Restraint Standards

Week 8 Economics of Pricing
  - Pricing in Price Takers Markets
  - Pricing in Price Searchers Markets
  - Special Topics in Pricing

Class Case: Webvan: Groceries on the Internet

Economics of the Internet
  - Basic Internet Economics
  - Internet Pricing
  - Ownership Models

Class Case: Priceline.com

Keat & Young: Chapter 5
Keat & Young: Chapter 6 and Appendix 6A
Keat & Young: Chapter 7 & Appendix 7A & Appendix 7B
Keat & Young: Chapter 8 and Appendix 8A and Appendix 8B
Keat & Young: Chapters 9 & 10 and Appendix 9A and 9B
Kamath Primer: - How Competitive Forces Shape Strategy (Reading #2)
- Industry Analysis: Structure and Dynamics (Reading #3)
- Competitor Analysis (Reading #4)
Keat and Young: Chapter 11
Kamath Primer: -Pricing Strategies for Firms with Market Power (Reading #5)
Keat & Young: Chapter 12
Kamath Primer: -Pricing & Market Making on the Internet (Reading #6)
- Versioning (Reading #7)
The course will consist of twenty lecture/discussion sessions. Class participation and collaboration will be at a premium. Participants will be organized into case groups to lead case discussions on specifically assigned cases on some real-world aspect or problem in managerial economics. A total of 4 such case-sessions will be held during the course. Case discussions must include (a) the identification of a problem; (b) relevance to the material covered in class (c) a discussion of your analysis and conclusions. The case discussion groups will be constituted as provided below and scheduled as indicated above.

Case Discussion Teams

Each participant is required to read the assigned chapters in the Keat and Young text and complete and submit the problems and exercises specified for the course. The specific chapters and readings that are useful for each case analysis are also indicated. The problems/exercises and cases have been assigned to make you learn on your own as well as have the readings done before you come to class. However, once you come to class, you will be required to work in teams and lead a case analysis as a group presentation of 15 minutes duration. The discussion teams for the case analyses are as follows (Teams 1 and 4 will be discussants/questioners on each others cases as will be Teams 2 and 3 – maximum of 5 minutes of questions and answers per discussion team)

Individuals 1-7 in Class List: Team 1 - The Rescission of the Passive Restraints Standards
Individuals 7-14 in Class List: Team 2 - Webvan: Groceries on the Internet
Individuals 15-21 in Class List: Team 3 - Priceline.com
Individuals 22-28 in Class List: Team 4 - Ryanair (A&B)
The case questions to be answered are in the attached list of case questions. These case questions are provided only as a guideline for case analyses and should not limit the case presentation team's thinking or analysis. Good thinking is at a premium in this class as is original thinking! The readings associated with each case (not all apply significantly) include the following:

Rescission of the Passive Restraints Standard: Keat & Young Chapters 1, 8 and 13 and Kamath Primer: Reading #1
Webvan: Groceries on the Internet: Keat & Young Chapters 9, 10, 12 and 13 and Kamath Primer Readings #2, 3, 4
Priceline.com: Keat & Young Chapters 9, 8, 10, 11 & 12 & Kamath Primer: Readings #5, 6 & 7
Ryanair A&B: Keat & Young Chapters 3, 4, 5, 6, 9, 10 and 11 and Kamath Primer Readings #2, 3, 4, 8 and 9

Suggested Supplemental Reading List

The following list of books is provided as a reference list for participants interested in learning more in the field of economics, global business and strategy. No attempt is made to make the list comprehensive.


For those interested in deepening their understanding of economic analysis and global
strategic management, the following are useful general reading:

1. The Wall Street Journal (daily)
2. The Economist - London (weekly)
9. Business Week (weekly)
10. Fortune (fortnightly)
11. Business 2.0 (fortnightly)
1.0 General Guidelines

The use of the case method in this class is predicated on the following two premises:

a. Cases allow the course participants to develop an understanding of the principles and concepts that are useful in managerial decision-making and how these concepts can be applied.

b. Cases provide real-world situations that allow participants to develop the intuition, judgement and analytical skills required to recognize when and what kind of managerial analysis can illuminate a complex problem and which concepts are relevant.

The case analysis and presentations must include at a very minimum the following:

I. The identification of a problem (this is the key element where you start your presentation and analysis).
II. Brief summary of the background to the problem.
III. Analysis of the problem.
IV. Identification and analysis of alternatives for solving the problem.
V. Relevance to the material covered in the course.
VI. Rationale for the selected alternative/solution to the problem.
VII. Conclusions and recommendations.

It is very important that the material covered during the course be clearly brought to bear on the case analysis so that the principles, concepts and tools learned are applied to the situation described in the case. At the very least, the case analysis must focus on strategic questions that arise from the specific problem situation depicted in the case.

2.0 Specific Guidelines

The following material from the course could be used in the analysis of each case:

I. Application of demand and supply analysis and elasticity concepts
II. Application of cost analysis concepts and tools.
III. Application of regression and optimization analysis.
IV. Application of Porter's Five Forces Model and Competitor Analysis.
I. Application of Internet business models and pricing methods.
II. Application of market structure analysis and pricing analysis methods.
III. Application of concepts and principles of economic cost-benefit analysis, value analysis and capital budgeting.

Please understand that not all these analyses are relevant or applicable to each case. In fact, only one or two may be applicable to each case. Good analysis involves deciding which tool is appropriate and utilizing the right tool(s) to analyze the case.
1. What is the nature of the grocery industry and are there characteristics that make it especially attractive to sell groceries over the Internet? What are the characteristics of grocery products that may or may not make them attractive for sales over the Internet?

2. What are the key elements of the cost structure in the grocery business that may spell the success or failure of Webvan in selling groceries over the Internet?

II. MAJOR ALTERNATIVES (EVALUATE EACH)

1. Shut down or liquidate business.
2. Streamline/cost reduction strategy
3. Expansion strategy to other products (e.g. non-prescription drugs and general merchandise)
4. Disinvest warehouses/distribution centers and become a pure delivery firm for major brick-and-mortar grocers
5. Status quo strategy

Please use the data in the case to support your arguments and analysis.

CASE 3: PRICELINE.COM: NAME YOUR OWN PRICE

I. MAIN ISSUES

There are four major issues pertaining to the case:

1. The economic logic of “buyer driven” commerce
2. Priceline.com’s airline ticket model and its utility in the airline industry
3. The utility of and horizontal extension of Priceline.com’s to other product categories, especially those targeted by Priceline.com
4. Priceline.com’s ability to compete long-term viz. can it be disintermediated by the airlines and, as it extends itself horizontally across product categories, does it make itself vulnerable to category specialists such as Expedia

The key questions that emerge are the following:

1. What are the advantages and attractiveness of “buyer driven” commerce and what is the value added by a price mechanism like that of Priceline.com?
2. What are the specific characteristics of airline travel that make it especially amenable to “reverse auction” pricing? What is the evidence in the case that Priceline.com’s pricing model may be a path-to-profitability (P-to-P) for Priceline?
3. What are the attractive and unattractive features of hotels, home financing, cars and groceries for Priceline.com?

Please use the data in the case to support your arguments and analysis.

CASE 4: DOGFIGHT OVER EUROPE: RYANAIR (A&B)
The following analyses are necessary to understand Ryanair's strategic success or lack of it:

1. Industry Analysis: The dominant economic characteristics, structure and competition in the world and European airline industry are crucial for understanding the likelihood of success of Ryanair's strategy. An assessment of industry attractiveness based on the underlying driving forces, competitive forces, strategic positioning, competition, key success factors and industry trends provides the underpinnings for understanding the likelihood of Ryanair's success.

2. Competitor Analysis: To predict the likelihood of retaliation by Aer Lingus and British Airways, both qualitative and competitive competitor analyses need to be performed so as to understand the economics of retaliation and accommodation.

3. Cost Analysis: As part of the competitor analysis, an analysis of the cost structure of the major competitors provides the means of understanding the strategic cost advantages that accrue to Ryanair and whether its low-cost fare strategy is sustainable.

The following are the key questions that emerge:

1. What is your assessment of Ryanair's launch strategy?
2. How costly would it be for Aer Lingus and British Airways to retaliate against Ryanair's launch rather than accommodate it?
3. How do you expect Aer Lingus and British Airways to respond? Why?
4. Can the Ryan brothers make money at the IL98 fare they propose?

I. MAJOR ALTERNATIVES (EVALUATE EACH)

1. Shut down the airline
2. Feeder airline to U.S. carriers strategy
3. No-frills (Southwest Airlines) strategy
4. High-class business-class service strategy

Please use the data in the case to support your arguments and analysis.
Approximate Test Dates:
(Note: Midterm exam dates are tentative and are subject to change with notice.)

First Midterm: April 25 (Monday)
Second Midterm: May 23 (Monday)
Final Exam: June 6 6:30 – 8:20 p.m. (Monday)

Policy on Academic Dishonesty:
The University has a published policy on cheating and academic dishonesty. Students are expected to be familiar with the policy and to abide by it. Cheating will result in: 1) a zero score on the test and the loss of all grading options; and/or 2) an "F" grade for the course; and/or 3) referral to the Academic Vice President for expulsion from the University.

Accommodations for Students with Disabilities:
If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should either speak with me or SDRC. In addition, as Robinson Hall has no elevator and my office is on the second floor of Robinson Hall, I have an alternative location to meet students with mobility issues and will do so upon reasonable request. Such students dropping in during my office hours, should use the campus phone on the 1st floor of Robinson Hall to let me know that they need an alternative venue accommodation.

Practical Rules and Guidelines:

1. THE 20-MINUTE RULE: I will be here within the first twenty minutes of class or I will be absent. Do not wait more than 20 minutes for me.

2. Exams and assignments are usually returned at the next class. ALL EXAMS AND ASSIGNMENTS MUST BE PICKED-UP IN CLASS. It is impractical for me to return papers in my office.

3. It is your responsibility to pick-up your exams and it is your responsibility to calculate your grade according to Option #1 (if desired). I will not respond to telephone calls or e-mail requests for grades on uncollected materials, or to requests for your Option #1 grade when you have not picked up your exams.

4. I cannot respond to e-mail requests for your midterm exams, final grades, reviews of what we have done in class over the last few weeks, etc. Use e-mail for an appropriate request, question, etc. I will not open e-mails with attachments unless previously cleared with me.

5. Simple calculators are allowed during the exam. Cell phones, PDAs, graphing calculators, and mini-computers are not allowed. My Rule of Thumb: If the screen on your calculator is wider than my index finger, it is not permitted during the exam.

6. Exam Rules: a) Picture I.D. is required at all exams. b) Do not share calculators during the exam. c) No dictionaries are allowed during the exam. If you don't know a word, ask me. I will always explain the term unless it relates to the economic content of the question.

7. Scantron grading "errors" are always the result of poor erasing, stray marks, or inappropriate pencils (use a #2 pencil only). Avoiding these problems is your responsibility. I cannot correct these problems after exams have been returned and will not re-grade these errors.
SYLLABUS

Spring Quarter 2005

COURSE NUMBER/TITLE/CREDITS/LOCATION:
Econ 3551-95 – Managerial Economics and Business Strategy– 4 Units, Tuesday, 6:30 P.M. – 10:00 P.M, (Contra Costa Campus).

CATALOG DESCRIPTION:
The actions and reactions of business firms and consumers in a variety of market environments emphasizing their strategies for optimization. Prerequisites: ECON 2301 and STAT 2010. Prerequisite or concurrent: MATH 1820 or 1305. Course not recommended for Economics majors.

REQUIRED TEXTBOOK & MATERIALS:

You will need a package of scantrons (small size – 50 multiple choice questions).

INSTRUCTOR INFORMATION:
Jeffrey G. Woods, Ph.D.
School of Business & Economics
California State University – Hayward
Contra Costa Campus
4700 Ygnacio Valley Road
Concord, CA 94521-4525
Ph. 925-885-4684 x 1
E-mail: jgw@ccsu.edu
Home Ph. 925-609-7606

OFFICE HOURS:
Room: AE 214 Tuesday, 5:45 – 6:30 P.M.

GRADING:
90 – 100% = A
80 – 89% = B
70 – 79% = C
60 - 69% = D
Below 60% = F

Final Grade Percentage = \text{Total Points Earned} \over \text{Total Possible Points}
Total Possible Points = 75 + homework points

You can calculate your current grade at any point in time by plugging in the appropriate points into the above formula. Therefore, you should save all your tests and homework so you have the data available.

TESTS/MAKEUPS/ASSIGNMENTS:
There will be four multiple choice tests. Each test will include 25 questions. The final will not be comprehensive. I will drop your lowest test grade in calculating your final grade excluding the final exam. Make-up exams will not be given for any reason. If you miss an exam (excluding the final exam) the missed exam will be the one I drop in calculating your final grade. Late homework assignments will receive 1/2 credit and only be accepted 1 week late with a documented excuse.

ATTENDANCE POLICY:
Attendance is mandatory. Students with one or less unexcused absence will receive the benefit of the doubt if their final grade is borderline. Excused absences will require documentation.

TENTATIVE SCHEDULE

CHAPTER:

1. Introduction to Managerial Economics
2. Optimization Techniques
Exam 1
2. Optimization Techniques
3. Demand Theory
Exam 2
7. Production Theory
9. Analysis of Costs
Exam 3
10. Perfect Competition, Monopoly, and Monopolistic Competition
11. Oligopoly
13. Pricing Techniques
Final Exam

I hope you enjoy the course and am glad you're here!
Economics 4000
Microeconomic Theory

Lynn Paringer
Spring, 2005

Course Outline

Office: TR657A
Phone: 885-3986
E-mail: lparinge@csuhayward.edu

Office Hours: 1:00 – 2:00 Tuesday
5:30 – 6:30 Wednesday
1:00 – 2:00 Thursday

Text: Pindyck, Robert and Daniel Rubinfeld, Microeconomics (Sixth Edition), (Pearson

There will be one midterm (35% of your grade), one final (40% of your grade) and a 10
page term paper/presentation (15% on the paper and 10% on the presentation) required in
this class. Make-up exams will only be given upon presentation of a physician’s excuse.
The primary difference between economics 4000 and economics 3000 is the application
of calculus and other analytical techniques to economic theory.

Readings

<table>
<thead>
<tr>
<th>I. Defining markets and supply/demand analysis</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Consumer choice and individual and market demand</td>
<td>3, 4</td>
</tr>
<tr>
<td>III. Uncertainty and consumer behavior</td>
<td>5</td>
</tr>
<tr>
<td>IV. Production and cost</td>
<td>6, 7</td>
</tr>
<tr>
<td>V. Perfect competition and competitive markets</td>
<td>8, 9</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>May 3, 2005</td>
</tr>
<tr>
<td>VI. Monopoly, monopsony and pricing strategies</td>
<td>10, 11</td>
</tr>
<tr>
<td>VII. Monopolistic competition, oligopoly and games</td>
<td>12, 13</td>
</tr>
<tr>
<td>VIII. Factor inputs and investment decisions</td>
<td>14, 15</td>
</tr>
<tr>
<td>Presentations</td>
<td>May 31, 2005</td>
</tr>
<tr>
<td>IX. Asymmetric information, externalities and public goods</td>
<td>17, 18</td>
</tr>
<tr>
<td>Final Exam</td>
<td>June 9, 2005</td>
</tr>
</tbody>
</table>
Economics 4306/6306
Environmental Economics
Spring, 2005
Phone: (510) 885-3889
e-mail: tlima@csuhayward.edu

Tony Lima
Office: RO 241
Hours: Monday, Wednesday, Friday, 10:30 - noon and by appointment

SYLLABUS

"The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking, which helps its possessor to draw correct conclusions."

—John Maynard Keynes

Course Description
The objective of this course is to teach you how to use the tools of economic analysis to evaluate environmental decisions. We will also cover proposals by economists that use markets as a substitute for government intervention to attain environmental goals.


GRADES: 2 midterm exams (25% each)
1 final exam (40%)
homework and class participation (10% total)

All exam questions will be essay and problems. You must show your work for each problem or give an explanation for discussion questions. Exams in this course are open book, open note. A calculator is not only allowed, but practically required. *Bring your student ID card to all exams. You may be required to show it to take any exam in this course.*

Whining about grades will not be tolerated.

Makeup exams will not be given. If you miss a midterm exam, it will simply not be counted in determining your final grade. You must take the final exam at the time it is scheduled. If you cannot be present at the final, you must notify me in advance. If you have a valid excuse (such as illness) for not taking the final, you will receive an incomplete. Otherwise, you will receive a grade of "F." I will not give any final exam before it is scheduled in this course. If your travel plans will force you to miss the final exam when scheduled, please do not enroll in this section of this course.

Graduate students will be required to write a term paper in addition to the other course requirements. There will be additional handouts describing what is expected for this requirement. The term paper counts 20% of your grade if you are registered for economics 6306. You must also take all three exams and do the homework.

The course web site is an integral part of this class. You should check the “what’s new” page at least once a week for readings about current events. This course does not use Blackboard; a complete guide to accessing the web site is on page 3.

Class attendance is not required, but is strongly recommended. Remember, we only have 30 class sessions. If you miss one class, that’s 3.33 percent of the course. Three classes equals 10
percent. Try to attend every class if possible. **Historically, those who have missed more than three classes often receive a D or F in this course.**

The main purpose of the homework is to help you learn this material. There will be about seven assignments during the quarter. Each assignment will be due on Monday and returned on Friday. Homework solutions will be posted on the course website after the homework is turned in. Homework is due when specified. **Late homework will not be accepted under any circumstances.**

**PowerPoint Slides**
Basic material in this course will be covered using PowerPoint slides. These slides are available for downloading on the “What’s New?” page of the course website (see below). Instructions for downloading and printing them are found via a link from my home page. You should print these slides (handout format, three slides per page) and bring them to class. (Hopefully you will have read the material and reviewed the slides before class.) I will not slow down my presentation so that you can copy the material from the slides. Your focus during class should be on material I add that is not contained in the PowerPoint presentation.

**Note About Robinson Hall**
My office is located on the second floor of Robinson Hall, the small building between the Music and Business building and the University Theater. This is the only building on campus that does not have an elevator. If you have difficulty climbing stairs for any reason, please make arrangements for us to meet somewhere other than in my office. (There is a campus telephone on the first floor of Robinson Hall near the pay telephone. Call 5-3889 and I will come downstairs.)

**Writing Policy**
You are expected to read and write at a college level and to express consistent and logical arguments. You are expected to use correct grammar, spellings and usage in your written work. You may have your marks reduced for mistakes made in these areas. You are also expected to hand in high-quality, well-packaged, legible and aesthetically appealing assignments. Illegible work or answers that are difficult to follow will be graded down significantly. Neatness counts in all assignments and exams in this class. Even if English is not your first language, you are still expected to meet this requirement.

**Study Groups**
You are encouraged to form a study group for this class. The purpose of this group is so you can help each other learn the material. Discussion of homework assignments is one way of doing this. However, you will get the most out of these discussions if you have spent some time working on the assignment before the group meets. Based on my experience, three to five students is usually about the right number for this group. The other purpose of a study group is so you will have a backup resource if you should miss a class. The class notes are your single best learning tool in this course. If you do not have a complete set of notes, you will probably not get a very good grade. The best way to obtain a complete set of notes is to attend every single class, arriving on time and leaving when class is over. Copying class notes from someone in your study group is a poor second choice; however, it is sometimes necessary.
Academic Dishonesty
If I catch you cheating on an exam I will fail you for the entire course and place a letter in your academic file describing the incident. University policy states that if you receive two such letters, you will be expelled from school. Do not cheat.

Graduate students should be sure they read and understand the rules about plagiarism. Plagiarism is cheating.

The University has a published policy on academic dishonesty. Such dishonesty includes plagiarism, cheating, fabrication, forgery, etc. Severe sanctions will be used. Students are required to familiarize themselves with this policy and especially the meaning of each action covered under the policy. The policy is clearly spelled out in the University Catalog. Students are required to strictly adhere to the guidelines therein and accepted standards of honest conduct.

Course Web Site
Homework solutions, this syllabus, lecture notes and additional reading are available on the class web site. To get to this site, run your web browser software and open http://www.cbe.csuhayward.edu/~alima. Click on the “Economics 4306” link. America On-Line users may have trouble accessing this site. I recommend either typing the address into AOL Netfind or running an external browser such as Netscape or Internet Explorer. Please try to look at this site during the first week of classes so we can straighten out any problems early in the quarter.

Additional reading material will be posted frequently on the "What's New" page. You should check this page at least once a week for new material. Anything posted on the course web site may be included on exams.

Reading Assignments
Reading assignments should be completed prior to the lecture on the topic assigned. Exams will be held on the date given below.

Information Cards
Please fill out a 3 x 5 card with the following information.

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1. Name (last, first, nickname) leave
2. ID number (4 digits) this side
3. All telephone numbers blank
4. E-mail addresses
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<table>
<thead>
<tr>
<th>Week:</th>
<th>Topic:</th>
<th>Reading:</th>
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<tbody>
<tr>
<td>March 28</td>
<td>Introduction</td>
<td>Ch. 1</td>
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<tr>
<td>April 4</td>
<td>Valuing the Environment</td>
<td>Chs. 2, 3</td>
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<td>April 11</td>
<td>Economic Incentives</td>
<td>Chs. 4, 5 plus readings from</td>
</tr>
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<td></td>
<td>Introduction to Sustainability</td>
<td><em>The Economist</em></td>
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<tr>
<td>April 18</td>
<td>Population Growth</td>
<td>Ch. 6</td>
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<td><strong>MIDTERM #1: Wednesday, April 20</strong></td>
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<td>April 25</td>
<td>Maximizing the Value of Resources</td>
<td>Ch. 7</td>
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<td>May 2</td>
<td>Energy Choices</td>
<td>Ch. 8</td>
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<td></td>
<td>The Laws of Thermodynamics</td>
<td>assignment TBA</td>
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<td>May 9</td>
<td>Recyclable and Replenishable Resources</td>
<td>Chs. 9, 10, 11</td>
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<td><strong>MIDTERM #2: Wednesday, May 11</strong></td>
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<td>May 16</td>
<td>Biodiversity I: Forest Habitats</td>
<td>Chs. 12, 13</td>
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<td>Biodiversity II: Commercially Valuable Species</td>
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<td>May 23</td>
<td>Resource Scarcity and Pollution Control</td>
<td>Chs. 14, 15, 16</td>
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<td><strong>TERM PAPER AND TERM PROJECT DUE: May 25, 1:10 p.m.</strong></td>
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<td>June 1</td>
<td>Regional and Global Pollution</td>
<td>Chs. 17, 19, 23</td>
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<td>Sustainability Revisited</td>
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<td>(May 31 is Memorial day. The university will be closed. There will be no class held.)</td>
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<td><strong>FINAL EXAM: Wednesday, June 8, 12:00 - 2:00 p.m.</strong></td>
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<td></td>
<td>(Note: if your travel plans will not allow you to take the final examination when scheduled, please do not enroll in this section of this course.)</td>
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</table>
Economics 4590
Health Economics

Course Outline

Office: TR657A
Phone: 885-3986
E-mail: lparinge@csuhayward.edu

Office Hours: 1:00 – 2:00 Tuesday
5:30 – 6:30 Wednesday
1:00 – 2:00 Thursday


There will be a midterm (35% of your grade), a final (40% of your grade) and a 10 page term paper/presentation (25% of your grade). Make-up exams will only be given upon presentation of a physician’s excuse.

Readings

Overview of the U.S. Health Care System and Applications Of Economics to Studying Health Care 1, 2
Assessing the Market for Medical Care 3, 4
Demand for Health Care and Insurance Markets 5, 6
Managed Care and the Organization of Suppliers 7
The Markets for Physicians and Hospital Services 8, 9
Midterm Exam May 3, 2005
Societal Considerations and Population Demographics 10, 11
Medical Malpractice and Technology 12, 13
Public Policy and Cost Containment Strategies 14, 15
International Comparisons 16
Reforming U.S. Health Care 17
Presentations May 31, 2005
Final Exam June 9, 2005
Course Information:

Instructor: Dr. Said Haimor, Room (AE 305)
Phone: (510) 885 3825 Ext. 2 (leave a message)
E-mail: sefhay@hotmail.com
Office Hours: M 10:40-11:40 AM

Section: 4705-01 & 6705-01**
Time: MWF 9:20 - 10:30 AM
Room: AE 239
Final Exam: Wednesday, June 8, 2005; 9:00 - 10:50 AM

Textbook:

Course Objective: Comprehensive coverage of the organization, operation and theory of foreign exchange markets, Eurocurrency and offshore financial markets, balance of payments and international adjustment, international capital flows and different types of international monetary systems.

Evaluation:
Two mid-term, research project**, and a final examinations. Exact days of exams will be announced in class a week in advance. Exams are a combination of problem solving, true & false, and multiple-choice type of questions. I will not respond to any e-mail inquiring about the exam data.

- Mid Term Exam (1): 30%
- Mid Term Exam (2): 30%
- Final Exam: 40% (comprehensive).

All exams are closed books.

Although attendance doesn’t figure in numerically in your grade, I strongly recommend attendance at all lectures because the tests emphasize material covered in lectures. Regardless of the attendance issue, students are responsible for all the assigned readings in addition to all the material covered in lectures.

Make-ups will be given only for verified illness or cases cleared with me before the test. Any unexcused absence on any exam will result in a grade zero.

Preparing For Exams:
The material for the questions in exams will be drawn from: assigned chapters in textbook, course lectures, material distributed in class, and article drawn from the Internet.

** Additional instructions and reading assignment will be handed separately.

Grading:
Two midterms and a final determine your grade. Your letter grade for the course will be based on the following scale:

A 93-100, A- 90-93, B+ 87 - 90, B 83 - 87, B- 80 -83, C+ 77 - 80, C 73 -77, C- 70- -73, D+ 65 - 70, D 55 - 65, F below 55

Course Outline: Selected section of the following chapters will be covered
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Chapter</th>
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<tr>
<td>1</td>
<td>Introduction: The International Economy</td>
<td>Ch.1</td>
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<tr>
<td>2</td>
<td>The Balance of Payments</td>
<td>Ch.10</td>
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<td>3</td>
<td>Foreign Exchange</td>
<td>Ch.11</td>
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<td>4</td>
<td>Exchange Rate Determination</td>
<td>Ch.12</td>
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<td>5</td>
<td>Balance of Payments Adjustments</td>
<td>Ch.13</td>
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<td>6</td>
<td>Exchange Rate Adjustments and the Balance of Payments</td>
<td>Ch.14</td>
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<tr>
<td>7</td>
<td>Exchange Rate Systems &amp; Currency Crises</td>
<td>Ch.15</td>
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<tr>
<td>8</td>
<td>Macroeconomic Policy in an Open Economy</td>
<td>Ch.16</td>
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<tr>
<td>9</td>
<td>International Banking: Reserves, Debt, and Risk</td>
<td>Ch.17</td>
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</tbody>
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Workshop in Economic Research
Economics 4895
Spring 2005

Prof. Charles W. Baird
885-3275
cbaird@csuhayward.edu

Class Hours: 2:45-4:30 each Wednesday
Office hours: 1:00-2:30 TR in MB2597
Venue: See Speaker Schedule
Grading rules: Your grade is determined by the number of points you accumulate during the quarter.

Points are awarded as follows:
1. attendance at a lecture 3 points
2. viewing missed lecture on tape 1 point
3. significant participation 1 point

Accumulated Points
Letter Grade
32 or more
30-31
28-29
25-27
23-24
21-22
20
19
18
17
16 or less
A
A-
B+
B
B-
C+
C
C-
D+
D
F

There are nine lectures during the quarter. Therefore, if you have perfect attendance without significant participation you are guaranteed a B. To get an A you must have perfect attendance plus significant participation in at least five of the discussions. If you are taking the course credit/no credit you must accumulate at least 20 points to get credit. If you show up late (after 2:45) or leave before the session is complete on any day you will receive only one point for attendance for that day.
Economics 6200: Comparative Economic Systems

Spring 2005
AE 378
Tuesdays 6:30 - 10 PM
Office Hours: Tues. 5 PM - 6 PM and by appointment

Required textbook:
Comparative Economic Systems in the Twenty-First Century by Gregory and Stuart (7th edition)

Comparative Economic Systems is a course designed to systematically analyze the systems of capitalism and socialism, the background and downfall of central planning, and the problems of transition from planned economic systems to market economic systems. The prerequisites for this course are intermediate level courses in microeconomics and macroeconomics.

Grades in this course will depend on:
- Midterm exam - 35%;
- Final exam - 35%;
- One-page papers on readings and presentation - 15%;
- 5-10 page case study and presentation - 15%.

Tentative reading schedule from the text:

3/29: Comparing and Evaluating Economic Systems
4/5: The Theory of Capitalism
4/12: The Theory of Planned Socialism
4/19: The Theory of Market Socialism
4/26: Varieties of Market Capitalism
5/3: Performance and Decline of the Command Economies
5/10: The Case of China
5/17: Introduction to Transition
5/24: Varieties and Performance of Transition Economies
5/31: Alternative Paths of Developing Economies

Midterm Exam: First 90 minutes on May 3.
Final Exam: June 7, 6:30 - 8:30 PM.

(Note that incidents of academic honesty will result in failure of the course and a letter placed in the student's academic file.)
Econ 6896: Research Methods
Spring 2005

Prof. Nan L. Maxwell
Email: nmaxwell@csuhayward.edu

Phone: 885-3265
Office hours: 5-6 Monday and by appointment

TEXTS:


READINGS:
The textbooks provide technical material and serve as a reference for your research projects. However none of the available texts provides complete coverage of a research methods course for economists. We have therefore augmented these resources with selected journal article readings. Copies of articles can be purchased from Copymat at 22470 Foothill Blvd (phone 510.886.4603). Articles are also available for reading in the reserve room of the library.

PREREQUISITES:
Econ 6101 (Seminar: Micro-Economic Theory I)
Econ 6102 (Seminar: Micro-Economic Theory II)
Econ 6105 (Seminar: Macro-Economic Theory)
Econ 6400 (Seminar: Econometrics)
At least one seminar in Economics

Economics students who do not have the prerequisites will be dropped.
Business students will be evaluated based upon their prior courses.

COURSE DESCRIPTION:
This course is an introduction to research methodologies, data analysis, and report writing. The course is designed to provide students with the analytic and research tools to increase their capacity to pose, answer and critically evaluate research questions. These skills will be developed through a series of short-term assignments and by undertaking a research project that synthesizes research methods, statistical analysis, and reporting of empirical results.

GRADING:
Assessment Percentage of Grade (* individual grading)
Homework (2 at 15 percent each) 30
Weekly critique 10*
Midterm 25*
Participation 15*
Final paper/presentation 20
100

COURSE STRUCTURE:
The course is structured to simulate a research environment in the "real world". Most research firms (or departments) are organized such that research is collaborative and undertaken by groups. ALL research requires critical input from others and is governed by standards and rules of others (e.g., funders, journal editors, market). This course simulates a real world environment by requiring group research projects, critical evaluation of others' research, rigidly enforced timelines and deadlines, and Internet-based dialogue. Class attendance and working closely with your classmates is mandatory.
COURSE OBJECTIVES: Research Methods is designed to introduce the basic concepts underlying the research process. By the end of the course, students should be able to:

- Understand the difference between an hypothesis and a problem statement.
- Determine whether an hypotheses or problem statement is testable.
- Define and operationalize a variable.
- Understand the relationship between a concept and variable.
- Understand the difference between causation and correlation.
- Understand the difference between a population and sample.
- Understand the elements of a good research design, its purpose, and its relationship to the hypothesis/problem statement.
- Understand the difference between random assignment and random sampling.
- Distinguish between experimental and nonexperimental designs.
- Understand validity and sampling concerns in research design.
- Distinguish between primary and secondary data and understand the advantages and disadvantages of each.
- Understand the alternative levels of measurement available for data collection and select the appropriate level.
- Prepare data for analysis.
- Know how to report research results.
- Critically evaluate research proposed or performed by others.
- Understand ethical issues arise in conducting economic research and strategies for resolving them.

To help achieve these objectives we have structured the course with:

- Lecture for the first part of class with student presentations during the last part of the class. By combining lecture with student presentations, students should see direct research applications of the material covered in the lecture and be provided with a forum for discussing and solving stumbling blocks in their research.
- Exposure to different professors. Each professor brings different expertise to the research field and, as a result, the students can gain different perspectives and insights into research problems.
- Randomization of group assignments. Because individuals do not get to choose their work team on the job, they must develop skills to work with a wide variety of people.
- Weekly presentations and critiques of work. Most presentations will consist of a group’s status report on the research project. Individuals will be assigned (at least) two presentations to critique during the quarter.
- A relatively large part of the course evaluation grounded in class participation. Showing up to class is a necessary but not sufficient condition for class participation, however. To achieve points toward your grade in this area you must participate in discussion in the lecture part of each class (showing evidence of understanding the readings), provide critical assessment of other groups’ research in the presentation part of each class, and elicit and provide feedback online on emerging research stumbling blocks.
RESEARCH:
Students will develop and implement a research project replicating a macroeconomic study. Students will be given a list of articles that they should use as a primary source for the topic exposition (page 5). Further research and data collection will be required. Students are invited to choose models not in our list but these models/topics must be approved by the instructor. Students will present their paper (in class) in lieu of a final exam.

Students' research project will unfold in stages, as do all research projects. Each week students will present a status report on their project. Presentations cannot exceed 10 minutes. Time limits will be strictly enforced to help students structure succinct presentations, develop the ability to work within rigid rules, and to prevent class from ending past midnight. Each group will be required to post their “presentation” on the course website and an individual will be given no more than five minutes to give guidance.

Presentations and final papers must have the following seven components, although the emphasis on each component will vary throughout the quarter depending on the stage of the research. For example, the first presentation will focus on the hypothesis and research design. Mid way through the quarter these aspects of the research will be included only for informational purposes and presentations will focus on data or estimations.
- the journal for which the research is being written (which provides an audience and style).
- well developed hypothesis/problem;
- research design to test the hypothesis/assess solutions to the problem (e.g., pretest-posttest);
- research methods (e.g., data collection, sampling issues)
- data to test the hypothesis/assess solutions;
- potential statistical methods to analyze the data; and
- results and conclusions.

A research project is always best when it has benefited from critical analysis of others at every stage of development. If potential research problems are confronted early in the process reassessing the process and/or altering the original research design often can circumvent them. Thus, your research project will be stronger if you:

1. Learn to listen to and use feedback on your work constructively. During the course of a research project you will often hear what you perceive to be harsh criticism of your work. Sometimes reviewers of your work are not nice (although we will not allow undue harshness in critiques in this class). The best researchers learn to ferret out the germ of wisdom in the harshest of critiques. The worst researchers let negative comments fester and prevent them from moving forward in the research process.
2. Use class time as a research workshop. Ask questions about the topic discussed so that you can gain from a variety of perspectives with “answers” from several individuals. Pose your research problems to others in class or via email. You will learn much from formulating your question and listening to potential solutions from your classmates. Help others solve their research problems. You will be surprised how often a solution you develop for someone else can be used later in your own work.
3. Do your own work. Research consists of individual effort in a team environment. We simulate that in class by requiring individual work to be done individually. For most of you, this goes without saying. However, the occasional student is tempted to cut corners by presenting work from someone else as theirs. For those tempted to cheat or plagiarize, please be forewarned that we will prosecute those that violate University policy on academic dishonesty to the fullest extent possible. If you are unsure what constitutes academic dishonesty, please consult the University catalog or the instructor.
4. Don’t burn bridges. If you don’t provide feedback and help to others they will not provide feedback and help to you on your research. If you do not attend class and others work hard to obtain information and to participate in discussion, do not expect them to tutor you through the course. Developing good research methods relies on critical thinking, which cannot be developed without practice. Remember,
Critical assessment includes comments about the positive aspects of the work as well as suggestions for improvement.
**PRESENTATION and PAPER:**
Individuals will present their research during the scheduled final exam (June 6). The presentation must be of professional quality and acceptable for the relevant professional audience (e.g., academics, policy makers, CEOs). *Presentation style counts.* If the audience would expect business attire, wear it. If the audience would expect glitz in the power point, do it. The presentation will be graded both on content and style: 80% research content, 20% presentation style.

Research papers are due at the beginning of class on June 6. **Late papers will not be accepted and will result in a grade of 0.** Papers must be stylistically consistent with the targeted journal. Failure to identify a journal or to conform to its style will result in up to a grade (10 points) reduction in the grade. Both use of English (at a graduate-student level) and use consistent and logical arguments are important. The paper must be documented within the format of the journal. The paper will be graded on both content and form: 80% research content, 20% writing clarity.

**HOMEWORK ASSIGNMENTS:**
Two homework assignments will be used to develop research skills. Assignments will be done in groups or pairs, with peer evaluation of the contribution to the group. Individual grades will be based on the quality of the work and the individual's contribution to it. **All assignments must be of professional quality and submitted at the beginning of class on the date due. Late assignments will not be accepted and will result in a grade of 0.** Each assignment is worth 15 percent of your grade.

**Weekly Agenda**

<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>Assignment Due/Given</th>
<th>Reading</th>
<th>Presentation Emphasis</th>
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<tr>
<td>March 28</td>
<td>Introduction to research methods</td>
<td>Research Project</td>
<td>DV Chs 1-3, Levi</td>
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<tr>
<td>April 4</td>
<td>Proposal/project development</td>
<td></td>
<td>Cooper and Schindler Friedman</td>
<td>Proposal (cannot proceed until accepted)</td>
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<tr>
<td>April 11</td>
<td>Data (primary, secondary, surveying)</td>
<td>Homework 1 Assigned: Primary Data Collection</td>
<td>Bertrand and Mullainathan</td>
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<tr>
<td>April 18</td>
<td>Designing empirical research: validity and experiments</td>
<td>Homework I Due: Paper and Presentation</td>
<td>DV Chs 4-6</td>
<td>Design and Methods</td>
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<tr>
<td>April 25</td>
<td>Designing empirical research (continued): Quasiexperimental and Nonexperimental</td>
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<td>DV 7, 8, 10, 11, 13, 14</td>
<td>Data</td>
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<td>May 2</td>
<td>Sampling</td>
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<td>Black Ch 5</td>
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<tr>
<td>May 9</td>
<td>MIDTERM</td>
<td>Homework II Assigned: Critique of an Article</td>
<td></td>
<td>Design, Methods, and Data</td>
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<tr>
<td>May 16</td>
<td>Data analysis and &quot;irregularities&quot;</td>
<td>Homework II Due: Critique and Presentation</td>
<td>Lewis-Beck 9, 12, 15 and econometrics book</td>
<td>Methods and Data</td>
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<tr>
<td>May 23</td>
<td>Data &quot;irregularities&quot; (continued)</td>
<td>Continued from above</td>
<td>Continued from above</td>
<td>Data and Estimation</td>
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<td>May 30</td>
<td>HOLIDAY</td>
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<tr>
<td>June 6</td>
<td>Presentations</td>
<td>Research Project Due</td>
<td>Final Paper</td>
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DV is the DeVaus text
Assignments:

Chapter 1: The Nature of Enquiry
Chapter 2: Beginning the Design Process
Chapter 5: Identifying Populations and Samples


Paper:


http://www.kc.frb.org/Publicat/econrev/Pdf/3q01sore.pdf Is State Fiscal Policy Asymmetric During the Business Cycle?

http://research.stlouisfed.org/publications/review/03/11/pakko.pdf Find some other product besides big macs and price it around the world. 

http://research.stlouisfed.org/publications/net/20031001/netpub.pdf Rolling variance of GDP in the US. Should be done for selected other countries.


http://research.stlouisfed.org/publications/review/04/11/BordoWheelock.pdf Monetary Policy and Asset Prices: A Look Back at Past U.S. Stock Market Booms. Students can do a scaled down, similar analysis for England or Germany, for example.


Stock Market Volatility- Are high periods of volatility in one country matched by high volatility in other countries? Not an article but a concept. Plenty of data are available.

In addition to these articles, you may use any macroeconomic article or macroeconomic concept with instructor approval.
Critique

All articles are on reserve in the library.


In addition to these articles, you may use any microeconomic article with instructor approval.
HELPFUL HINTS

The process of the scientific method may be new to many students. For that reason, we are providing some questions that should help you determine if you have mastered some basic research concepts. By the end of the quarter, you should be able to answer the following questions in detail and should have incorporated many of them in your own projects.

1. What distinguishes an hypothesis from a problem statement?
2. What determines whether an hypotheses or problem statement is testable? What questions can be answered by the scientific method, and what kinds cannot?
3. What is a definition? How is a definition operationalized?
4. What is a concept? What is a variable? How are they related?
5. What is association? What is causality? How are they related?
6. What is a population? How does a population differ from a sample?
7. What elements make up a research design? What is the purpose of the design? What characteristics of the hypothesis/problem statement and population/sample determine what design is appropriate?
8. What is random assignment? How does it differ from random sampling? What is a control group? A pretest? A posttest? What is the purpose of "matching" and how is it done?
9. What are the primary validity and sampling concerns that are encountered? How can these concerns be alleviated?
10. What is the difference between primary and secondary data? What are some of the advantages and disadvantages of each?
11. What alternative levels of measurement are available for data collection, and how is the appropriate level selected?
12. What is a data collection instrument? How is data prepared for analysis?
13. What is the difference between descriptive statistics and inferential statistics? What are some examples of each? What is the difference between parametric and non-parametric statistics?
14. What is the purpose of statistical analysis in answering the questions posed by problem statements? What are the primary statistical tools used by economists?
15. How are research results usually reported? How do research reports, recommendations and decisions differ?
16. How can technical research concepts be used to effectively transmit research assignments to different types of audiences?
17. What are the primary considerations for critically evaluating research proposed or performed by others?
18. What ethical issues arise in conducting economic research, and what are some strategies for resolving them?
Winter 2005
## ECON

**WINTER 2005**

### 2301

<table>
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<tr>
<th>Sec</th>
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<th>To Hr</th>
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### 2302

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### 3310

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Economics 2301
Microeconomic Theory

Lynn Paringer
Winter, 2005

Course Outline

Office: TR657A
Phone: 510 885-3986
E-mail: lparinge@csuhayward.edu

Office Hours: Monday, 9:30 – 10:30
5:30 – 6:30
Wednesday, 9:30 – 10:30

There will be two midterms and a final in this class. Each midterm will count for 30% of your grade and the final will count for 40%. Make-up exams will only be given upon presentation of a physician’s excuse. All students are expected to have completed the prerequisites for this class.


Reading List

I. Principles and Tradeoffs
   Chapters
   1, 2

II. Supply, Demand and Elasticity
    3, 4, 5

III. Consumer and Producer Surplus, Making Decisions
     6, 7

IV. Inputs and Costs
     8, 9

First Midterm Exam
   January 31, 2005

V. Factor Markets and Income Distribution
   12, 13

VI. Market Structure
    14, 15, 16

VII. International Trade, Uncertainty
     17, 18

Second Midterm Exam
   February 28, 2005

VIII. Externalities, Public Goods
      19, 20

IX. Taxes and Income Distribution
    21

Final Exam
**Course Information:**

**Econ: 2301: Principles of Microeconomics**

Section: 02, Time: T, Th 10:00-11:50 AM

Winter 2005

**Instructor:**

Professor William Dwyer (Room AE 305)

Phone: (510) 885-3825 Ext 3 (leave a message)

E-mail: wswdwyer@comcast.net. (Office Hours: Th 12:00-1:00)

**Course Objective:**

*The Economic Way of Thinking:* Paul Heyne, Peter Boettke and David Prychitko (10th Edition). This text has been used for both micro and macroeconomic courses. We will follow the micro portion – Chapters 1 through 14.

In this course, students will be introduced to the basics of microeconomics. The course will focus on concepts and tools used at the micro level. Topics to be covered are: efficiency, exchange and comparative advantage; supply, demand, opportunity cost and producer costs; information, middlemen and speculators; profit and loss; competition and monopoly; price searching; competition and government policy; the distribution of income; externalities and conflicting rights; and markets and government.

**Evaluation:**

There will be a mid-term and a final. Each test will count for 50% of the grade. Exact days of exams will be announced in class a week in advance. You will be responsible for what is covered up to the date of the exam. Exams will be multiple choice, so you’ll need a scantron, which you can purchase at the bookstore. Use a #2 pencil only. All exams are closed book, closed notes. Make-up exams are given only if sufficient reason for missing the scheduled exam is proven. I reserve the right to determine what is “sufficient reason.”

Your attendance in class is required. If you are absent more than once or twice, you could be penalized, unless you have written verification of illness by your doctor. Any behavior that disrupts the class – e.g., arriving late, leaving early (except by prior arrangement with me), or talking with other students while the class is in session (unless requested) – will be penalized.

**Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>C+</td>
<td>69-65</td>
</tr>
<tr>
<td>A-</td>
<td>89-85</td>
<td>C</td>
<td>64-60</td>
</tr>
<tr>
<td>B+</td>
<td>84-80</td>
<td>C-</td>
<td>59-55</td>
</tr>
<tr>
<td>B</td>
<td>79-75</td>
<td>D+</td>
<td>54-50</td>
</tr>
<tr>
<td>B-</td>
<td>74-70</td>
<td>D</td>
<td>45-49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>44-0</td>
</tr>
</tbody>
</table>
Academic Dishonesty: The University has a published policy on academic dishonesty, which includes cheating or attempting to cheat. Please refer to the University Catalog for details and for the sanctions that may be imposed on violators. The prospective gains are not worth the costs, which include expulsion from the University.

Class Rules: No food is allowed in the classroom; no cell phones; no pagers; no leaving the class during the lecture, unless absolutely necessary, e.g., to use the restroom. To avoid missing key points in the lecture, use the restroom before you come to class. If any student leaves the classroom in the middle of a lecture more than a few times during the 10-week course, he or she will be penalized.
Syllabus

Economics 2302-01  
Principle Macroeconomics  
Winter 2005  
Monday 2:00-3:00PM  
Phone: (510) 885 3825 Ext 2 (leave a message)  
sefhay@hotmail.com  
Time: MWF: 12:00-1:10PM

Said Haimor  
Office: AE 305  
Office hours:

Final Exam: Monday, March 14, 2005; 12:00-1:50PM

Course Objective: The objective of this course is to introduce the student to the Principles of Macroeconomics: The big picture. Course topics will include: Measuring the production, income and spending of a nations, unemployment and inflation, productivity and growth, the nature and causes of economic fluctuations, fiscal policy and monetary policy, and international trade policy.


Evaluation: Two mid-term and a final examinations. Exact days of exams will be announced in class a week in advance. Exams are a combination of problem solving, true & false, and multiple-choice type of questions. I will not respond to any e-mail incurring about the exams dates. Bring a calculator, Scantron (form No 882-E) and your student ID card to all exams.

Mid Term Exam (1): 30%.
Mid Term Exam (2): 30%
Final Exam: 40% (comprehensive).

All exams are closed books.

Although attendance doesn’t figure in numerically in your grade, I strongly recommend attendance at all lectures because the tests emphasize material covered in lectures. Regardless of the attendance issue, students are responsible for all the assigned readings in addition to all the material covered in lectures.

Make-ups will be given only for verified illness or cases cleared with me before the test. Any unexcused absence on any exam will result in a grade zero.
Preparing For assigned chapters in Exams:
The material for the questions in exams will be drawn from: textbook, course lectures, material distributed in class, and article drawn from the Internet.

Grading:
Two midterms and a final determine your grade. Your letter grade for the course will be based on the following scale:


Class Rules:
No food (soft drinks are O. K.). No cell phones. No pagers. Don’t come late or leave early.

Course Outline:
Selected section of the following chapters will be covered

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3</td>
<td>Introduction to Economics</td>
</tr>
<tr>
<td>4,5,6,7,8,9</td>
<td>Principles of Macroeconomics: Measuring the production, income, and spending of a nation; the spending allocation model; unemployment and inflation; productivity and economic growth, money and inflation</td>
</tr>
<tr>
<td>10,11,12,13,14,15</td>
<td>Economic fluctuations and macroeconomic policy: the nature and causes of economic fluctuation; the fluctuations model and its use; fiscal policy and monetary policy.</td>
</tr>
<tr>
<td>18</td>
<td>International trade policy</td>
</tr>
</tbody>
</table>
Syllabus for Economics 2302- Winter 2005

**Economics 2303** Principles of Macroeconomics

**Professor** Jay L. Tontz

**Catalog Description:** Basic macroeconomic concepts, introductory analysis of the determinants of national income and employment; money and banking; and fiscal policy in a global context.

**Prerequisites:** Either credit for intermediate algebra or satisfactory score on the Entry Level Math (ELM) test.


**Study Guide:** David R. Hakes

*This course covers major issues concerning the behavior of our national economy. Students are expected to read the text and stay attuned to current economic events.*

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4</td>
<td>Introduction</td>
<td>1,2</td>
</tr>
<tr>
<td>January 6</td>
<td>Lab work</td>
<td></td>
</tr>
<tr>
<td>January 11</td>
<td>Gains from Trade</td>
<td>3</td>
</tr>
<tr>
<td>January 13</td>
<td>Supply &amp; Demand, Measuring National Income</td>
<td>4,5</td>
</tr>
<tr>
<td>January 18</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>January 20</td>
<td>EXAM # 1</td>
<td></td>
</tr>
<tr>
<td>January 25</td>
<td>Cost of Living, Production &amp; Growth</td>
<td>6,7</td>
</tr>
<tr>
<td>January 27</td>
<td>The Financial System</td>
<td>8</td>
</tr>
<tr>
<td>February 1</td>
<td>Finance</td>
<td>9</td>
</tr>
<tr>
<td>February 3</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>February 8</td>
<td>EXAM #2</td>
<td></td>
</tr>
<tr>
<td>February 10</td>
<td>Unemployment and Its natural Rate</td>
<td>10</td>
</tr>
<tr>
<td>February 15</td>
<td>Monetary System and Inflation</td>
<td>11.12</td>
</tr>
<tr>
<td>February 17</td>
<td>An Open Economy</td>
<td>13</td>
</tr>
</tbody>
</table>
Last Day of Class: Thursday March 10

Final Exam: Thursday March 17th 12:00 – 1:50

Office: Trailer 904 Telephone: 510-885-3289
e-mail: jrontz@csuhayward.edu

Office Hours: TTh 2:00 – 3:00, others by appointment or drop-in

Make up exam policy: No make up except under emergency conditions.

Course Grades: Class participation = 10%, each mid-term exam = 20%, Final Exam = 30%

Further Information: You are expected to attend all classes. Studies show that students who study in groups do better than students who study alone. Read attached student/instructor code of conduct and live by the rules.

**CLASS CODE OF CONDUCT**

Student’s Responsibility

- I understand that learning is an active rather than a passive experience. I know that two hours of preparation time are normally required for each one hour of class time
  - I will attend class regularly
  - I will be in class on time so that I do not disrupt the class
  - I will respect my classmates
  - I will be prepared to participate in class
  - I will turn off my cell phone before entering class
  - I will not get up during class except in extreme emergencies
  - I will not leave class during examinations
  - I will download lecture materials from Blackboard so that I can listen actively in class
  - I will formally withdraw from class if I decide to stop attending
• If an emergency prevents me from taking an exam I will inform the instructor immediately
• I will do my work, I will not cheat, I will not plagiarize
• I do not expect miracles, my grade will be based largely upon my effort in the class
• I will not wear a hat, use a cell phone or palm pilot device during any quiz or exam
• I will conform to the Student Code of Conduct, set forth in the California Code of Regulations, Title 5, Section 41301

Dr. Tontz' Responsibility:

• I will prepare for each class meeting
• I will grade all exams promptly
• I will hold office hours except in emergencies
• I will respond to emails and phone calls promptly
• I will put a substantial part of my lecture notes on Blackboard, before the actual class meeting if possible
• I will convey the practical as well as the theoretical importance of the course materials. *

* Class Code of Conduct borrowed with permission from Dr. A. Cassuto

Learning objectives for this course: After completing this course students should be able to:

• Understand why household, business, and government behavior determines the aggregate demand for goods and services
• Understand why the behavior of businesses determines the aggregate supply of goods and services.
• Understand how aggregate demand and aggregate supply interact to drive a free market economy.
• Understand the implications of interference in the market economy, including government policy.
• Understand the basics of national income accounting.
• Understand the causes and consequences of business cycles.
• Understand the roles of fiscal and monetary policy in fighting recessions and inflation.
• Understand the factors that contribute to and detract from long-term economic growth.
• Apply economic reasoning to understanding the operation of an economy.
For more details about the mechanics of this course see power point slides for lecture one on Blackboard.
CSU Hayward  
Principles of Macroeconomics: ECON-2302 (30)  
Dr. Lall B. Ramrattan  
Winter 2005

Days & Time: MW: 6:00 - 7:50PM; Room: AE 271  
Phone: Bus.: (415) 489 6519; Home: (925) 779 9221; Email: Lallram@netscape.net  
Office: AE 214: 5:30-6:00 pm. MW (1/2 hr. before class).

Reading Materials:  

Scope, Method, and Purpose.  
This course applies macroeconomic theories to business problems in a non-technical way. It involves using analytical tools such as Aggregate demand and Supply curves to solve current problems in the economy. Macroeconomics is alive today because it is a normal science that uses critical thinking in solving problems posed by current and recent economic activities in the domestic and global economies. Your text emphasizes applications and policies--free market, taxation, gains from trade, the measurement of GNP, cost-of-living, growth, inflation, money, interest, wages, and the performances of institutions (public and private), and economics (open and close).

Outside reading materials, which are related to important topics, will be covered as time permits. This is particularly important for economic methodologies--positive economics, paradigms, and research programs. In terms of workload, we need to cover, and you need to read before each class, a little more than a chapter per meeting.

Expected Learning Outcome.

From the analytical point of view, students will be trained on how to use demand and supply tools to study market states such as balanced, soft, and tight states of any market. They will learn how to distinguish the equilibrium inflation rate, wage rates, and interest rates that relates to conditions of full employment and full production in the macro economy from disequilibria conditions.

The technique of demand and supply will be used to analyze fiscal and monetary policies to steer the economy out of recessions, under conditions of accelerate and non-accelerate inflation rate of unemployment. From an international trade viewpoint, the tools will enable students to make technical calculation of consumer, producer, and welfare surpluses in the modern economy populated with Free Trade Areas such as NAFTA, EMU, and the potential Free Trade Area of the America.

Local and Global awareness will be achieved through the use of demand and supply tools to analyze such challenging problems as diseconomies. Students will be able to assess the effect of pollution for instances in condition where transaction cost is not insignificant, and to a think
strategically about environmental policies in terms of the green house effect, and the Kyoto protocol.

To ensure the above objectives are understood, all the items will be included in students examination.

Prerequisite:
The mathematics necessary for this course will be covered in class from first principles. Students should be able to reason in terms of graphs and symbols at the ninth-grade level.

Attendance is critical for this course: students should not plan to be out for more than one class.

Exams:
This course will have two major examinations, two quizzes in essay format [I generally waive the second quiz if the class as a whole does well in the midterm], and some homework assignments. Make-up exam will not be automatic. It will be available to students who were properly excused from the scheduled exam. All make-up(s) will be toward the end of the semester. A student’s grade will be based on an absolute measure of the total points, i.e., no weighting will be used. Leaving out the HW assignments, the weights below shows that a total of 250 points will be scored. This will be augmented by two points for each HW assignments. If the second quiz is waived, the total will be decrease by 25 points. The A range is a score of 90 to 100 percent; the B range, a score of 80 to 89; the C range, a score of 70 to 79, which includes plusses and minuses.

<table>
<thead>
<tr>
<th>Description</th>
<th>Weights</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Quiz</td>
<td>25 Points</td>
<td>Jan., 12</td>
</tr>
<tr>
<td>Midterm</td>
<td>100 Points</td>
<td>Feb., 2</td>
</tr>
<tr>
<td>Second Quiz</td>
<td>25 Points</td>
<td>Feb., 16</td>
</tr>
<tr>
<td>Final</td>
<td>100 Points</td>
<td>Per University</td>
</tr>
<tr>
<td>HW Assignments</td>
<td>2 Points Each</td>
<td>TBA</td>
</tr>
</tbody>
</table>
Economics 3000  
Microeconomic Theory  
Winter, 2005  
Phone: (510) 885-3889  
e-mail: tlima@csuhayward.edu

Tony Lima  
Office: RO 241  
Hours: Tuesday, Thursday 7:00 – 7:30 a.m.  
10:00 a.m. – noon  
and by appointment

SYLLABUS

"The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking, which helps its possessor to draw correct conclusions."

--John Maynard Keynes

Course Description

The objective of this course is to develop a thorough understanding of microeconomic theory as well as some idea of how this theory is used in real-world decision-making. This course does not use mathematics. However we will use graphs intensively. In a few places I will show you brief mathematical derivations and proofs. These will always be optional material included to prepare you for economics 4000.

TEXT: Pindyck & Rubinfeld, Microeconomics, 6th edition (required)  
Study Guide (strongly recommended)

GRADES:  
2 midterm exams (25% each)  
1 final exam (40%)  
homework and class participation (10% total)

All exams are essay, problems and short answer. Exams are open book, open note. A calculator is not only allowed, but practically required. Bring your student ID card to all exams. You may be required to show it to take any exam in this course.

Whining about grades will not be tolerated.

Makeup exams will not be given. If you miss a midterm exam, it will simply not be counted in determining your final grade. You must take the final exam at the time it is scheduled. If you cannot be present at the final, you must notify me in advance. If you have a valid excuse (such as illness) for not taking the final, you will receive an incomplete. Otherwise, you will receive a grade of “F.” I will not give any final exam before it is scheduled in this course. If your travel plans will force you to miss the final exam when scheduled, please do not take this course this summer.

Class attendance is not required, but is strongly recommended. Remember, we only have 20 class sessions. If you miss one class, that’s 5 percent of the course. Three classes equals 15 percent. Try to attend every class if possible. Historically, those who have missed more than three classes often receive a D or F in this course.
The main purpose of the homework is to help you learn this material. There will be about eight assignments during the quarter. Each assignment will be due on Monday and returned on Friday. Homework solutions will be posted on the course web site.

**Information Cards**
Please fill out a 3x5 card with the following information.

| 1. | Name (last, first, nickname) |
| 2. | NetID or ID number (last 4 digits) |
| 3. | All telephone numbers |
| 4. | E-mail addresses |

**Writing Policy**

You are expected to read and write at a college level and to express consistent and logical arguments. You are expected to use correct grammar, spellings and usage in your written work. You may have your marks reduced for mistakes made in these areas. You are also expected to hand in high-quality, well-packaged, legible and aesthetically appealing assignments. Illegible work or answers that are difficult to follow will be graded down significantly. Neatness counts in all assignments and exams in this class. Even if English is not your first language, you are still expected to meet this requirement.

**PowerPoint Slides**

Basic material in this course will be covered using PowerPoint slides. These slides are available for downloading on the “What’s New?” page of the course web site (see below). Instructions for downloading and printing them are found via a link from my home page. You should print these slides (handout format, three slides per page) and bring them to class. (Hopefully you will have read the material and reviewed the slides before class.) I will not slow down my presentation so that you can copy the material from the slides. Your focus during class should be on material I add that is not contained in the PowerPoint presentation.

**Note About Robinson Hall**

My office is located on the second floor of Robinson Hall, the small building between the Music and Business building and the University Theater. This is the only building on campus that does not have an elevator. If you have difficulty climbing stairs for any reason, please make arrangements for us to meet somewhere other than in my office. (There is a campus telephone on the first floor of Robinson Hall near the pay telephone. Call 5-3889 and I will come downstairs.)

**Study Groups**

You are encouraged to form a study group for this class. The purpose of this group is so you can help each other learn the material. Discussion of homework assignments is one way of doing this. However, you will get the most out of these discussions if you have spent some time working on the assignment before the group meets. Based on my experience, three to five students is usually about the right number for this group. The other purpose of a study group is so you will have a backup resource if you should miss a class. The class notes are your single best learning tool in this course. If you do not have a complete set of notes, you will probably not get a very good
grade. The best way to obtain a complete set of notes is to attend every single class, arriving on
time and leaving when class is over. Copying class notes from someone in your study group is a
poor second choice; however, it is sometimes necessary.

**Academic Dishonesty**

*If I catch you cheating on an exam I will fail you for the entire course and place a letter in
your academic file describing the incident. University policy states that if you receive two such
letters, you will be expelled from school. Do not cheat.*

The University has a published policy on academic dishonesty. Such dishonesty includes
plagiarism, cheating, fabrication, forgery, etc. Severe sanctions will be used. Students are
required to familiarize themselves with this policy and especially the meaning of each action
covered under the policy. The policy is clearly spelled out in the University Catalog. Students
are required to strictly adhere to the guidelines therein and accepted standards of honest conduct.

**Course Web Site**

Homework solutions, this syllabus, lecture notes and additional reading are available on the class
web site. To get to this site, run your web browser software and open
http://www.cbe.csuhayward.edu/~alima. Click on the “Economics 3000” link. America On-Line
users may have trouble accessing this site. I recommend either typing the address into AOL
Netfind or running an external browser such as Netscape or Internet Explorer. Please try to look
at this site during the first week of classes so we can straighten out any problems early in the
quarter.

Additional reading material will be posted frequently on the "What's New" page. You should
check this page at least once a week for new material. Anything posted on the course web site
may be included on exams.

**Reading Assignments**

Reading assignments should be completed prior to the lecture on the topic assigned. Homework
is due when specified. Late homework will not be accepted under any circumstances. Exams
will be held on the date given below.
# Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4</td>
<td>Introduction, Supply and Demand, Regression Basics</td>
<td>Chs. 1, 2 plus appendix (p. 675)</td>
</tr>
<tr>
<td>January 11</td>
<td>Consumers, Households and Demand</td>
<td>Chs. 3, 4.</td>
</tr>
<tr>
<td>January 18</td>
<td>Production and Cost</td>
<td>Chs. 6, 7</td>
</tr>
<tr>
<td>January 25</td>
<td>Profit Maximization</td>
<td>Ch. 8</td>
</tr>
<tr>
<td></td>
<td><strong>MIDTERM #1: Thursday, January 27</strong></td>
<td></td>
</tr>
<tr>
<td>February 1</td>
<td>Competition</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>February 8</td>
<td>Market Power</td>
<td>Chs. 10, 11</td>
</tr>
<tr>
<td>February 15</td>
<td>Between Monopoly and Perfect Competition</td>
<td>Ch. 12</td>
</tr>
<tr>
<td></td>
<td><strong>MIDTERM #2: Thursday, February 17</strong></td>
<td></td>
</tr>
<tr>
<td>February 22</td>
<td>Game Theory</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>March 1</td>
<td>Factor Markets and Capital Markets</td>
<td>Chs. 14, 15</td>
</tr>
<tr>
<td>March 8</td>
<td>Information and Externalities</td>
<td>Chs. 17, 18.</td>
</tr>
<tr>
<td></td>
<td><strong>FINAL EXAM: Thursday, March 17, 8:00 – 10:00 a.m.</strong></td>
<td>Ch. 16 optional</td>
</tr>
</tbody>
</table>

(Note: if your travel plans will not allow you to take the final examination when scheduled, please do not enroll in this section of this course.)
COURSE SYLLABUS

Office: RO 237
Office Hours: MW 11:55 - 1:10 p.m.; F 11:55 - 12:25 p.m.; and by appointment
Telephone: (510) 885-3305
E-Mail: dstclair@csuhayward.edu

Texts:
- David St. Clair, Macroeconomic Theories: A Manual to Accompany Economics 3005 (Winter 2005). The Manual is required. Availability will be discussed during the first week of class. Do not use Manuals from earlier classes.

Topics: Topics include: macroeconomic statistics, the business cycle, inflation, unemployment, fiscal and monetary policies, and macroeconomic policy issues.

Tests and Grading:
Two midterms and a final exam will be given. In addition, graded assignments will be assigned that will comprise 10 to 15 percent of your course grade. The assignments are not extra credit assignments. There will be no make-ups for missed assignments. The exam format will be a combination of multiple choice, fill in, short answer, and problem questions. The final exam is comprehensive; the midterms are not. The course and the tests emphasize economic principles and economic analysis. No make up exams will be given.

Some extra credit may be available. This will be discussed during the first week of class.

Students can choose from two grading options:

Option #1: You can have your grade computed on the basis of the two midterms and the graded assignments. Each of the midterms will have the same weight (about 45 percent of the course grade). This option is exercised by not taking the final exam.

Option #2: You can have your grade computed on the basis of your highest midterm score, the final exam, and the graded assignments. The final exam and the midterm will have the same weight (about 45 percent of your course grade). This option is exercised by taking the final exam. Note: This option is not best-two-out-of-three. If you take the final exam, it counts.

If you miss a midterm, you must take the final exam and receive a grade under Option #2. If you miss more than one midterm, or miss a midterm and the final exam, you will receive a "WU", "I", or "F" grade.

Students will be able to calculate their grade according to Option #1 prior to deciding whether to take the final.
Approximate Test Dates:
(Note: Midterm exam dates are tentative and are subject to change with notice.)

- First Midterm: February 2 (Wednesday)
- Second Midterm: March 7 (Monday)
- Final Exam: March 14 (Monday) 9:00 – 10:50 a.m.

Policy on Academic Dishonesty:
The University has a published policy on cheating and academic dishonesty. Students are expected to be familiar with the policy and to abide by it. Cheating will result in: 1) a zero score on the test and the loss of all grading options; and/or 2) an "F" grade for the course; and/or 3) referral to the Academic Vice President for expulsion from the University.

Accommodations for Students with Disabilities:
If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should either speak with me or SDRC. In addition, as Robinson Hall has no elevator and my office is on the second floor of Robinson Hall, I have an alternative location to meet students with mobility issues and will do so upon reasonable request. Such students dropping in during my office hours, should use the campus phone on the 1st floor of Robinson Hall to let me know that they need an alternative venue accommodation.

Practical Rules and Guidelines:

1. **THE 10-MINUTE RULE:** I will be here within the first ten minutes of class or I will be absent. Do not wait more than 10 minutes for me.

2. Exams and assignments are usually returned at the next class. **ALL EXAMS AND ASSIGNMENTS MUST BE PICKED-UP IN CLASS.** It is impractical for me to return papers in my office.

3. It is your responsibility to pick-up your exams and it is your responsibility to calculate your grade according to Option #1 (if desired). **I will not respond to telephone calls or e-mail requests for grades on uncollected materials, or to requests for your Option #1 grade when you have not picked up your exams.**

4. I cannot respond to e-mail requests for your midterm exams, final grades, reviews of what we have done in class over the last few weeks, etc. Use e-mail for an appropriate request, question, etc. **I will not open e-mails with attachments unless previously cleared with me.**

5. Simple calculators are allowed during the exam. Cell phones, PDAs, **graphing calculators**, and mini-computers are **not** allowed. **My Rule of Thumb:** If the screen on your calculator is wider than my index finger, it is not permitted during the exam.

6. Exam Rules: 
   a) Picture I.D. is required at all exams. 
   b) Do not share calculators during the exam. 
   c) No dictionaries are allowed during the exam. If you don't know a word, ask me. I will always explain the term unless it relates to the economic content of the question.

7. Scantron grading "errors" are always the result of poor erasing, stray marks, or inappropriate pencils (use a #2 pencil only). Avoiding these problems is your responsibility. I cannot correct these problems after exams have been returned and will not re-grade these errors.
Economics 3005
Macroeconomic Theory
Winter, 2005
Phone: (510) 885-3889
e-mail: tlima@csuhayward.edu

SYLLABUS

"The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking, which helps its possessor to draw correct conclusions."

--John Maynard Keynes

"Econ 3005 was hard work, but I am looking at the world in a completely different way than I did before."

--A former student of Prof. Lima's

Course Description

The objective of this course is to develop a thorough understanding of how a modern, developed economy works. We will focus on unemployment, inflation and economic growth in the short and long run. A considerable part of this course will be devoted to examining the roles of fiscal and monetary policy.

TEXT Robert J. Gordon, Macroeconomics, 9th edition (required)
Study Guide (strongly recommended)

GRADES

2 midterm exams (25% each)
1 final exam and class participation (40%)

Each of the three exams will consist of 25 multiple choice questions. You must bring an 8-1/2 x 11 brown Scantron to each exam. All exams are open book, open note. A calculator is not only allowed, but practically required. Bring your student ID card to all exams. You may be required to show it to take any exam in this course.

Whining about grades will not be tolerated.

Makeup exams will not be given. If you miss a midterm exam, it will simply not be counted in determining your final grade. You must take the final exam at the time it is scheduled. If you cannot be present at the final, you must notify me in advance. If you have a valid excuse (such as illness) for not taking the final, you will receive an incomplete. Otherwise, you will receive a grade of "F." I will not give any final exam before it is scheduled in this course. If your travel plans will force you to miss the final exam when scheduled, please do not take this course this summer.

Class attendance is not required, but is strongly recommended. Remember, we only have 20 class sessions. If you miss one class, that's 5 percent of the course. Three classes equals 15 percent. Try to attend every class if possible. Historically, those who have missed more than three classes often receive a D or F in this course.
The main purpose of the homework is to help you learn this material. There will be about eight assignments during the quarter. Each assignment will be due on Monday and returned on Friday. Homework solutions will be posted on the course web site.

Writing Policy

You are expected to read and write at a college level and to express consistent and logical arguments. You are expected to use correct grammar, spellings and usage in your written work. You may have your marks reduced for mistakes made in these areas. You are also expected to hand in high-quality, well-packaged, legible and aesthetically appealing assignments. Illegible work or answers that are difficult to follow will be graded down significantly. Neatness counts in all assignments and exams in this class. Even if English is not your first language, you are still expected to meet this requirement.

Note About Robinson Hall

My office is located on the second floor of Robinson Hall, the small building between the Music and Business building and the University Theater. This is the only building on campus that does not have an elevator. If you have difficulty climbing stairs for any reason, please make arrangements for us to meet somewhere other than in my office. (There is a campus telephone on the first floor of Robinson Hall near the pay telephone. Call 5-3889 and I will come downstairs.)

Study Groups

You are encouraged to form a study group for this class. The purpose of this group is so you can help each other learn the material. Discussion of homework assignments is one way of doing this. However, you will get the most out of these discussions if you have spent some time working on the assignment before the group meets. Based on my experience, three to five students is usually about the right number for this group. The other purpose of a study group is so you will have a backup resource if you should miss a class. The class notes are your single best learning tool in this course. If you do not have a complete set of notes, you will probably not get a very good grade. The best way to obtain a complete set of notes is to attend every single class, arriving on time and leaving when class is over. Copying class notes from someone in your study group is a poor second choice; however, it is sometimes necessary.

Academic Dishonesty

If I catch you cheating on an exam I will fail you for the entire course and place a letter in your academic file describing the incident. University policy states that if you receive two such letters, you will be expelled from school. Do not cheat.

The University has a published policy on academic dishonesty. Such dishonesty includes plagiarism, cheating, fabrication, forgery, etc. Severe sanctions will be used. Students are required to familiarize themselves with this policy and especially the meaning of each action covered under the policy. The policy is clearly spelled out in the University Catalog. Students are required to strictly adhere to the guidelines therein and accepted standards of honest conduct.

Course Web Site

Homework solutions, this syllabus, lecture notes and additional reading are available on the class web site. To get to this site, run your web browser software and open http://www.cbe.cshayward.edu/-alima. Click on the “Economics 3005” link. America On-Line users may have trouble accessing this site. I recommend either typing the address into AOL, Netfind or running an external browser such as Netscape or Internet Explorer. Please try to look at this site during the first week of classes so we can straighten out any problems early in the quarter.
Additional reading material will be posted frequently on the "What's New" page. You should check this page at least once a week for new material. Anything posted on the course web site may be included on exams.

**Reading Assignments**

Reading assignments should be completed prior to the lecture on the topic assigned. Homework is due when specified. Late homework will not be accepted under any circumstances. Exams will be held on the date given below.

**Contact Information**

During the first week of class please send me an e-mail listing your name, all your telephone numbers and all your e-mail addresses.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4</td>
<td>Introduction</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>January 11</td>
<td>The Income-Expenditure Model</td>
<td>Chs. 2, 3</td>
</tr>
<tr>
<td></td>
<td>National Income Accounting</td>
<td></td>
</tr>
<tr>
<td>January 18</td>
<td>The IS-LM Model</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>January 25</td>
<td>The IS-LM Model</td>
<td>Ch. 4, Ch. 5 appendix</td>
</tr>
</tbody>
</table>

**Midterm #1: Thursday, January 27**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1</td>
<td>Using The IS-LM Model</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>February 8</td>
<td>International Linkages</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>February 15</td>
<td>Aggregate Demand</td>
<td>Ch. 7</td>
</tr>
</tbody>
</table>

**Midterm #2: Thursday, February 17**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 22</td>
<td>Aggregate Demand</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>March 1</td>
<td>Aggregate Supply</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>March 8</td>
<td>Aggregate Supply</td>
<td>Ch. 8</td>
</tr>
</tbody>
</table>

**Final Exam: Thursday, March 17, 8:00 – 10:00 a.m.**

(Note: if your travel plans will not allow you to take the final examination when scheduled, please do not enroll in this section of this course.)
CSU Hayward
Macro-Economic Theory: ECON-3005 (30): Winter 2005
Dr. Lall B. Ramrattan

Days & Time: MW: 8:00 - 9:50PM; Room: AE 271
Phone: Bus.: (415) 489 6519; Home: (925) 779 9221; Email: Lallram@netscape.net
Office: AE 214: 5:30-6:00 pm. MW (and after class).

Readings:


Scope and Syllabus:
From the main text point of view, the authors say, “Our personal preference is to begin at the beginning and work through the entire book” (p. xviii). We will adopt that approach, which means that we will target discussions at the intermediate level towards National Income Accounting, Growth and Accumulation, Growth and Policy, Aggregate Supply and Demand, The Tradeoff Between Inflation and Unemployment, Income and Spending, Money, Interest, and Income, Monetary and Fiscal Policy, International Linkages, Consumption and Saving, Investment Demand, The Demand for Money, Fed, Money, and Credit, and Financial Markets, and International Adjustments.

From the reader text point of view, we will target discussions about methodologies, and macroeconomics concepts that are currently of paramount importance in the literature, such as interest rate volatility, bridging the short and long runs, the use of information in macroeconomic forecast, etc.

Prerequisites: As listed in the catalog: ECON 2301, 2302, with grade not lower than a "C" in 2302. (A)

Exams:
This course will have two major examinations, two quizzes, and several homework assignments, and two written papers on two topics from the reader, with the following characteristics. All make-ups will be towards the end of the course. I may waive the 2nd quiz if the class does well on the midterm. The overall grade is based on the absolute scale.

<table>
<thead>
<tr>
<th>Description</th>
<th>Weights</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First Quiz</td>
<td>25</td>
<td>Jan., 12</td>
</tr>
<tr>
<td>2. Midterm</td>
<td>100</td>
<td>Feb., 2</td>
</tr>
<tr>
<td>3. Second Quiz</td>
<td>25</td>
<td>Feb., 16</td>
</tr>
<tr>
<td>4. Final</td>
<td>100</td>
<td>Per University Schedule.</td>
</tr>
<tr>
<td>5. Homework</td>
<td>2 each</td>
<td>TBA</td>
</tr>
<tr>
<td>6. Two Papers on the Reader</td>
<td>25 points each</td>
<td>One due at the Midterm; the other, at the Final</td>
</tr>
</tbody>
</table>
SYLLABUS

Winter Quarter 2005

COURSE NUMBER/TITLE/CREDITS:

Econ 3005-95 – Macroeconomic Theory – 4 Units, Tuesday, 6:30 P.M. to 10:00 P.M. (Contra Costa Campus).

CATALOG DESCRIPTION:

Measurement and analysis of the determination of national income and employment; general price level; stabilization and growth. Prerequisites: Econ 2301, 2302, with grade not lower than “C” in 2302.

REQUIRED TEXTBOOK & MATERIALS:


INSTRUCTOR INFORMATION:

Jeffrey G. Woods, Ph.D.
School of Business & Economics
California State University – Hayward
Contra Costa Campus
4700 Ygnacio Valley Road
Concord, CA 94521-4525
Ph. 925-885-4684 ext. 1
E-mail: jgw56@juno.com
Home Ph. 925-609-7606

OFFICE HOURS:

Room: AE 214. Tuesday, 5:45 – 6:30 P.M.

GRADING:

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 - 69% = D
Below 60% = F

Final Grade Percentage = \( \frac{\text{Total Points Earned}}{\text{Total Possible Points}} \)
Total Possible Points = 120 + homework points

You can calculate your current grade at any point in time by plugging in the appropriate points into the above formula. Therefore, you should save all your tests and homework so you have the data available.

Page 2

**TESTS/MAKEUPS/ASSIGNMENTS:**

There will be four multiple-choice tests. Each test will include 40 questions. The final will not be comprehensive. I will drop your lowest test grade in calculating your final grade excluding the final exam. Make-up exams will not be given for any reason. If you miss an exam (excluding the final exam) the missed exam will be the one I drop in calculating your final grade. Late homework (no more than one week) assignments will receive half credit. Homework received more than one week late will not be accepted.

**ATTENDANCE POLICY:**

Attendance is mandatory. Students with one or less unexcused absence will receive the benefit of the doubt if their final grade is borderline. Excused absences will require documentation.

**TENTATIVE SCHEDULE**

**CHAPTER:**

1. The Science of Macroeconomics
2. The Data of Macroeconomics
3. National Income: Where it Comes From and Where it Goes
4. Money and Inflation
5. The Open Economy
   - Epilogue: What We Know, What We Don’t
6. Unemployment
   - Exam 1
7. Introduction to Economic Fluctuations
8. Unemployment
   - Exam 2
9. Stabilization Policy
10. Government Debt and Budget Deficits
   - Exam 3
11. Money Supply and Money Demand
12. Money Supply and Money Demand
   - Final Exam

*I hope you enjoy the course!*
Syllabus

Economics 3310-30
Money and Banking
Winter 2005

Said Haimor
Office: AE 305
Office hours: Monday 5:00-6:00PM
E-mail: sefhay2@hotmail.com

Final Exam: Monday, March 14, 2005; 7:00-8:50PM

Course Objective: The objective of this course is to introduce the student to current concepts and ideas in the financial markets and to develop a clear understanding of: the determination of interest rates, interactions between different financial institutions and the role of money and the federal reserve in the American financial system. Course topics will include: financial instruments and their purpose; aspects of portfolio management and people's demand for financial assets; interest rates and their determination; the operation and behavior of banks and other financial institutions; the money creation process; derivatives; and the international dimensions of banking and financial markets.


Evaluation: Two mid-term and a final examinations. Exact days of exams will be announced in class a week in advance. Exams are a combination of problem solving, true & false, and multiple-choice type of questions. I will not respond to any e-mail inquiring about the exams dates. Bring a calculator, Scantron (form No 882-E) and your student ID card to all exams.

Mid Term Exam (1): 30%.
Mid Term Exam (2): 30%
Final Exam: 40% (comprehensive).
All exams are closed books.

Although attendance doesn't figure in numerically in your grade, I strongly recommend attendance at all lectures because the tests emphasize material covered in lectures. Regardless of the attendance issue, students are responsible for all the assigned readings in addition to all the material covered in lectures. Make-ups will be given only for verified illness or cases cleared with me before the test. Any unexcused absence on any exam will result in a grade zero.

Preparing For Exams: The material for the questions in exams will be drawn from: assigned chapters in textbook, course lectures, material distributed in class, and article drawn from the Internet.

Reading: Two midterms and a final determine your grade. Your letter grade for the course will be based on the following scale:
Class Rules: No food (soft drinks are O. K.), No cell phones, No pagers. Don't come late or leave early.

Course Outline:

Selected section of the following chapters will be covered

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>1, 2, 3</td>
<td>Introduction</td>
</tr>
<tr>
<td>4, 5, 6, 7</td>
<td>Financial Markets</td>
</tr>
<tr>
<td>8, 9, 10, 11, 12, 13</td>
<td>Financial Institutions</td>
</tr>
<tr>
<td>14, 15</td>
<td>The Federal Reserve System</td>
</tr>
<tr>
<td>19</td>
<td>The foreign Exchange Market</td>
</tr>
<tr>
<td>20, 21</td>
<td>The international Financial System</td>
</tr>
<tr>
<td>27</td>
<td>Money and Inflation</td>
</tr>
<tr>
<td>28</td>
<td>Rational Expectations</td>
</tr>
</tbody>
</table>
Welcome to Money and Banking:

Life without money is hardly conceivable; by the same token, an economy, particularly a free-enterprise economy, without money, even if imaginable, is not sustainable. If the invention of wheel was the beginning of industry, the discovery of money was the beginning of economic prosperity. Because of money's extraordinary importance for the smooth functioning of a freedom-based economy, its mishandling or mismanagement can have catastrophic consequences for the society.

The subject you are going to learn about in this class is money with all its importance and consequences for the economic life of the nation. Here, you will learn about how money contributes to the smooth functioning of the ten-trillion-dollar U.S. economy; here, you will learn about functions, institutions, markets, and policies that deal with money, affect money, and, in turn, get affected by money. If you are a patient admirer of economic wonders, this is the place where you should be. Welcome to the wonderful world of Money and Banking.

II. Course Timeline and Schedule:

The following provides an overview of the work you are expected to do in this class. Please read relevant chapters of the textbook before they are covered in the class. Class lectures will highlight the important theories, concepts, and issues discussed in each chapter. Chapters in textbook are much more detailed and elaborate and contain a large amount of real-world data and cases. To be successful in the tests, you have to read the chapters of the textbook very carefully (at least twice) and retain the detailed information presented in each one of them.
Jan 05: Chapter 1: Introducing Money and the Financial System; Chapter 2: Money and the Payment System
Jan 12: Chapter 3: Overview of the Financial System; Weekly Diary 1 due
Jan 19: Chapter 4: Interest Rates and Rates of Return; Weekly Diary 2 due; First Quiz (Chapters 1, 2, 3)
Jan 26: Chapter 5: The Theory of Portfolio Allocation; Chapter 6: Determining Market Interest Rates; Weekly Diary 3 due
Feb 02: Chapter 7: Risk Structure and Term Structure of Interest Rates; Weekly Diary 4 due
Feb 09: Chapter 12: What Financial Institutions Do; Weekly Diary 5 due; Second Quiz (Chapters 4, 5, 6, 7)
Feb 16: Chapter 13: The Business of Banking; Chapter 14: The Banking Industry; Weekly Diary 6 due
Feb 23: Chapter 15: Banking Regulation: Crisis and Response; Chapter 17: The Money Supply Process; Weekly Diary 7 due
Mar 02: Chapter 19: Organization of Central Banks; Weekly Diary 8 due; Third Quiz (Chapters, 12, 13, 14, 15)
Mar 09: Chapter 20: Monetary Policy Tools; Weekly Diary 9 due
Mar 16: Final Examination (comprehensive), 6:30 PM-8:30 PM; Weekly Diary 10 due

III. Weekly Diaries of U.S. and World Monetary Events:

Weekly diaries are an important component of the class work. All weekly diaries have to be typed (single-spaced) and turned in on the due date (every day of the class-meeting, except the first meeting is a due date for the diaries). Hand-written and/or late diaries will not receive a grade. Each diary (circa 1200-1400 words) must contain at least ten entries, each annotated by the source from which the information was taken. Each entry, containing about 120-140 words, is expected to explain what monetary event (including market-induced events and policy measures) took place in the U.S. or in the rest of the world (particularly in Europe, Japan, China, Canada, and other G-8 countries), why it happened, what may be the implications of the event for the country concerned and the rest of the world, and what were some of the reactions/expectations of policy experts and other monetary pundits regarding the current and future state of affairs.

Grading of your weekly diaries will be based on the following criteria:

- Clarity of purpose (how close the event is followed; what questions were raised by the student, what answers were provided)
- Organization and format of the diary
- Writing skills reflected in the diary
- Richness of the content
- Evidence of critical thinking by the student
- Richness of facts and application of theories learned
- Efficient use of space in the diary
- Extent of personal engagement and enthusiasm

Each weekly diary should start with a title page, containing the title of the class, name of the student, name of the professor, the week of the quarter, and a list of sources, along with their publication dates, used in preparing the diary. Each weekly diary should be stapled together and turned in separately. No more than one weekly diary should be attached or stapled together.

As far as source material is concerned, only major financial publications are acceptable. Major financial publications for the purpose of this course include: The Wall Street Journal, New York Times, LA Times, The Business Week, Financial Times, The Economist, Forbes Magazine, Investors Daily, and other well-known Wall Street publications, such as News Letters published by major Investment Banking companies and research firms and institutions. Well-known Internet sites, such as those belonging to the Federal Reserves System, The White House, the U.S. Congress, the Labor Department, the U.S. Treasury, and major think tanks are also acceptable.

IV. Grading:

You final course grade will consist of the following components:

- First Quiz 50 points
- Second Quiz 50 points
- Third Quiz 50 points
- Diaries 150 points
- Final Exam 200 points

Total 500 points

Letter grading will be based on the following percentages of the final score:

- 100%-95%  A
- 94%-90%  A-
- 89%-86%  B+
- 85%-82%  B
- 81%-80%  B-
- 79%-76%  C+
- 75%-71%  C
- 70%-66%  C-
- 65%-60%  D+
- 59%-56%  D
- 55%-50%  D-
- 49% and lower  F

V. Dates to Remember:
VI. Modus Operandi:

1. No make-up tests will be given in cases other than severe illness or emergency. If you miss a quiz, you will miss the grade for that quiz.
2. No “Incompletes” will be assigned unless 60 percent of the course work has been completed with a grade B or better. Severe, documented illness is exempted from this rule.
3. The instructor may occasionally call roll. Your absence from class WILL have a negative weight on your grade.
4. Turn off your cell-phone prior to coming into the class.
5. No late or e-mailed work (diaries) will be accepted. The instructor reserves the right to reject diaries turned in for a student in her/his absence from the class.
6. If you have problems with any aspect of the class, please discuss them with your instructor as early in quarter as possible.
7. You may ask questions any time during the class.
8. You are encouraged to meet the instructor during his office hours and ask for clarification of the material of other issues related to the class.
9. REMEMBER: The key to success in this class is hard work, persistence, and positive attitude toward learning.
10. Grades are final and non-negotiable. All grades will be posted on BB.
11. You will pass the course only if you do the work required.
12. Be on time for the class. If you arrive late, please go to the library and read your book or work on your diary.
13. While in the class, avoid anything that might disrupt the lecture, such as talking to another student, making noise, or teasing and bothering other students. Violators of this rule will be dealt with according to university regulations.
14. For all tests you will need a scatron sheet (form 882), a calculator, and two sharp pencils.
15. No request for transfer of grade to another professor is accepted.
16. Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.
17. While in the class, be always ready to answer professor's questions; avoid shrugging off your shoulders and reacting indifferently to questions directed to you by the professor.
18. Keep your sense of humor and take interest in what happens in the class.
19. Regular attendance may be rewarded with extra credit points.
20. Work hard on your research paper and closely cooperate with your group to prepare the group presentation.
21- Make your presence in the class known by raising questions and making comments about the material covered in class or relevant issues discussed in the media and your diaries. This will also help you avoid feeling bored or falling asleep in the class.

22- If you follow these GOLDEN RULES, you will certainly enjoy the class and feel well-rewarded for the work you do.
This course is about Urban Economics. And urban economics is the application of economic theory and methodology to the study of cities and urban problems and developments.

Conventional economic theory studies economic activity without regard to the space in which such activity takes place. As such, conventional economic theory does not concern itself with the important questions of (i) why is there a need for the cities, or more specifically, what economic functions do cities and urban areas perform? (ii) How and why households and firms make decisions to locate in certain areas and not in others? (iii) Why some cities grow and prosper while others decline and decay? And (iv) what are the positive and negative externalities that arise from city life and development?

By endogenizing space and location as a decision variable, urban economics enriches economic theory and expands its analytical horizon. The focal issue in urban economics, and in this class, is the city. Here, you will study how cities develop, what economic functions they perform, how they are managed, and how they are affected by policies designed and implemented by public authorities. These are important questions, particularly in the light of the fact that the overwhelming majority of the population and the largest shares of the national income and wealth in the developed world are concentrated in cities. In addition to dealing with these questions, you will also take imaginary trips to the poor parts of the world and learn about the staggering urban problems and challenges they face.

Please be ready to work hard and learn a lot in this class. The quality of your experience in this class will depend, to a large extent, on your own effort and willingness to learn. The instructor is there to help you, to guide you, and to motivate you, but he will function mostly as a facilitator, a moderator. Class lectures will deal with theory and model-building in urban economics. Real-world issues and problems will be presented
and discussed by the students. Regular attendance is highly important and recommended because class discussions, questions, and debates will be part of the tests and final examination.

II. Weekly Class Timeline and Topics Covered:

Jan 03-Jan 07: Chapter 1: Introduction
Jan 10-Jan 14: Chapter 2: Why Do Cities Exist? Presentation Form due (Jan 14)
Jan 19-Jan 21: Chapter 3: Big Cities and Small Cities (Jan 17 Martin Luther King Day; University closed)
Jan 24-Jan 28: Chapter 4: Where Do Firms Locate? First Test (Chapters 1, 2, 3); Beginning of group presentations
Jan 31-Feb 04: Chapter 5: Market Areas and Central Place Theory; Presentations
Feb 07-Feb 11: Chapter 6: Urban Economic Growth; Presentations
Feb 14-Feb 18: Chapter 7: Introduction to Land Rent; Presentations
Feb 21-Feb 25: Chapter 8: Land Use in the Mono-centric City; Presentations; Second Test (Chapters 4, 5, 6, 7)
Feb 28-Mar 04: Chapter 9: Land Use in Modern Cities; Presentations
Mar 07-Mar 11: Chapter 10: Land-Use Controls and Zoning
Mar 14-Mar 18 Final Exams

III. Individual Research Project and Group Presentations:

Individual research and group presentations constitute an important part of the class work and assessment (36% of the overall final score). For this purpose, the class will be divided into 10 to 12 groups of 3-4 members. The number of participants in a group may not exceed 4. Groups will be organized around a moderator, who will be chosen by the instructor (preferably on a candidacy basis) on the second day of the class meeting (there will be need for at least 10 moderators, 5 male and 5 female). Each group will be assigned a research topic from the list of topics provided by the instructor. The assignment of the topics will be based on a lottery drawn during the second meeting of the class on January 5. Each member in a group has two duties to perform: First, writing an individual research paper; and second, cooperating with other group members to prepare the group presentation. Thus, each individual member is required to 1) conduct and gather material for his/her own research project, 2) coordinate and integrate his/her main research findings with that of other group members to produce a single PowerPoint Presentation to be presented to the class during a 20-minute presentation time, and 3) submit a well-conceived, well-written research paper consisting of 10 pages (double spaced) of solid research findings (including the title page, a table of contents, the research body, conclusions/summary, and MLA-based footnotes and bibliography). For presentation purposes, in addition

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1 If writing a research paper is new to you, please consult the following book for general information about how to start and end writing your paper: The Bedford Handbook, by Diana Hacker, 5th edition, Part IX. For ideas about what a research paper in economics must contain (and not contain) consult: Economical Writing, by Deirdre N. McCloskey, 2nd ed. To save time and work efficiently, please consult these two sources before you start working on your research.
to a moderator, a group must have two or three presenters and a commentator. Since the size of the groups is small, each member will have to perform more than one of these functions.

To ensure work efficiency, members of a group are expected to make use of the principles of division of labor and cooperation and meet with each other on a regular basis (at least 5 times during the Quarter) to discuss their progress and integrate their research findings into the group PowerPoint presentation. Groups are encouraged to make an appointment with the instructor to discuss their topic and receive helpful hints on how to deal with the topic. Each group as a whole and its moderator in particular will be held responsible for any free-riding or shirking effort made by any member. Free-riding and/or shirking, when observed, must be promptly reported to the instructor, so that he can take corrective steps. The instructor requires that moderators of the groups keep a log of the time and place of the group’s meetings. The log must contain the signature of members present in the meeting and be turned in to the instructor on the day of the presentation along with a desk copy of the group presentation. PowerPoint presentations will be posted on the Black-Board for the class to view and use for exam preparation.

After topic assignment, members of each group are expected to initially conduct their own preliminary research of the topic to develop a general idea about the topic and about which aspect of the topic he/she wants to specialize in. At this stage, you may want to use the Internet to check the width and breadth of the topic. In the second stage, the original topic may be divided into three to four subtopics, each of which will become the specialized area of an individual member. Following this step, each group’s moderator must organize a meeting of all group members during which they discuss and decide the division of the topics. This step should be accomplished prior the end of the second week of the Quarter.

Assessment of group presentations and individual research papers will be based on the following criteria:

- Clarity of purpose (how close the assignment was followed; what questions were raised, what answers were provided)
- Organization, cooperation, and cohesion of the group work and presentation
- Organization of presentation and format of the paper
- Oral skills shown during presentation
- Writing skills shown in the paper
- Richness of content (for both presentation and the paper)
- Evidence of critical thinking
- Richness of facts and theories presented
- Efficient use of time (during presentation) and space (in the paper)
- Defense of the findings and response to questions

Presentation dates will have to be chosen by the groups (these dates may be changed by the instructor for organizational reasons). The final draft of the research paper will be due on the last day of the class meeting, March 11, 2005. No late presentations or papers will be accepted.
Papers failing to meet requirements of academic writing will not be considered for grading. Papers showing evidence of plagiarism will be rejected and can even nullify a student’s presentation grade. You are required to keep a dated copy of your term paper (signed by the instructor) and presentation in your class folder. You may be asked to turn in these copies in to the instructor on a later date.

IV. Tests and Final Examination:

To pass the class, you are required to pass two midterm tests and a final examination. The final examination will be comprehensive. The two midterm tests and the final examination will consist of short-essay questions true/False questions, and definitions of terms and concepts discussed in the book and in the class, including ideas and concepts discussed during group presentations.

V. Grading:

You final course grade will consist of the following components:

- First Midterm  70 points
- Second Midterm 70 points
- Presentation  90 points
- Research Paper 90 points
- Final Exam 180 points

Total 500 points

Letter grading will be based on the following percentages of the final score:

- 100%-95% A
- 94%-90% A-
- 89%-86% B+
- 85%-82% B-
- 81%-80% B-
- 79%-76% C+
- 75%-71% C
- 70%-66% C-
- 65%-60% D+
- 59%-56% D
- 55%-50% D-
- 49% and lower F

VI. Dates to Remember:

- Formation of Groups January 5
- Topic Assignment January 5
- Presentation Forms Due January 14
• Presentations Begin: January 28
• First Test: January 26
• Second Test: February 23
• Paper Due: March 11
• Final Exam: March 14, noon-1:50 PM

VII. Modus Operandi:

1. No make-up tests will be given in cases other than severe illness or emergency. If you miss a quiz, you will miss the grade for that quiz.
2. No "Incompletes" will be assigned unless 60 percent of the course work has been completed with a grade B or better. Severe, documented illness is exempted from this rule.
3. The instructor may occasionally call roll. Your absence from class WILL have a negative weight on your grade.
4. Turn off your cell-phone prior to coming into the class.
5. No late or e-mailed work (paper of presentation) will be accepted. If you miss class on the day of your presentation, you will lose the grade for this activity.
6. If you have problems with any aspect of the class, please discuss them with your instructor as early in quarter as possible.
7. You may ask questions any time during the lectures.
8. You are encouraged to meet the instructor during his office hours and ask for clarification of the material of other issues related to the class.
9. REMEMBER: The key to success in this class is hard work, persistence, and positive attitude toward learning.
10. Grades are final and non-negotiable.
11. You will pass the course only if you do the work required.
12. Be on time for the class. If you arrive late, please go to the library and read your book or work on your assignments.
13. While in the class, avoid anything that might disrupt the lecture, such as talking to another student, making noise, or teasing and bothering other students. Violators of this rule will be dealt with according to university regulations.
14. For all tests you will need a bluebook, a calculator, and two sharp pencils.
15. No request for transfer of grade to another professor is accepted.
16. Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.
17. While in the class, be always ready to answer professor's questions; avoid shrugging off your shoulders and reacting indifferently to questions directed to you by the professor.
18. Keep your sense of humor and take interest in what happens in the class.
19. Regular attendance may be rewarded with extra credit points.
20. Work hard on your research paper and closely cooperate with your group to prepare the group presentation.
21. Make your presence in the class known by raising questions and making comments about the material covered in class or relevant issues discussed in the media. This will also help you avoid feeling bored or falling asleep in the class.
If you follow these GOLDEN RULES, you will certainly enjoy the class and feel well-rewarded for the work you do.
The following list contains a few of the sources that you may want to check out for the purpose of deepening your understanding of the topics discussed in Econ 3500. The list may also help you get started with gathering material for your research project.


List of Presentation/Research Topics
Economics 3500
Winter 2005
Dr. Yaar

1. History of Urbanization and Urban Development in the United States of America
2. Urban Problems in Latin America
5. Effects of Urbanization on Natural and Environmental Resources.
7. The Housing Market in San Francisco-Bay Area.
10. Urbanization Trends and Problems in Less Developed Countries.
13. European Cities and Urban Centers During the Middle Ages.
15. City Planning and Management.
17. Urbanization and Urban Problems in Mexico.
18. Urbanization and its Consequences in India.
22. The Effects of Sport Stadiums on City Growth: Pro and Cons.
Group Presentation Form  
Economics 3500  
Dr. Yaar  

This form has to be filled out during the first meeting of the Group. The group’s moderator is responsible for turning in the form to the instructor no later than January 14. (Please write legibly in block letters, using a ball-point pen.)  

Topic Assigned:  

Group Members:  

Moderator:  

Presenters:  

Commentator:  

Preferred Date of Presentation:  

Evaluation of the Presentation:  

• Clarity of purpose (how close the assignment was followed; what questions were raised, what answers were provided)  

Excellent ____ Good ____ Fair ____ Unsatisfactory ____  

• Organizational skills, cooperation, and cohesion of the group work and presentation  

Excellent ____ Good ____ Fair ____ Unsatisfactory ____  

• Organization and format of presentation  

Excellent ____ Good ____ Fair ____ Unsatisfactory ____  

• Oral skills shown during presentation  

Excellent ____ Good ____ Fair ____ Unsatisfactory ____

10
• **Use of Technology and Visual Aids**

Excellent _____ Good ____ Fair ____ Unsatisfactory ____

• **Richness of content of presentation**

Excellent _____ Good ____ Fair ____ Unsatisfactory ____

• **Evidence and Extent of critical thinking**

Excellent _____ Good ____ Fair ____ Unsatisfactory ____

• **Richness of facts, statistics, and theories presented**

Excellent _____ Good ____ Fair ____ Unsatisfactory ____

• **Efficient use of time**

Excellent _____ Good ____ Fair ____ Unsatisfactory ____

• **Strength of Argument and response to questions**

Excellent _____ Good ____ Fair ____ Unsatisfactory ____

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**Assessment of the Overall Performance:**
Individual Research Paper Form
Economics 3500
Dr. Yaar

This form has to be filled out by the student and turned in to instructor no later than January 14. (Please write legibly in block letters, using a ball-point pen.)

Name: ____________________________

Topic Assigned:

Brief Description of the Research Agenda and Methodology:

Evaluation by Instructor:

- Clarity of purpose (how close the assignment was followed; what questions were raised, what answers were provided)

  Excellent ______ Good ______ Fair ______ Unsatisfactory ______

- Relevance, consistency, and cohesion of the material

  Excellent ______ Good ______ Fair ______ Unsatisfactory ______
• **Organization and format of the paper**

Excellent ____ Good ____ Fair ____ Unsatisfactory ____

• **Use of Visual tools and statistics**

Excellent ____ Good ____ Fair ____ Unsatisfactory ____

• **Writing skills shown in the paper**

Excellent ____ Good ____ Fair ____ Unsatisfactory ____

• **Richness of content**

Excellent ____ Good ____ Fair ____ Unsatisfactory ____

• **Evidence and Extent of critical thinking**

Excellent ____ Good ____ Fair ____ Unsatisfactory ____

• **Richness of facts and theories presented**

Excellent ____ Good ____ Fair ____ Unsatisfactory ____

• **Efficient use of space**

Excellent ____ Good ____ Fair ____ Unsatisfactory ____

• **Consistency and relevance of research findings**

Excellent ____ Good ____ Fair ____ Unsatisfactory ____

**Assessment of the Overall Performance:**
Text Reading Assignments

The following reading assignments are from the textbook. They generally follow the order that topics will be taken up in class. The assignments are tentative and may be changed or modified to accommodate the schedule. All changes will be announced in class. The reading assignments are due at the time of the midterms. (Note: Appendices and case studies are not covered on the exams. The capstone case is not assigned.) The exam status of the "box" discussions will be addressed in class prior to the midterms.

Keep this list through the quarter.

- Chapter 1: pp. 2-9
- Chapter 2: pp. 14-19
- Chapter 3
- Chapter 6: pp. 143-145
- Chapter 19: pp. 514-533
- Chapter 8: pp. 213-217
- Chapter 18: pp. 488-503 (Covered in Reading only)
- Chapter 21: pp. 575-586
- Chapter 4: pp. 74-93
- Chapter 5: pp. 106-111; and 117-129
- Chapter 6: pp. 136 - 143; and 146-150
- Chapter 10: pp. 255-272
- Chapter 11: pp. 280-289
- Chapter 12: pp. 302-310
- Chapter 15: pp. 402-409
- Chapter 16: pp. 418-426
Winter 2005

Economics 3551
Managerial Economics
Professor: Dr. James Ahiakpor
jahiakpor@csuhayward.edu

Office: MB 2119
Phone: (510) 885-3137
Office Hours: W: 10:30–11:30 a.m. & 5:00–6:00 p.m., or by appointment.


Supplementary: Study Guide to Managerial Economics.

Course Description:

The principal aim of this course is to help students understand some of the key problems faced by decision-makers in business enterprises and the techniques used to handle them.

Prerequisites:

Please be sure that you have the prerequisites for the course: “Econ 2301 and Stat 2010, and/or concurrent Math 1820 or 1305.” Your enrollment in the course will be cancelled if you are found not to have the prerequisites.

Course Requirements:

Your performance in this course will be assessed through the following means:

1. Mid-term Examinations (2) 60%
2. Final Examination (comprehensive) 40%

Specific dates for the mid-term examinations will be announced in class. Please check the University schedule for the final examination date. Please be sure to take the tests on their specified dates. You will not be allowed to take a test if you arrive 30 minutes after it has started. Excuses or requests for make-ups (other than a medical emergency supported by a doctor’s note) are not accepted.

Tests will be a combination of true-or-false and multiple-choice questions. These are designed mainly to test students’ understanding of course material and their ability to analyze business problems, using tools learned in the course. Please be sure to return mid-term exams one week after they have been graded and given back to you. Otherwise, each costs you 5 percentage points off your average score for the course.

Econ3551-W05
ACADEMIC DISHONESTY:

The University has a published policy on academic dishonesty, including cheating or attempting to cheat. Please refer to the University Catalog 2004–2006, pages 85–86 for details and sanctions that may be imposed on violators. In short, the prospective gains are not worth the costs, including receiving an F for the course or expulsion from the University!

Course Outline:

1. Introduction to Managerial Economics: Text Ch.1.
3. Demand Theory: Text, Ch. 3.
5. Market Structures: Text, Ch. 10.
6. Oligopoly and Strategic Behavior: Text, Chs. 11 & 12.
7. Pricing Techniques: Text, Ch. 13.
8. Government and Business Regulation: Text, Ch. 17.
Syllabus

Economics 3551-30
Managerial Economics/strategy
Time: Tuesday: 7:00 – 10:00 PM
E-mail: sefhay@hotmail.com
Said Haimor
Office: AE 305
Office hours: Tuesday 6:00-7:00PM
Phone: (510) 885 3825 Ext 2 (leave a message)
Final Exam: Tuesday, March 15, 2005, 7:00 – 8:00 PM

Course Objective: In this course, students will be introduced to the applied branch of microeconomics. The course will focus on concepts and tools used by analysts, managers, and consultants in the private, public, and non-profit sectors of the economy. Topics to be covered: Demand and forecasting, production and costs, pricing output decisions, price and output determination under different market structures, and long term investment decision and risk management.


Study Guide: Managerial Economics: Prepared by Richard D. Marcus; Thomson South Western; 2005; (optional)

Evaluation: Two mid-term and a final examinations. Exact days of exams will be announced in class a week in advance. Exams are a combination of problem solving, true & false, and multiple-choice type of questions. I will not respond to any e-mail incurring about the exams dates. Bring a calculator, Scantron (form No 882-E) and your student ID card to all exams.

Mid Term Exam (1): 30%
Mid Term Exam (2): 30%
Final Exam: 40% (comprehensive).
All exams are closed books.

Although attendance doesn't figure in numerically in your grade, I strongly recommend attendance at all lectures because the tests emphasize material covered in lectures. Regardless of the attendance issue, students are responsible for all the assigned readings in addition to all the material covered in lectures. Make-ups will be given only for verified illness or cases cleared with me before the test. Any unexcused absence on any exam will result in a grade zero.

Preparing For Exams: The material for the questions in exams will be drawn from: assigned chapters in textbook, course lectures, material distributed in class, and article drawn from the Internet.

Grading: Two midterms and a final determine your grade. Your letter grade for the course will be based on the following scale:

A 93-100, A- 90-93, B+ 87 – 90, B 83 – 87, B- 80 –83, C+ 77 – 80, C 73 – 77, C- 70 -73,
D+ 65 – 70, D 55 – 65, F below 55
Class Rules: No food (soft drinks are O.K.). No cell phones. No pagers. Don’t come late or leave early.

Course Outline:

Selected section of the following chapters will be covered

<table>
<thead>
<tr>
<th>Topics</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction &amp; Fundamental Economic Concepts</td>
<td>Ch. 1,2</td>
</tr>
<tr>
<td>2. Demand Analysis (Theory, estimation, forecasting)</td>
<td>Ch. 3,4</td>
</tr>
<tr>
<td>4. Production &amp; Cost theory (General review of selected sections)</td>
<td>Ch. 7,8,9</td>
</tr>
<tr>
<td>5. Pricing &amp; Output Decisions</td>
<td>Ch. 10, 11</td>
</tr>
<tr>
<td>6. Price &amp; Output Determination</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>7. Pricing Techniques and Analysis</td>
<td>Ch. 14</td>
</tr>
</tbody>
</table>
Economics 3551-90 Managerial Economics and Strategy
Winter 2005 T, TH 12:30 PM-2:20 PM, CCLB 250

Instructor: Dr. Yaar
Office: LB 240
Phones: CCC (925) 602-6700; Hayward (510) 885-3825
E-mail: yaar@yaarnet.com
Office Hours: T 11:20 AM–12:20 PM and by Appointment
Textbook: Managerial Economics, Mark Hirschey, 10th Ed.
Supplement: Study Guide to Managerial Economics (required)
Course Activities: Lectures, Business Problem-Solving, Homework Assignments, Tests, and Reading Assignments

I. Welcome to Economics 3551 and its Requirements:

Welcome to Economics 3551. Here, you will learn how to work with some of the most useful concepts and tools of economic theory and methodology. The class will teach you the application of economic theory and methodology to business and administrative problems and decision-making. The ability to apply economics to business and administrative problems and decision-making situations is a valuable expertise/asset that tremendously improves your chances of success in business as well as in public and private life. To be successful and better appreciate the material offered in this course, you have to have a solid background in basic economic theory and mathematics. This means that in order to take advantage of this class you have to have successfully completed the pre-requirements of the class, which are Economics 2301 and Stat 2010 or Math 1820/1305. Without having completed these requirements, your chances of success in this class are restricted and you will have a hard time following, enjoying, and even passing the class. On the other hand, if you know basic microeconomics (or are confident that can you invest the time and energy needed to learn it) and have the skills and the interest to work with mathematical problems, this is where you belong to, and I welcome you to the class.

II. Course Timeline and Textbook Material Covered:

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 04</td>
<td>Chapter 1: The Nature and Scope of Managerial Economics</td>
</tr>
<tr>
<td>Jan 06</td>
<td>Chapter 2: Economic Optimization</td>
</tr>
<tr>
<td>Jan 11</td>
<td>Economic Optimization continued</td>
</tr>
<tr>
<td>Jan 13</td>
<td>Chapter 3: Demand and Supply</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Demand and Supply continued</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Chapter 4: Demand Analysis</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Chapter 7: Production Analysis and Compensation Policy</td>
</tr>
<tr>
<td>Jan 27</td>
<td>Production Analysis continued; First Midterm Test (Chapters 1, 2, 3)</td>
</tr>
</tbody>
</table>

1 At your own risk, you may use any standard managerial economics textbook to prepare for the tests; but the instructor highly recommends the textbook he has adopted for the class. The tests will be based on the material presented in this textbook.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 01</td>
<td>Chapter 8: Cost Analysis and Estimation</td>
</tr>
<tr>
<td>Feb 03</td>
<td>Cost Analysis continued</td>
</tr>
<tr>
<td>Feb 08</td>
<td>Chapter 10: Perfect Competition and Monopoly</td>
</tr>
<tr>
<td>Feb 10</td>
<td>Perfect Competition and Monopoly continued; <strong>Second Midterm Test</strong> (Chapters 4, 7, 8)</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Chapter 11: Monopolistic Competition and Oligopoly</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Monopolistic Competition and Oligopoly continued</td>
</tr>
<tr>
<td>Feb 22</td>
<td>Chapter 12: Pricing Practices</td>
</tr>
<tr>
<td>Feb 24</td>
<td>Pricing Practices continued</td>
</tr>
<tr>
<td>Mar 01</td>
<td>Chapter 14: Risk Analysis; <strong>Third Midterm</strong> (Chapters 10, 11, 12)</td>
</tr>
<tr>
<td>Mar 03</td>
<td>Risk Analysis continued; Chapter 15: Capital Budgeting</td>
</tr>
<tr>
<td>Mar 08</td>
<td>Capital Budgeting continued</td>
</tr>
<tr>
<td>Mar 10</td>
<td>Review and Preparation for the Final</td>
</tr>
<tr>
<td>Mar 17</td>
<td><strong>Final Exam, Noon to 1:50 PM</strong></td>
</tr>
</tbody>
</table>

### III. Three Quizzes and Final Examination:

The three midterm tests and the final examination will be based on the material covered in the textbook. To be successful in these tests, students must carefully read the assigned chapters of the textbook, review and solve end-of-the-chapter problems, and review questions and problems in the Study Guide. Because of the multiplicity of issues discussed and diversity of problem-scenarios possible, relying on instructor’s lectures alone, without reading and understanding theories and problems discussed in the textbook, is a recipe for failure. Each midterm test has a weight of 50 points (of the final score of 500 points). The final exam, which is comprehensive, will carry a weight of 200 points. All tests will consist of multiple-choice, short-essay, true/false, and problem-solving questions. Each of the quizzes will have at least 20 multiple-choice questions and three or more short-essay/problem-solving questions. The final exam will consist of up to 40 multiple-choice questions and 5 problems or essays. To take the tests, you will need a small bluebook, a scantron answering sheet (form 882), a calculator, and pencils. To successfully prepare for the tests, you must attend the lectures on a regular basis, read the relevant chapters of the textbook (at least twice), workout the problems in the study guide, solve the problems in the practice tests posted on the BB, and work in groups of less than five. No make-ups will be given for the midterm tests. The dates of the midterm tests may change, depending on the circumstances of the class. If this happens, you must be able to accommodate such a change in the schedule. No special accommodations can be made if you can't adjust your schedule to the new test date.

### IV. Homework Assignments:

Homework assignments consist of ten problem sets, each set consisting of several end-of-the-chapter problems of the textbook. If solved satisfactorily, each set will receive 15 points of a total of 150 points. All assignments should conform to the format described in this syllabus. Each assignment should start with a title page containing information about the assignment number, chapter of the textbook to which the assignment pertains, problem-number in the textbook, the name of the class, name of the student, and quarter of the academic year (see the attachment). Each assignment must be turned in separately. Never staple more than one
assignment together. Assignments without a title page and assignments that are not stapled together will not earn any grade. Make copies of your assignments, before you turn them in to the instructor. The instructor will not return your assignments back to you. He may ask you any time during the quarter to furnish him with an additional copy of your assignment. If your grade for an assignment does not appear on the BB, you have one week from the due date of that assignment to correct the situation. Later complaints about a missing grade will not be considered by the instructor. If any extra credit assignments are given, make sure that you turn them separately and do not attach or staple them with any other homework or assignment.

Solutions to homework-assignment problems should be detailed, clean, well-organized, and stapled together. Mathematical solutions should be accompanied be meaningful verbal explanations. Answers such as “yes” or “no” are not acceptable; explanations are needed! Assignments should be either typed or written legibly with a ballpoint-pen or any other pen other than a pencil. No late assignments are accepted. Assignments will not be returned to the students, unless they are not acceptable to the instructor, in which case no grade will be assigned to the returned assignment. To repeat was said before: Make copies of your assignments for your personal file. You may ask questions about the assignments after you have turned them in. Your assignment grades, as all your other grades, will be posted on the BB. The Study Guide to the textbook provides you with valuable assistance in solving the assignments. Your homework assignments and their due dates are as follows:

- Assignment # 01: Chapter 2: Problems P2.2, P2.3, P2.4, P2.5, P2.6; Jan 13
- Assignment # 02: Chapter 2: Problems P2.7, P2.8, P.2.9, P2.10; Jan 20
- Assignment # 03: Chapter 2 (page 64) Problem A2.1; Chapter 3: Problems P3.1, P3.2, P3.3, P3.5; P3.6, Jan 27
- Assignment # 04: Chapter 3: Problems P3.8, P3.10; Chapter 4: P4.1, P4.2, P4.4, P4.5; Feb 3
- Assignment # 05: Chapter 4: Problems P4.6, P4.7, P4.8, P4.9, P4.10; Feb 10
- Assignment # 06: Chapter 7: Problems P7.4, P7.6, P7.7, P7.8, P7.9; Feb 18
- Assignment # 07: Chapter 8: P8.1, P8.5, P8.6, P8.7, P8.8; Feb 25
- Assignment # 08: Chapter 8: P8.9, P8.10; Chapter 10: Problems P10.3, P10.5, P10.6; March 3
- Assignment # 09: Chapter 10: Problems P10.8, P10.9, P10.10; Chapter 11: Problems P11.4, P11.5; March 10
- Assignment #10: Chapter 11: Problems P11.5, P11.6, P11.7, P11.9, P11.10; Chapter 12: Problems P12.7, P12.8, P12.9; March 17

V. Grading:

Your final course grade consists of the following components and weights:

- Three Quizzes (each 50 points) 150 points
- Ten Homework assignments 150 points
- Final Exam (comprehensive) 200 points

Total 500 points
Letter grading will be based on the following percentages of the final score:

- 100%-95% A
- 94%-90% A-
- 89%-86% B+
- 85%-82% B
- 81%-80% B-
- 79%-76% C+
- 75%-71% C
- 70%-66% C-
- 65%-60% D+
- 59%-56% D
- 55%-50% D-
- 49% and lower F

VI. Modus Operandi:

1- No make-up tests will be given in cases other than severe illness or emergency. If you miss a quiz, you will miss the grade for that quiz.

2- No "Incompletes" will be assigned unless 60 percent of the course work has been completed with a grade B or better.

3- The instructor may occasionally call roll. Your absence from class WILL have a negative weight on your grade.

4- Turn off your cell-phone inside the class.

5- No late or e-mailed homework assignments are accepted.

6- If you have problems with any aspect of the class, please discuss them with your instructor as early in quarter as possible.

7- You may ask questions any time during the lectures.

8- You are encouraged to meet the instructor during his office hours and ask for clarification of the material of other issues related to the class.

9- REMEMBER: The key to success in this class is hard work, persistence, and positive attitude toward learning.

10- Grades are final and non-negotiable. Using pressure tactics or intimidating the instructor to enhance your grade is unethical and un-academic. You are expected to avoid using such methods.

11- You will pass the course only if you do the work required.

12- Be on time for the class. If you arrive late, please go to the library and read your book or work on your assignments.

13- While in the class, avoid anything that might disturb the lecture, such as talking to another student, making noise, or teasing and bothering other students. Violators of this rule will be dealt with according to university regulations.

14- For all tests you will need a bluebook, a scantron answering sheet (form 882), a calculator, and two sharp pencils. Keep the scantron clean and unfolded.

15- No request for transfer of grade to another professor in accepted.
16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.

17- While in the class, be always ready to answer questions posed by the professor; avoid shrugging off your shoulders and reacting indifferently to questions directed to you by the professor. If you feel you cannot work productively with this professor, consider taking the class with someone you find more palatable to your style.

18- Keep your sense of humor and take interest in what happens in the class.

19- Regular attendance may be rewarded with extra credit points.

20- No special accommodations can be made for missed classes, missing homework assignments, or quizzes.

21- If you understand and follow these GOLDEN RULES, you will certainly enjoy the class and feel well-rewarded for the work you do.

22- If you feel the rules laid out in this syllabus are too tough for you to follow, discuss your feelings with the instructor. Once you decide to stay in the class, you implicitly agree with the conditions set in this document.

A Word of Advice: Time is the most valuable, the most scarce and the most perishable asset of your life. If you spend it on this class, please spend it efficiently and try to make the most out of it. The material in this class will provide you with some clues on how to achieve efficiency while using your valuable, scarce resources, including time!
Economics 3551
Winter 2005
CSUH
DR. Yaar

Homework Assignment # 000

Due Date: Jan 00, 20...

Chapter 1: Problems P1.2, P1.3, ...
Chapter 2: Problems P2.3, P2.5, ...

Name: Student
NET-ID: 00000
There will be a midterm, a final and a paper (with presentation) in this class. The midterm will count for 30% of your grade, the final will count for 40% of your grade, the paper will count for 20% of your grade and the presentation will count for 10% of your grade. Make-up exams will only be given upon presentation of a physician’s excuse.


Reading List

<table>
<thead>
<tr>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
</tr>
<tr>
<td>II. Basic Probability and Probability Distributions</td>
</tr>
<tr>
<td>III. Expectations and Multivariate Distributions</td>
</tr>
<tr>
<td>IV. Sampling and Sampling Distributions</td>
</tr>
<tr>
<td>V. Hypothesis Testing and Estimation</td>
</tr>
</tbody>
</table>

Midterm Exam: February 7, 2005

VI. Simple Linear Regression | 9, 10 |
VII. Multiple Regression | 11, 12 |
VIII. Estimation Problems | 13, 14 |
IX. Simultaneous Equations, Dummy Dependent Variables | 15, 16 |
X. Time Series, Panel Data | 17, 18 |

Final Exam
Economics 4710
Seminar: International Economic Development
Professor: Dr. James Ahiakpor
jahia@csuhayward.edu

Office: MB 2119
Phone: 881-3137
Office Hours: R: 4:00–5:00 p.m. or by appointment.

Course Description:

The purpose of this course is to help students to gain an overall knowledge of economic conditions and problems in the less developed countries. The course surveys the main theories or explanations of the relative poverty of nations. Topics covered include the nature and causes of poverty, income distribution, the role of savings, agriculture, industry, and trade in the process of economic development.


References: Students may find the following supplement useful:

Study Guide and Workbook by Bruce Bolnick.

Prerequisite:

Please be sure that you have the prerequisite for the course: Econ 2301 (Principles of Microeconomics. Your enrollment in the course will be cancelled if you are found not to have the prerequisite.

Course Requirements:

Your performance in this course will be assessed as follows:

1. Quizzes (2) 30%
2. Mid-term Examination 30%
3. Final Examination (Comprehensive) 40%

The examinations will be a combination of True/False and essay questions. These are designed mainly to test students' ability to analyze issues.

Dates for the examinations will be announced in class. Excuses for not writing the exams on their scheduled dates (other than a medical emergency certified by a doctor's note) are not accepted.

4710W05
ACADEMIC DISHONESTY:

The University has a published policy on academic dishonesty, including cheating or attempting to cheat. Please refer to the University Catalog 2004–2006, pages 85–86 for details and sanctions that may be imposed on violators. In short, the prospective gains are not worth the costs, including receiving an F for the course or expulsion from the school!

Course Outline:

1. Introduction: Studying Economic Development.
   Perkins, et al., Ch. 1.

2. Poverty and Income Distribution
   Perkins, et al., Ch. 4.

3. Theories of Economic Development.
   Perkins, et al., Chs. 2 & 3.

   Perkins, et al., Chs. 11 & 13.

5. Foreign Capital and Economic Development.

   Perkins, et al., Chs. 8 & 9.

7. Agriculture and Industry in Economic Development.
   Perkins, et al., Chs. 15 & 17.

   Perkins, et al., Ch. 18.

9. Competing Perspectives on Development Policy: Central Planning vs Free Enterprise
   Perkins, et al., Ch. 5
   Milton and Rose Friedman, Free to Choose (1979), Chs. 1 & 2.
Economics 6101
Graduate Micro Theory

Lynn Paringer
Winter, 2005

Course Outline

Office: TR657A
Phone: 510 885-3986
E-mail: lparinge@csuhayward.edu

Office Hours: Monday 9:30 – 10:30
5:30 – 6:30
Wednesday, 9:30 – 10:30

There will be a midterm, a final, a paper and a class presentation in this course. The midterm will count for 30% of your grade, the final will count for 40% of your grade, the paper will count for 20% of your grade and the presentation will count for 10% of your grade. Make-up exams will only be given upon presentation of a physician’s excuse.


Reading List

I. Introduction 1
II. Demand and Supply 2
III. Consumer Preferences and Utility Maximization 3, 4
IV. Demand Theory 5
Midterm Exam February 7, 2005
V. Inputs and Production 6
VI. Cost and Cost Minimization 7
VII. Risk and Information 15
Final Exam March 7, 2005
Paper Presentations and papers due March 14, 2005
Syllabus

Economics 6310-30
Money and Banking
Winter 2005

one: (510) 885 3825 Ext 2 (leave a message)
Time: MW: 6:00-7:50PM

Said Haimor
Office: AE 305
Office hours: Monday 5:00-6:00PM
E-mail: sefhay2@hotmail.com

Final Exam: Monday, March 14, 2005; 7:00-8:50PM

Course Objective:
The objective of this course is to introduce the student to current concepts and ideas in
financial markets and to develop a clear understanding of: the determination of interest
rates, interactions between different financial institutions and the role of money and
the federal reserve in the American financial system. Course topics will include:
financial instruments and their purpose; aspects of portfolio management and people’s
demand for financial assets; interest rates and their determination; the operation and
behavior of banks and other financial institutions; the money creation process;
derivatives; and the international dimensions of banking and financial markets.

Text Book:
The Economy of Money, Banking and Financial Markets; Fredric S. Mishkin;

Study Guide:

Evaluation:
Two mid-term and a final examinations. Exact days of exams will be announced in
class a week in advance. Exams are a combination of problem solving, true & false,
and multiple-choice type of questions. I will not respond to any e-mail inquiring
about the exams dates. Bring a calculator, Scantron (form No 882-E) and your
student ID card to all exams.

Mid Term Exam (1): 30%.
Mid Term Exam (2): 30%
Final Exam: 40% (comprehensive).
All exams are closed books.

Although attendance doesn’t figure in numerically in your grade, I strongly recommend
attendance at all lectures because the tests emphasize material covered in lectures.
Regardless of the attendance issue, students are responsible for all the assigned readings
in addition to all the material covered in lectures.
Make-ups will be given only for verified illness or cases cleared with me before the
test. Any unexcused absence on any exam will result in a grade zero.

Preparing For Exams:
The material for the questions in exams will be drawn from: assigned chapters in
textbook, course lectures, material distributed in class, and article drawn from the
Internet.

Grading:
Two midterms and a final determine your grade. Your letter grade for the course will be
based on the following scale:

Class Rules:  
No food (soft drinks are O. K.). No cell phones. No pagers. Don’t come late or leave early.

Course Outline:

Selected section of the following chapters will be covered

<table>
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<tr>
<th>Chapter</th>
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<td>20,21</td>
<td>The international Financial System</td>
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<td>27</td>
<td>Money and Inflation</td>
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<td>28</td>
<td>Rational Expectations</td>
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Workshop in  
Economic Research  
Economics 4895  
Winter 2005

Prof. Charles W. Baird  
885-3275  
c Baird@csuhayward.

Class Hours: 2:45-4:30 each Wednesday
Office hours: 10:30-11:30 TWR in MB2597
Venue: See Speaker Schedule

Grading rules: Your grade is determined by the number of points you accumulate during the quarter.

Points are awarded as follows:
1. attendance at a lecture 3 points
2. viewing missed lecture on tape 1 point
3. significant participation 1 point

Accumulated Points Letter Grade
32 or more A
30-31 A-
28-29 B+
25-27 B
23-24 B-
21-22 C+
20 C
19 C-
18 D+
17 D
16 or less F

There are nine lectures during the quarter. Therefore, if you have perfect attendance without significant participation you are guaranteed a B. To get an A you must have perfect attendance plus significant participation in at least five of the discussions. If you are taking the course credit/no credit you must accumulate at least 20 points to get credit.
• 70%-66% C-
• 65%-60% D+
• 59%-56% D
• 55%-50% D-
• 49% and lower F

V. Dates to Remember:

• First Test January 19
• Second Quiz February 9
• Third Quiz March 2
• Weekly Diaries due every class meeting
• Final Exam March 16, 6:30 PM-8:30 PM; last Diary due; Research Paper due

VI. Modus Operandi:

1- No make-up tests will be given in cases other than severe illness or emergency. If you miss a quiz, you will miss the grade for that quiz.
2- No “Incompletes” will be assigned unless 60 percent of the course work has been completed with a grade B or better. Severe, documented illness is exempted from this rule.
3- The instructor may occasionally call roll. Your absence from class WILL have a negative weight on your grade.
4- Turn off your cell-phone prior to coming into the class.
5- No late or e-mailed work (diaries) will be accepted. The instructor reserves the right to reject diaries turned in for a student in her/his absence from the class.
6- If you have problems with any aspect of the class, please discuss them with your instructor as early in quarter as possible.
7- You may ask questions any time during the class.
8- You are encouraged to meet the instructor during his office hours and ask for clarification of the material of other issues related to the class.
9- REMEMBER: The key to success in this class is hard work, persistence, and positive attitude toward learning.
10- Grades are final and non-negotiable. All grades will be posted on BB.
11- You will pass the course only if you do the work required.
12- Be on time for the class. If you arrive late, please go to the library and read your book or work on your diary.
13- While in the class, avoid anything that might disrupt the lecture, such as talking to another student, making noise, or teasing and bothering other students. Violators of this rule will be dealt with according to university regulations.
14- For all tests you will need a scantron sheet (form 882), a calculator, and two sharp pencils.
15- No request for transfer of grade to another professor is accepted.
16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.
17- While in the class, be always ready to answer professor's questions; avoid shrugging off your shoulders and reacting indifferently to questions directed to you by the professor.

18- Keep your sense of humor and take interest in what happens in the class.

19- Regular attendance may be rewarded with extra credit points.

20- Work hard on your research paper and closely cooperate with your group to prepare the group presentation.

21- Make your presence in the class known by raising questions and making comments about the material covered in class or relevant issues discussed in the media and your diaries. This will also help you avoid feeling bored or falling asleep in the class.

22- If you follow these GOLDEN RULES, you will certainly enjoy the class and feel well-rewarded for the work you do.
Class Expectations:
• No talking when the instructor is lecturing. No reading newspapers. No eating. Do not get up to sharpen your pencil during class.
• Do attend class every day. Do bring your book. Do bring questions related to class, lecture, or homework. Do raise you hand when you have a question. Do switch off all beepers and cellular phones.
• If for some reason you miss a day of class, it is your responsibility to get a copy of the notes from someone who attended the lecture that day so you can catch-up.
Economics 6710
Seminar: International Economic Development
Professor: Dr. James Ahiakpor
jahiaakpor@csuhayward.edu

Office: MB 2119
Phone: 881-3137
Office Hours: M,W: 10:30–11:30 a.m. & 5:00–6:00 p.m., or by appointment.

Course Description:

The purpose of this course is to help students to understand problems of economic development in the Third World. The course surveys the main and contending theories of economic development, examining them critically to assess their ability to shed the most light on the issues discussed. Topics covered include the nature and causes of poverty, income distribution, the role of savings, agriculture, industry, and trade in the process of economic development.


References: Students will find the following supplements useful:

i. Study Guide and Workbook by Bruce Bolnick.


Course Requirements:

Your performance in this course will be assessed as follows:

1. Quizzes (2) 30%
3. Mid-term Examination 25%
3. Final Examination (Comprehensive) 35%
4. Class Participation 10%

The examinations will be a combination of True/False and essay questions. These are designed mainly to test students' ability to analyze issues.

Dates for the examinations will be announced in class. Excuses for not writing the exams on their scheduled dates (other than a medical emergency certified by a doctor's note) are not accepted.
ACADEMIC DISHONESTY:

The University has a published policy on academic dishonesty, including cheating or attempting to cheat. Please refer to the University Catalog 2004–2006, pages 85–86 for details and sanctions that may be imposed on violators. In short, the prospective gains are not worth the costs, including receiving an F for the course or expulsion from the school!

Course Outline:

1. Introduction: Studying Economic Development.
   Perkins, et al., Ch. 1.
   Meier and Rauch, pp. 1–11, 69–76.

2. Poverty and Income Distribution
   Perkins, et al., Ch. 4.
   Meier and Rauch, pp. 18–29, 375–94.

3. Theories of Economic Development.
   Perkins, et al., Chs. 2, 3
   Meier and Rauch, pp. 69–76, 107–109

   Perkins, et al., Chs. 11, 13

5. Foreign Capital and Economic Development.
   Perkins, et al., pp. 404–19, Ch. 14
   Meier and Rauch, pp. 204–10

   Perkins, et al., Chs. 8, 9
   Meier and Rauch, pp. 213–70.

7. Agriculture and Industry in Economic Development.
   Perkins, et al., Chs. 15, 17
Perkins, et al., Ch. 18
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Course Information:

Econ: 2301: Principle Microeconomics
Section: 01 Time: MWF 1:20-2:30 PM.
Final Exam: Monday, December 6, 2004

Instructor: Dr. Said Haimor, Room (AE 305)
Phone: (510) 885 3825 Ext. 2 (leave a message)
E-mail; sefhay@hotmail.com. Office Hours: M 3:00–4:00 PM.


Course Objective: In this course, students will be introduced to the basics of microeconomics. The course will focus on concepts and tools used at the micro level. Topics to be covered: the demand and supply, market structures (Monopoly, oligopoly, perfect competition and monopolistic competition), elasticity, and market efficiency, factors market and market failure.

Evaluation: Two mid-term and a final examinations. Exact days of exams will be announced in class a week in advance. Exams are a combination of problem solving, true & false, and multiple-choice type of questions. I will not respond to any e-mail inquiring about the exam data.

Mid Term Exam (1): 30%
Mid Term Exam (2): 30%
Final Exam: 40% (comprehensive).
All exams are closed books.

Although attendance doesn’t figure in numerically in your grade, I strongly recommend attendance at all lectures because the tests emphasize material covered in lectures. Regardless of the attendance issue, students are responsible for all the assigned readings in addition to all the material covered in lectures.

Make-ups will be given only for verified illness or cases cleared with me before the test. Any unexcused absence on any exam will result in a grade zero.

Preparing For Exams: The material for the questions in exams will be drawn from assigned chapters in textbook, course lectures, material distributed in class, and article drawn from the Internet.

Grading: Two midterms and a final determine your grade. Your letter grade for the course will be based on the following scale:


Class Rules: No food (soft drinks are O. K.). No cell phones. No pagers. Don’t come late or leave early.
Course Outline:
Selected section of the following chapters will be covered

1. Introductions and Key Principal
   What is economics?
   Economics activities: producing and trading
   Supply and Demand: Theory
   Supply and Demand: Practice

2. Microeconomics Fundamentals
   Elasticity
   Consumer Choice: Maximizing Utility and behavioral Economics
   The Firms
   Production and Costs

3. Product Markets and Policies
   Perfect competition
   Monopoly
   Monopolistic Competition, Oligopoly, Game Theory

3. Factor Markets
   Interest, Rent, and Profit

3. Market Failure:
   Externalities
   Public Goods
Economics 2301 - Principles of Microeconomics
Professor Jared Rodecker

Room: SC N320
Time: Tuesday/Thursday 6:00pm - 7:50pm
Office Location: AE 305
Office Hours: Tuesday 8:00pm - 9:00pm
Office Phone: 885-3825 ext. 4
Email: jmrodecker@yahoo.com

Final Exam Time: 6:00pm to 7:50pm
Final Exam Date: Thursday, December 9th
Final Exam Location: SC N320
Final Exam is Comprehensive

Cheating Policy:
Cheating will not be tolerated under any circumstances. Any student caught cheating on an exam will receive a score of zero for that exam and will be referred to the Office of Student Judicial Affairs. Please see http://wwwsa.csuhayward.edu/~jaf for information on Students' rights and responsibilities with respect to academic dishonesty and the student conduct code.

Grading Policy:
Scenario #1 - 20% Homework, 20% Midterm Exam #1, 20% Midterm Exam #2, 40% Final Exam
Scenario #2 - 20% Homework, 20% Midterm Exam #1 OR Midterm #2, 60% Final Exam
Scenario #3 - 20% Homework, 80% Final Exam

Homework will be graded on a Credit/No Credit basis
Exams grades will be assigned based on a scale derived at the instructor's discretion. The curve will be determined after the first midterm exam and will remain in effect for the second midterm exam and the final exam.

Each student's final grade will be determined under the scenario that yields the highest final grade. This grading system recognizes that any student who demonstrates improved performance on the comprehensive final exam should not be penalized for poor performance on a previous midterm exam.

No electronic devices of any kind will be allowed during exams.

Make Up Exam Policy:
Make up midterm examinations will not be offered under any circumstance. Students who miss a midterm exam for any reason will have their final course grade determined under a scenario that excludes the missed midterm examination from the calculation of the final course grade. Attendance at the final exam is mandatory.

Disability Policy:
I will accommodate any reasonable request to meet the needs of students with a demonstrated disability verified by the Student Disability Resource Center (http://wwwsa.csuhayward.edu/~sdrcweb). It is the student's obligation to inform the instructor at least one week in advance of any scheduled exam for which a student needs accommodation for a demonstrated disability.
Welcome to Economics 2301, Fall 2004. Economics 2301 is the introductory economics class that will help you learn the foundation of economic theory and analysis; it is the gateway to the wonderful world of economics. After you finish this class, you will be able to understand how individuals, households, businesses, government agencies, voters, lobbyists, and, most importantly, markets behave and interact with each other in a free-enterprise economic system. The course will lay the foundations of demand and supply analysis, cost theory, production theory, market types and structures, workings of the resource markets, and a large number of other economic topics that make up the body of what is called the science of economics. Understanding microeconomics is essential to understanding how business (and the rest of the world around you) works. Such an understanding will help you take advantage of opportunities that might come along your way as you walk through the amazing world of real life. The concepts and theories you learn about in this course will also help you avoid costly mistakes while utilizing your limited resources. Who knows, learning the material offered in this class may even help you become a millionaire the easy way. Even if you don't become a millionaire as a result of what you learn in this class, knowing about microeconomics will certainly help you avoid being cheated in the marketplace.
IV. Format of Homework Assignments:

- Each assignment should begin with a title page containing information about assignment number, chapter and problem number in the textbook, name of the student, and due date of the assignment.
- Typed assignments are highly preferred.
- Both typed and hand-written assignments should be clean, legible, and well-organized. HW will be evaluated on a credit-noncredit basis.

V. Quizzes and Final Comprehensive Exam:

In this class, you will have to take five quizzes and a comprehensive final exam. Each quiz will consist of at least 30 multiple-choice, true/false, and fill-in questions. To take these quizzes, you will need a scantron answering sheet, a calculator, and pencils. No make-up tests will be given. If you miss a test, you will miss the grade. The date for quizzes may change. If this happens, you have to be ready to adjust your schedule to the new date. The instructor is not responsible for any inconveniences that this may cause. To prepare for the tests, you must attend the class on a regular basis, read the relevant chapters of the textbook, work out questions in the Study Guide, and answer questions on the practice tests.

VI. Grading:

Your final course grade will consist of the following components:
• Five Quizzes 150 points
• Homework Assignments 120 points
• Final Exam 230 Points
Total 500 points

Grades are final and non-negotiable. Grades will be posted on the BlackBoard. If you want to view your scantron sheet, ask for an appoint with the instructor.

VII. Modus Operandi:

1- No make-up tests will be given in cases other than severe illness or emergency. If you miss a quiz, you will miss the grade for that quiz.

2- No “Incompletes” will be assigned unless 60 percent of the course work has been completed with a grade B or better.

3- The instructor may occasionally call roll. Your absence from class WILL have a negative weight on your grade.

4- Turn off your cell-phone inside the class.

5- No late or e-mailed homework assignments are accepted.

6- If you have problems with any aspect of the class, please discuss them with your instructor as early in quarter as possible.

7- You may ask questions any time during the lectures.

8- You are encouraged to meet the instructor during his office hours and ask for clarification of the material of other issues related to the class.

9- REMEMBER: The key to success in this class is hard work, persistence, and positive attitude toward learning.

10- Grades are final and non-negotiable.

11- You will pass the course only if you do the work required.

12- Be on time for the class. If you arrive late, please go to the library and read your book or work on your assignments.

13- While in the class, avoid anything that might disturb the lecture, such as talking to another student, making noise, or teasing and bothering other students. Violators of this rule will be dealt with according to university regulations.

14- For all tests you will need a scantron answering sheet (form 882), a calculator, and two sharp pencils. Keep the scantron clean and unfolded.

15- No request for transfer of grade to another professor in accepted.

16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.

17- While in the class, be always ready to answer professor's questions; avoid shrugging your shoulders and reacting indifferently to questions directed to you by the professor.

18- Keep your sense of humor and take interest in what happens in the class.

19- Regular attendance may be rewarded with extra credit points

20- If you follow these GOLDEN RULES, you will certainly enjoy the class and feel well-rewarded for the work you do.
SYLLABUS

"The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking, which helps its possessor to draw correct conclusions."

-- John Maynard Keynes

Course Description

This course is an introduction to macroeconomics: the study of how the overall economy works. Macroeconomics is what most news stories mean when they talk about “the economy.” We will study the material of headlines: the unemployment rate, inflation, interest rates and gross domestic product.

Unlike many other courses, economics requires that you learn to apply the concepts and theory to real world decisions. A major learning objective is to teach you how to think like an economist, perhaps changing your way of looking at daily events. Simply memorizing facts is not sufficient to guarantee success in this course; you must learn to use the material.


Study Guide (optional)

GRADES: 2 midterm exams (25% each)

1 final exam (40%)

homework and class participation (10% total)

All exam questions will be multiple choice. Exams will be closed book, closed note. A calculator is almost essential. You must bring an 8 1/2 x 11 inch brown Scantron form (available at the bookstore) to each exam. You also must bring your student ID card to all exams. You may be required to show it to take any exam in this course.

Whining about grades will not be tolerated.

Makeup exams will not be given. If you miss a midterm exam, it will simply not be counted in determining your final grade. You must take the final exam. If you cannot be present at the final, you must notify me in advance. You may leave a message on my office answering machine; the telephone number is at the top of the first page of this syllabus. If you have a valid excuse (such as illness) for not taking the final, you will receive an incomplete. Otherwise, you will receive a grade of F.

Class attendance is not required, but is strongly recommended. Remember, we only have 20 class sessions. If you miss one class, that’s five percent of the course. Three classes equals 15
percent. Try to attend every class if possible. Historically, those who have missed more than three classes often receive a D or F in this course.

Note About Robinson Hall
My office is located on the second floor of Robinson Hall, the small building between the Music and Business building and the University Theater. This is the only building on campus that does not have an elevator. If you have difficulty climbing stairs for any reason, please make arrangements for us to meet somewhere other than in my office. (There is a campus telephone on the first floor of Robinson Hall near the pay telephone. Call 5-3889 and I will come downstairs.)

Study Groups
You are encouraged to form a study group for this class - preferably including other students taking this course! The purpose of this group is so you can help each other learn the material. Discussion of homework assignments is one way of doing this. Based on my experience, three to five people is usually about the right number for this group. You should also use the study group to help each other with the computer assignments.

The other purpose of a study group is so you will have a backup resource if you should miss a class. The class notes are your single best learning tool in this course. If you do not have a complete set of notes, you will probably not get a very good grade. The best way to obtain a complete set of notes is to attend every single class, arriving on time and leaving when class is over. Copying class notes from someone in your study group is a poor second choice; however, it is sometimes necessary.

Writing Policy
You are expected to read and write at a college level and to express consistent and logical arguments. You are expected to use correct grammar, spellings and usage in your written work. You may have your marks reduced for mistakes made in these areas. You are also expected to hand in high-quality, well-packaged, legible and aesthetically appealing homework assignments. Illegible work or answers that are difficult to follow will be graded down significantly. Neatness counts in all assignments and exams in this class. Even if English is not your first language, you are still expected to meet this requirement. This usually requires getting the homework done the day before the class in which it is due.

Academic Dishonesty
If I catch you cheating on an exam I will fail you for the entire course and place a letter in your academic file describing the incident. University policy states that if you receive two such letters, you will be expelled from school. Do not cheat.

The University has a published policy on academic dishonesty. Such dishonesty includes plagiarism, cheating, fabrication, forgery, etc. Severe sanctions will be used. Students are required to familiarize themselves with this policy and especially the meaning of each action covered under the policy. The policy is clearly spelled out in the University Catalog. Students are required to strictly adhere to the guidelines therein and accepted standards of honest conduct.

Reading
You should make every effort to complete the reading before the lecture on the topic assigned. Homework is due when specified. Late homework will not be accepted under any circumstances. Exams will be held on the dates shown in the course outline. Exam dates will not be changed under any circumstances.

**Information Cards**
Please fill out a card with the following information.

| 1. Name (last name, first name) | (leave this side) |
| 2. Student ID number | blank |
| 3. Telephone (home and office): |

**Course Web Site**
Homework solutions, this syllabus, and additional reading are available on the class web site. You should plan on checking the “What’s New?” section at least once a week. To get to this site, run your web browser software and open http://www.sbeusers.csuhayward.edu/~alima. Click on the “Economics 2302” link.

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### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic:</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 24</td>
<td>Introduction</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>Sept. 27</td>
<td>Review</td>
<td>Chs. 2, 3</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>The Realm of Macroeconomics and Goals</td>
<td>Chs. 4, 5</td>
</tr>
<tr>
<td>Oct. 11</td>
<td>Economic Growth</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>Oct. 18</td>
<td>Aggregate Demand and Consumption</td>
<td>Ch. 7</td>
</tr>
<tr>
<td></td>
<td>MIDTERM #1: Wednesday, Oct. 20</td>
<td></td>
</tr>
<tr>
<td>Oct. 25</td>
<td>Unemployment or Inflation?</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Unemployment and Inflation?</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>Fiscal Policy</td>
<td>Ch. 10</td>
</tr>
<tr>
<td></td>
<td>MIDTERM #2: Wednesday, Nov. 10</td>
<td></td>
</tr>
<tr>
<td>Nov. 15</td>
<td>Money and the Banking System</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>Nov. 22</td>
<td>Monetary Policy</td>
<td>Ch. 11</td>
</tr>
<tr>
<td></td>
<td>THE UNIVERSITY WILL BE CLOSED NOV. 25-26 FOR THANKSGIVING</td>
<td></td>
</tr>
<tr>
<td>Nov. 29</td>
<td>Monetary and Fiscal Policy</td>
<td>Ch. 12</td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM: Monday, December 6, 11:00 a.m. - 1:00 p.m.</td>
<td>(Note: if your travel plans will not allow you to take the final examination when scheduled, please do not enroll in this section of this course.)</td>
</tr>
</tbody>
</table>
Syllabus for Economics 3005

**Economics 3005** Macro-Economic Theory

**Professor** Jay L. Tontz

**Catalog Description:** Measurement and analysis of the determinants of national income and employment; general price level; stabilization and growth.

**Prerequisites:** Economics 2301, 2302, with grade not lower than "C" in 2302.


**Student Guide and Workbook:** Roger T. Kaufman, to accompany text (Optional)

*This course covers major issues concerning the behavior of our national economy. Students are expected to read the text and stay attuned to current economic events.*

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 23</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>September 28</td>
<td>National Income and Measurement</td>
<td>2,3</td>
</tr>
<tr>
<td>September 30</td>
<td>Money &amp; Inflation</td>
<td>4</td>
</tr>
<tr>
<td>October 5</td>
<td>Unemployment &amp; Review</td>
<td>6</td>
</tr>
<tr>
<td>October 7</td>
<td>EXAM # 1</td>
<td></td>
</tr>
<tr>
<td>October 12</td>
<td>Economic Growth</td>
<td>7</td>
</tr>
<tr>
<td>October 14</td>
<td>Economic Growth</td>
<td>8</td>
</tr>
<tr>
<td>October 19</td>
<td>Economic Fluctuations, Agg. Demand</td>
<td>9, 10</td>
</tr>
<tr>
<td>October 21</td>
<td>Aggregate Demand &amp; Review</td>
<td>11</td>
</tr>
<tr>
<td>October 26</td>
<td>EXAM # 2</td>
<td></td>
</tr>
<tr>
<td>October 28</td>
<td>The Open Economy</td>
<td>5</td>
</tr>
<tr>
<td>November 2</td>
<td>Aggregate Demand &amp; Open Economy</td>
<td>12</td>
</tr>
<tr>
<td>November 4</td>
<td>Aggregate Supply</td>
<td>13</td>
</tr>
<tr>
<td>November 9</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>November 11</td>
<td>EXAM # 3</td>
<td></td>
</tr>
<tr>
<td>November 16</td>
<td>Macro Policy</td>
<td>14, 15</td>
</tr>
<tr>
<td>November 18</td>
<td>The Business Cycle</td>
<td>19</td>
</tr>
<tr>
<td>November 23</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>December 2</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>December 7</td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>
Last Day of Class: Thursday, December 20th

Final Exam: Tuesday December 7th 8:00-9:50 AM

Office: Trailer 904        Telephone: 510-885-3289

e-mail: jtonzt@csuhayward.edu

Office Hours: T Th. 10:00 – 11:30 AM, Others by appointment or drop-in

Make up exam policy: No make up except under emergency conditions.

Course Grades: Quizzes = 10%, each mid-term exam = 20%, Final Exam = 30%

Further Information: You are expected to attend all classes. Studies show that students who study in groups do better than students who study alone. Read attached student/instructor code of conduct and live by the rules.

CLASS CODE OF CONDUCT

Student’s Responsibility

- I understand that learning is an active rather than a passive experience.
- I know that two hours of preparation time are normally required for each one hour of class time
- I will attend class regularly
- I will be in class on time so that I do not disrupt the class
- I will respect my classmates
- I will be prepared to participate in class
- I will turn off my cell phone before entering class
- I will not get up during class except in extreme emergencies
- I will not leave class during examinations
- I will download lecture materials from Blackboard so that I can listen actively in class
- I will formally withdraw from class if I decide to stop attending
- If an emergency prevents me from taking an exam I will inform the instructor immediately
- I will do my work, I will not cheat, I will not plagiarize
- I do not expect miracles, my grade will be based largely upon my effort in the class
- I will not wear a hat, use a cell phone or palm pilot device during any quiz or exam
- I will conform to the Student Code of Conduct, set forth in the California Code of Regulations, Title 5, Section 41301
Dr. Tontz' Responsibility:

- I will prepare for each class meeting
- I will grade all exams promptly
- I will hold office hours except in emergencies
- I will respond to emails and phone calls promptly
- I will put a substantial part of my lecture notes on Blackboard, before the actual class meeting if possible
- I will convey the practical as well as the theoretical importance of the course materials.

* Class Code of Conduct borrowed with permission from Dr. A. Cassuto

**Learning objectives for this course:** After completing this course students should have accomplished the following:

- Learn the determinants of long-term economic growth.
- Understand the factors determining gross domestic product, employment, and the general level of prices and interest rates.
- Understand the economic indicators of inflation, unemployment and measures of standards of living.
- Understand the prospective of classical economists on the nature and causes of the wealth of nations.
- Understand the Classical and Keynesian approaches to macroeconomic issues.
- Understand the monetarists, supply-siders, and New Classical approaches to macroeconomic issues.
- Understand how fiscal and monetary policies affect GPD.
- Understand the structure and decision-making authority of the Federal Reserve and the U.S. Treasury.
- Understand the role of international trade in affecting living standards.

For more details about the mechanics of this course see power point slides for lecture one on Blackboard.
Syllabus for Economics 3005

Economics 3005 Macro-Economic Theory

Professor Jay L. Tontz

Catalog Description: Measurement and analysis of the determinants of national income and employment; general price level; stabilization and growth.

Prerequisites: Economics 2301, 2302, with grade not lower than “C” in 2302.


Student Guide and Workbook: Roger T. Kaufman, to accompany text (Optional)

This course covers major issues concerning the behavior of our national economy. Students are expected to read the text and stay attuned to current economic events.

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</tr>
<tr>
<td>September 29</td>
<td>Macro Data</td>
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<td>National Income &amp; Review</td>
<td>3</td>
</tr>
<tr>
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<tr>
<td>October 6</td>
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<tr>
<td>October 8</td>
<td>Unemployment</td>
<td>4</td>
</tr>
<tr>
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<td>Economic Growth</td>
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</tr>
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<td>Review on-line</td>
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<td>October 20</td>
<td>Review</td>
<td></td>
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<tr>
<td>October 22</td>
<td>EXAM # 2</td>
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<tr>
<td>October 25</td>
<td>Aggregate Demand</td>
<td>9</td>
</tr>
<tr>
<td>October 27</td>
<td>Aggregate Demand</td>
<td>10</td>
</tr>
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</table>
October 29 | The Open Economy | 5
---|---|---
November 1 | Review on-line |  
November 3 | Open Economy | 11
November 5 | Review |  
November 8 | EXAM #3 |  
November 10 | Aggregate Supply | 12
November 12 | Macro Policy | 13
November 15 | Macro Policy | 14
November 17 | Review |  
November 19 | The Business Cycle | 15
November 22 | Business Cycle | 16
November 24 | Consumption | 19
November 29 | Review |  
December 1 | Review |  
December 3 | Review |  
December 8 | FINAL EXAM |  

**Last Day of Class:** Friday, December 3rd

**Final Exam:** Wednesday December 8th 12:00 – 1:50

**Office:** Trailer 904  
**Telephone:** 510-885-3289

**e-mail:** jtontr@csuhayward.edu

**Office Hours:** MWF 2:00 – 3:00, others by appointment or drop-in

**Make up exam policy:** No make up except under emergency conditions.

**Course Grades:** Quizzes = 10%, each mid-term exam = 20%, Final Exam = 30%

**Further Information:** You are expected to attend all classes. Studies show that students who study in groups do better than students who study alone. Read attached student/instructor code of conduct and live by the rules.

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• Understand how fiscal and monetary policies affect GPD.
• Understand the structure and decision-making authority of the Federal Reserve and the U.S. Treasury.
- Understand the role of international trade in affecting living standards.

For more details about the mechanics of this course see power point slides for lecture one on Blackboard.
ECONOMICS 3005-03    MACROECONOMIC THEORY
Fall 2004              MWF; 12:00-1:10 PM

INSTRUCTOR:     DR. YAAR
OFFICE:        AE 305
OFFICE HOURS:  M 10-50-11-50 AM AND BY APPOINTMENT
PHONE:         (510) 885-3825
FAX & E-MAIL:  (925) 681-1222, E-MAIL: yaar@yaarnet.com
TEXTBOOK:      MACROECONOMICS, BY: GREGORY MANKIW, FIFTH EDITION.

SUPPLEMENTS:    STUDY GUIDE TO MANKIW’S MACROECONOMICS, INTERNET SOURCES, WSJ, ECONOMIC LETTER (SFFRB), READING ASSIGNMENTS, ARTICLES POSTED BY INSTRUCTOR ON BLACKBOARD.

COURSE ACTIVITIES: LECTURES, DISCUSSIONS, READINGS, HOMEWORK ASSIGNMENTS, FIVE QUIZES, FINAL EXAMINATION

I. About the Course:

This course is about macroeconomics. And macroeconomics is the study of the economy as a whole. In studying the economy in its entirety, macroeconomics pursues three objectives. First, macroeconomics tries to explain how different sectors of the economy (households, firms, government, and foreign trade/investment) are related to each other. Second, macroeconomics tries to understand why the economy changes over time, and whether one can predict such changes before they occur. Third, macroeconomics attempts to devise, and analyze the effects of, policy measures to change the direction of the economy. Two interrelated questions arise as far as the achievement of these goals is concerned: a) what is the best theoretical framework for studying the economy in its entirety? b) can macroeconomics be successful in steering economic events and changing the course of the economy as a whole? The first question has led to the development of different schools of thought in macroeconomics, such as Keynesianism, monetarism, New Keynesianism, rational expectationism, Neo-Keynesianism, and Supply-Side Economics, just to name a few. The second question has given rise to what the profession calls “the policy effectiveness debate.” This course will provide you with a glimpse of what economists have to say to each other, and to the rest of the world, regarding these two questions of vital importance.

II. Course Timeline and Material:

The textbook material covered during the quarter includes the following chapters:

Sep 22-Sep 24       Chapter 1: The Science of Macroeconomics (self-study)
III. Course Activities:

Macroeconomics is a lively branch of the broad field of economics. Those who would like to know why some countries are wealthier than others, why during certain times unemployment rises or falls, why the cost of living continues to go up, why and how interest rates go up and down, and, last but not least, why students at colleges and universities are required to learn macroeconomics, will find the answers to their questions in this course. The subject is highly interesting, but also challenging. So, stay alert, get ready to do some serious work, and be willing to learn some new and fascinating facts and ideas. To help you learn and appreciate macroeconomics, the following activities have been planned for the quarter:

1. Lectures
2. Active class participation and attendance.
3. Five Quizzes
4. Final Examination
5. Homework Assignments (problem-solving and reports)

A short description of these activities follows:

1. Lectures: Lectures will concentrate on theoretical issues as well as on the technical aspects of the models discussed in the textbook. Historical data and case studies are not going to be discussed by the instructor in the class. But they will be included in the tests. Class discussions will include a review of current events in the economy.
2. **Active Class Participation and Attendance:** Students are expected to attend lectures on a regular basis. Active participation in class discussions is strongly encouraged. Absence from class or irregular attendance will have a negative effect on the final grade.

3 & 4. **Quizzes and Final Examination:** To pass the course, students have to take five quizzes and a final test. All tests may include multiple-choice questions, definitions, short-essays, as well as true-false questions. The final will be comprehensive. No plans have been made for make-ups.

5. **Homework Assignments:** Homework assignments consist of problem-solving activities and writing reports. The assignments will consist of end-of-the-chapter problems and reports about the daily events of the U.S. and world economy. The assignments earn a grade only if they are well-organized, neat, and comply with the instructor’s requirements. No late or e-mailed assignments are accepted.

IV. **Grading Procedure:**

The class final grade consists of the total of points the student has received for taking part in different course activities. Specifically, the final grade consists of the following components:

- Homework Assignments 120 points
- Five Quizzes 175 points
- Final Exam 205 points

| Final Course Grade | 500 points |

V. **Dates to Remember:**

- First Quiz October 4
- Second Quiz October 22
- Third Quiz November 5
- Fourth Quiz November 19
- Fifth Quiz December 1
- Final Exam December 8, 12:00-1:50

VI. **Homework Assignments and their Due Dates:**

Homework assignments consist of end-of-the-chapter problems (see below) and reports. Please pay close attention to the due date of each assignment. Late assignments or e-mailed assignments are not acceptable. Each assignment should be turned in consistent with the following format:

1. **End-of-the-chapter problems:**
• Each assignment should begin with a title page containing information about assignment number, chapter and problem number in the textbook, name of the student, and due date of the assignment.
• Typed assignments are highly preferred.
• Both typed and hand-written assignments should be clean, legible, and well-organized.

2. **Reports:**

- All reports should be typed (double spaced).
- Every report should start with a title page and end with a bibliographical list containing exact citation of sources used in the report.
- Each report is expected to consist of 900-1000 words, excluding the title page and bibliography.
- The content of the reports should be well-organized, informative, and show critical thinking on the part of the student.

**Homework Assignments and Their Due Dates:**

<table>
<thead>
<tr>
<th>Assignment #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>Problems of GDP/GNP as measures of a society's welfare; due on October 4.</td>
</tr>
<tr>
<td># 2</td>
<td>Textbook problems 5, 6, 7, 8 in chapter 2 (pp 38-39); due October 11</td>
</tr>
<tr>
<td># 3</td>
<td>Problems of CPI as a measure of cost of living; due on October 18</td>
</tr>
<tr>
<td># 4</td>
<td>Latest U.S. unemployment Report; due October 25</td>
</tr>
<tr>
<td># 5</td>
<td>Latest U.S. inflation Report, due November 5</td>
</tr>
<tr>
<td># 8</td>
<td>Textbook problems 3, 7, 9 in chapter seven (pp 206); due on November 15</td>
</tr>
<tr>
<td>#10</td>
<td>Textbook problems 2, 3, 4, 5 in chapter 10 (pp 279-280); due November 29</td>
</tr>
</tbody>
</table>

**Modus Operandi of the Class:**

1. No make-up tests will be given in cases other than severe illness or emergency. If you miss a quiz, you will miss the grade for that quiz.
2- No "Incompletes" will be assigned unless 60 percent of the course work has been completed with a grade B or better.
3- The instructor may occasionally call roll. Your absence from class WILL have a negative weight on your grade.
4- Turn off your cell-phone inside the class.
5- No late or e-mailed homework assignments are accepted.
6- If you have problems with any aspect of the class, please discuss them with your instructor as early in quarter as possible.
7- You may ask questions any time during the lectures.
8- You are encouraged to meet the instructor during his office hours and ask for clarification of the material of other issues related to the class.
9- REMEMBER: The key to success in this class is hard work, persistence, and positive attitude toward learning.
10- Grades are final and non-negotiable.
11- You will pass the course only if you do the work required.
12- Be on time for the class. If you arrive late, please go to the library and read your book or work on your assignments.
13- While in the class, avoid anything that might disturb the lecture, such as talking to another student, making noise, or teasing and bothering other students. Violators of this rule will be dealt with according to university regulations.
14- For all tests you will need a scantron answering sheet (form 882), a calculator, and two sharp pencils. Keep the scantron clean and unfolded.
15- No request for transfer of grade to another professor in accepted.
16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.
17- While in the class, be always ready to answer professor's questions; avoid shrugging your shoulders and reacting indifferently to questions directed to you by the professor.
18- Keep your sense of humor and take interest in what happens in the class.
19- If you follow these GOLDEN RULES, you will certainly enjoy the class and feel rewarded for the work you do.
Course Information:
Macroeconomic Theory
Section: 3005-30, 2004
Time: MW 6:00 PM – 7:50 PM
Final Exam: Wednesday December 8, 2004

Instructor:
Dr. Said Haimor, Room (AE 305)
Phone (510) 885 3825 Ext. 2 (leave a message)
E-mail: sefhay@hotmail.com
Office Hours: Tuesday 3:00–4:00 PM.

Textbook:

Study Guide:
Study Guide; Roger Kaufman, to accompany textbook. (Optional).

Course Objective:
This is an intermediate course in Macroeconomics. The purpose of this course is to introduce the students to an in-depth in Macroeconomics models and theory. It covers important economic issues such as the determinants of long-run economic growth, the Keynesian and Classical theories, inflation, unemployment, monetary and fiscal policy, and real world data and event.

Prerequisites:
ECON 2301, 2302, with grade not lower than "C" in 2302.

Evaluation:
Two mid-term and a final examinations. Exact days of exams will be announced in class a week in advance. Exams are a combination of problem solving, true & false, and multiple-choice type of questions. I will not respond to any e-mail inquiring about the exam data.

Mid Term Exam (1): 30%
Mid Term Exam (2): 30%
Final Exam: 40% (comprehensive).
All exams are closed books.

Although attendance doesn’t figure in numerically in your grade, I strongly recommend attendance at all lectures because the tests emphasize material covered in lectures. Regardless of the attendance issue, students are responsible for all the assigned readings in addition to all the material covered in lectures.

Make-ups will be given only for verified illness or cases cleared with me before the test. Any unexcused absence on any exam will result in a grade zero.

Preparing For Exams:
The material for the questions in exams will be drawn from: assigned chapters in textbook, course lectures, material distributed in class, and article drawn from the Internet.
Grading: Two midterms and a final determine your grade. Your letter grade for the course will be based on the following scale


Note: Students are expected to know basic statistics and math skills such as high school algebra. If you feel that you not proficient in such skills, it is highly recommended that you brush up on them as soon as possible.

Always bring your textbook and calculator to class and a binder to store all the handouts.

Course Outline
Selected section of the following chapters will be covered.

2. The Data of Macroeconomics                         Part II. Ch. 2.
3. Classical Theory: The economy in the long run.     Part II. Ch. 3,4,5
4. Growth Theory: The economy in the very long run.   Part III. Ch. 7,8.
Economics 3170
History of Economic Thought

Dr. David J. St. Clair
Fall 2004

COURSE SYLLABUS

Office: RO 237
Office Hours: MW 2:35 - 3:15 p.m.; 6:55 - 7:45 p.m.; F 2:30 - 2:50 p.m.; and by appointment
Telephone: (510) 885-3305
E-Mail: dstclair@csuhayward.edu

Text and Readings:
- A limited number of readings will be distributed in class, made available on Blackboard, or put on Reserve in the library. Make sure you can log onto Blackboard.

Topics: The course surveys the development of economic thought including the contributions of Smith, Ricardo, Malthus, Mills, Marshall, Keynes, Marx and other orthodox and heterodox theorists.

Tests and Grading:
One midterm and a final exam will be given. In addition, there will be eight graded assignments. You must take do at least six of the assignments. The remaining two can be skipped, dropped, or kept for credit. This option will be fully explained during the first week of class. The testing format will be discussed in class prior to the midterm and final. The final exam is not comprehensive. Tentative point values for the midterm, final exam, and (eight) assignments will be as follows:

- Midterm = 100 points
- Final Exam = 100 points
- Eight Assignments = 80 points

If you fail to take the midterm or the final exam, you will receive a "WU", "I", or "F" grade.

Test Dates: (Midterm date is subject to change with notice.)
Midterm: Friday October 22
Final Exam: Monday December 6 (2:00 - 3:50 p.m.)

Policy on Academic Dishonesty:
The University has a published policy on cheating and academic dishonesty. Students are expected to be familiar with the policy and to abide by it. Cheating will result in: 1) a zero score on the test and the loss of all grading options; and/or 2) an "F" grade for the course; and/or 3) referral to the Academic Vice President for expulsion from the University.
Accommodations for Students with Disabilities:

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should either speak with me or SDRC. In addition, as Robinson Hall has no elevator and my office is on the second floor of Robinson Hall, I have an alternative location to meet students with mobility issues and will do so upon reasonable request. Such students dropping in during my office hours, should use the campus phone on the 1st floor of Robinson Hall to let me know that they need an alternative venue accommodation.

Practical Rules and Guidelines:

1. THE 10-MINUTE RULE: I will be here within the first ten minutes of class or I will be absent. Do not wait more than 10 minutes for me.

2. Exams are usually returned at the next class following the exam. ALL EXAMS MUST BE PICKED-UP IN CLASS. It is impractical for me to return exams in my office.

3. I cannot respond to e-mail requests for your midterm exams, final grades, reviews of what we have done in class over the last few weeks, etc. Use e-mail for an appropriate request, question, etc. I will not open e-mails with attachments unless previously cleared with me.

4. Simple calculators are allowed during the exam. Cell phones, PDAs, graphing calculators, and mini-computers are not allowed. My Rule of Thumb: If the screen on your calculator is wider than my index finger, it is not permitted during the exam.

5. Exam Rules: a) Picture I.D. is required at all exams. b) Do not share calculators during the exam. c) No dictionaries are allowed during the exam. If you don't know a word, ask me. I will always explain the term unless it relates to the economic content of the question.

6. Scantron grading "errors" are always the result of poor erasing, stray marks, or inappropriate pencils (use a #2 pencil only). Avoiding these problems is your responsibility. I cannot correct these problems after exams have been returned and will not "re-grade" these errors.
Economics 3200: Comparative Economic Systems

Fall 2004
MB 2079
MWF 12 - 1:10 PM
Office Hours: Mon. 1:30- 2:30 and by appointment

Professor Jane Lopus
Office: TR 656 B
Office Phone: 510.885.3140
janelopus@csuhayward.edu

Required textbook:
Comparative Economic Systems in the Twenty-First Century by Gregory and Stuart (7th edition)

Comparative Economic Systems is a course designed to systematically analyze different types of capitalism, the background and downfall of central planning, and the problems of transition from planned economic systems to market economic systems. The prerequisite for this course is Economics 2301, or a course in principles of microeconomics.

Grades in this course will depend on two (hour) midterm exams (25% each), a final exam (35%) and papers and/or presentations (15 %). The exams will consist mainly of short essay questions.

Below is a tentative reading schedule. We will plan to cover one to two chapters per week.

<table>
<thead>
<tr>
<th>Chapter</th>
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<tbody>
<tr>
<td>Introduction to Comparative Economic Systems</td>
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<tr>
<td>Chapters 1, 2</td>
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<tr>
<td>Evaluating Economic Systems</td>
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<tr>
<td>Chapter 3</td>
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<tr>
<td>Changes in Economic Institutions</td>
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<td>Chapter 4</td>
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<tr>
<td>The Theory of Capitalism</td>
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<td>Chapter 5</td>
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<tr>
<td>The Theory of Planned Socialism</td>
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<td>Chapter 6</td>
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<tr>
<td>The Theory of Market Socialism</td>
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<tr>
<td>Chapter 7</td>
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<tr>
<td>The Soviet Command Economy</td>
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<td>Chapter 11</td>
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<tr>
<td>The Decline of the Command Economies</td>
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<tr>
<td>Chapter 13</td>
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<tr>
<td>Introduction to Transition</td>
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<tr>
<td>Chapter 14</td>
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<tr>
<td>Models of Transition</td>
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<tr>
<td>Chapter 16</td>
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<tr>
<td>Privatization</td>
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<td>Chapter 17</td>
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<tr>
<td>Macroeconomic Issues with Transition Economies</td>
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<tr>
<td>Chapter 18</td>
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<tr>
<td>Transition and Globalization</td>
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<tr>
<td>Chapter 19</td>
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<tr>
<td>Transition Performance</td>
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<tr>
<td>Chapter 21</td>
</tr>
</tbody>
</table>

Tentative dates for the midterm exams: Friday October 23 and Friday November 19

Final Exam: Wednesday, December 8 12 - 1:50 P.M.

(Note that incidents of academic honesty will result in failure of the course and a letter placed in the student's academic file.)
Economics 3551
Managerial Economics

Lynn Paringer
Fall, 2004

Course Outline

Office: TR657A
Office Hours: MWF 9:30 – 10:30 a.m.
Phone: 885-3986
e-mail: lparinge@csuhayward.edu

There will be two midterms and a final in this class. Each midterm will count for 30% of your grade and the final will count for 40% of your grade. Make-up exams will only be given upon presentation of a physician's excuse and will be essay. Please note that calculus and statistics are prerequisites for this course and will NOT be reviewed. If you do not have the prerequisites, I strongly suggest that you drop the course.


Course Outline

I. Introduction and review of demand theory
   Chapters 1, 2, 3

II. Estimation of demand functions and forecasting demand
    4, 5

III. Managing exports
    6

IV. Production Functions
    7

First Midterm Exam
October 22, 2004

V. Cost Analysis
   8, 9

VI. Perfect competition, Monopoly
    10, 11

VII. Oligopoly
    12

VIII. Pricing
    13, 14

Second Midterm Exam
November 22, 2004

IX. Industry structure, incentives, externalities
    15, 16

X. Regulation
    17

Final Exam
Questions 1 – 12
Below are three firms and their associated cost functions. Please answer each question regarding the graphs of the firm’s marginal cost, average cost, demand and marginal revenue functions:

1. \( a = \) 
2. \( b = \) 
3. \( c = \) 
4.\( \text{profits} = \) (shade in) 
5. \( a = \) 
6. \( b = \) 
7.\( \text{profits} = \) (shade in) 
8. \( a = \) 
9. \( b = \) 
10. \( c = \) 
11. \( d = \) 
12. \( \text{profits} = \) (shade in)
Questions 13 – 15
The demand for grittles can be written as: \( Q = 4,000 - 8P \). The supply of grittles can be written as: \( Q = 4P \).

13. Calculate the equilibrium price and quantity of grittles.
14. Assume an excise tax of $30 per unit has been levied on grittles. Calculate the new equilibrium price and quantity of grittles.
15. Now assume that, rather than an excise tax, a sales tax of 12% has been levied on grittles. Calculate the new equilibrium price and quantity.

Questions 16 – 18
The demand for tittles can be written as: \( Q = 3,000 - 5P \).

16. Calculate the elasticity of demand between a price of $150 and a price of $160.
17. Calculate the elasticity of demand between a price of $420 and $430.
18. Calculate the price and quantity at which revenue is a maximum.

Questions 19 – 21
The demand for dopples can be written as: \( Q = 6000 - 8P \). The supply of dopples can be written as: \( Q = 10P \).

19. Calculate the equilibrium price and quantity of dopples.
20. Now suppose that the government has set the price of dopples at $320 and agreed to buy the surplus. What is the size of the surplus? How much will this cost the government?
21. Now suppose that, rather than buying the surplus, the government sets the price at $320 and lets the market clear. All that is produced at $320 is put on the market and the price falls until the market clears. The government pays the difference between the market clearing price and the $320. What is the market clearing price? How much will this cost the government?

Questions 22 – 26
Below is the production schedule for gizbits: \( L \) is labor and \( Q \) is output.

<table>
<thead>
<tr>
<th>( L )</th>
<th>( Q )</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
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<tr>
<td>2</td>
<td>220</td>
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<tr>
<td>3</td>
<td>355</td>
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<td>4</td>
<td>485</td>
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<td>5</td>
<td>605</td>
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<td>6</td>
<td>710</td>
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<td>7</td>
<td>805</td>
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<td>8</td>
<td>885</td>
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<td>9</td>
<td>955</td>
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<td>10</td>
<td>1015</td>
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<td>11</td>
<td>1070</td>
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<td>12</td>
<td>1115</td>
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</tbody>
</table>

22. At what \( L \) is the marginal product of \( L \) a maximum? What is the maximum marginal product of \( L \)?
23. At what \( L \) is the average product of \( L \) a maximum? What is the maximum average product?
24. If each unit of \( Q \) can be sold for $20 and each unit of \( L \) costs $1020 to hire, how much \( L \) should be hired if the firm is to maximize profits? What are the maximum profits?
25. If the wage rate increases to $1620 but the price per unit of output stays the same, how many workers should now be hired? What are the maximum profits?
26. If the price per unit of output increases to $22 and the wage rate stays at $1620, how many workers should now be hired? What are the maximum profits?

Questions 27 – 29
Gina’s Golf course faces the following demand from the average golfer: \( Q = 160 - 5P \).

27. Assume Gina charges a user fee of $10 per round of golf. How many rounds will be played? What is her user fee revenue? How much can she charge as a membership fee?
28. Now suppose that Gina drops the user fee to $8 per round. How much user fee revenue will she now take in? What can her membership fee now be?
29. Now suppose Gina raises the fee to $15 per round. What is her user fee revenue? What membership fee can she charge?
Problem Set

Below is part of a cost schedule for the Fridge company:

<table>
<thead>
<tr>
<th>Q</th>
<th>FC</th>
<th>VC</th>
<th>TC</th>
<th>MC</th>
<th>AC</th>
<th>AVC</th>
<th>AFC</th>
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<td>26.8</td>
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<tr>
<td>11</td>
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<td>243</td>
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<td>12</td>
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<td>49</td>
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</tbody>
</table>

1. What is the marginal cost of the 7th unit?
2. What is average variable cost of 9 units?
3. What is total cost of 12 units?
4. What is average cost of 8 units?
5. If the price per unit of output is $46, how many units should be produced and sold if the firm is to maximize its profits? What are its maximum profits?
6. If the price per unit of output is $32, how many units should be produced and sold if the firm is to maximize profits? What are the maximum profits?
7. If the price per unit is $25, how many units should the firm produce and sell if it is to maximize its profits? What are the maximum profits?
8. If the price per unit of output is $15, how many units should the firm produce and sell if it is to maximize its profits?
9. If the price per unit of output is $10, how many units should the firm produce and sell if the firm is to maximize its profits? What are its maximum profits?
10. At what quantity is average cost a minimum? What is minimum average cost?
11. At what quantity is average variable cost a minimum? What is minimum average variable cost?
Managerial Economics & Strategy

1. **Instructor:** Professor Charles W. Baird

2. **Office:** MB 2597

3. **Office Hours:** 12:00 – 1:30 TR

4. **Telephone:** (885) 3275

5. **E-mail:** cbaird@csuhayward.edu


6. You are permitted, even encouraged, to tape-record all lectures. The PowerPoint presentations for the lectures will be posted, one-by-one, on Blackboard after the respective lectures have been delivered in class. In lectures I will discuss some, but not all, of the material covered in the text and I will also discuss some material that is not in the text.

7. There is no term paper assignment in the class.
There are no written homework assignments in the class.
You are expected to read the text's coverage in advance of each lecture and be able to discuss it in class.

Exam questions will cover only the material I discuss in lectures – both from the text and other sources. If I do not cover something in lectures, it will not be on any exam.

8. **Exam Dates:**
   - First Exam: Thursday, October 28, 2004
   - Final Exam: Thursday, December 9, 2004

9. **Grades are based on the exams and on your comportment in class.**

I expect everyone to ask and answer questions -- not every day, but at least four or five times during the quarter. Another part of "comportment" is the manners you display. Any behavior that disrupts the class – e.g., arriving
late, leaving early (except by prior arrangement with me), and talking with other students while the class is in session (unless I ask you to do so) — will be penalized.

It is possible to get an A or a B in the class, but that takes successful work. It is much easier to get a D or an F, just don't do the necessary work. I grade on a curve with the median grade being a middle C. Those who get some sort of C will be the modal group in the grade distribution.

10. **Make-up exams** are given only if sufficient reason for missing the scheduled exam is proven. I reserve the right to determine what is "sufficient reason."

11. **Order of Reading Assignments in Textbook**

   Chapter 1
   Chapter 2: pp. 14-19, 29-34
   Chapter 3
   Chapter 4: pp. 74-93
   Chapter 5: 106-111, 117-127

   **Midterm Exam**
   
   Chapter 6
   Chapter 7
   Chapter 8
   Chapter 10
   Chapter 11
   Chapter 12
   Chapter 21
Office: RO 237  
Office Hours: MW 2:35 - 3:15 p.m.; 6:55 - 7:45 p.m.; F 2:30 - 2:50 p.m.; and by appointment  
Telephone: (510) 885-3305  
E-Mail: dstclair@csuhayward.edu

Text and Readings:  
- A limited number of readings will be distributed in class or made available on Blackboard. Make sure you can log onto Blackboard.

Topics: Topics include: demand, supply and demand, pricing, competition, entrepreneurship, price and output decisions in different market environments, and antitrust and public policy issues.

Tests and Grading:  
Three midterms and a final exam will be given. In addition, graded assignments will be assigned that will comprise 10 percent of your course grade. These are not extra credit assignments. The testing format will be a combination of multiple choice, fill in, short answer, and problem questions. The final exam is comprehensive; the midterms are not. The course and the tests emphasize economic principles and economic analysis. No make up exams will be given.

Students can choose from two grading options:

Option #1: You can have your grade computed on the basis of the three midterms and the graded assignments. Each of the midterms will worth 30 percent of the course grade. This option is exercised by not taking the final exam.

Option #2: You can have your grade computed on the basis of your two highest midterm scores, the final exam, and the graded assignments. The final exam and the midterms will each be worth 30 percent of your course grade. This option is exercised by taking the final exam. Note: This option is not best-three-out-of-four. If you take the final exam, it counts.

If you miss a midterm, you must take the final exam and receive a grade under Option #2. If you miss more than one midterm, or miss a midterm and the final exam, you will receive a "WU", "I", or "F" grade.

Students will be able to calculate their grade according to Option #1 prior to deciding whether to take the final.
Approximate Test Dates:
(Note: Tentative midterm dates will be announced during the first week of class.)
First Midterm: 
Second Midterm: 
Third Midterm: 
Final Exam: per the University’s Schedule of Classes

Policy on Academic Dishonesty:
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2. Exams are usually returned at the next class following the exam. ALL EXAMS MUST BE PICKED-UP IN CLASS. It is impractical for me to return exams in my office. Graded assignments will be passed back in class as soon as possible. If you miss the return, you will have to wait for the next scheduled return.

3. I cannot respond to e-mail requests for your midterm exams, final grades, reviews of what we have done in class over the last few weeks, etc. Use e-mail for an appropriate request, question, etc. I will not open e-mails with attachments unless previously cleared with me.

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6. Scantron grading "errors" are always the result of poor erasing, stray marks, or inappropriate pencils (use a #2 pencil only). Avoiding these problems is your responsibility. I cannot correct these problems after exams have been returned and will not "re-grade" these errors.
Welcome to Economics 3551. Here, you will learn how to work with the highly interesting and useful tools of economic theory and methodology. The class will teach you the application of economic theory and methodology to business and administrative problems and decision-making. The ability to apply economics to business and administrative problems and decision-making situations is a valuable expertise/asset that tremendously improves your chances of success in business as well as in public and private life. To be successful and better appreciate the material offered in this course, you have to have a solid background in basic economic theory and mathematics. This means that in order to take advantage of this class you have to have successfully completed the pre-requirements of the class, which are Economics 2301 and Stat 20 or Math 1820/1305. Without having completed these requirements, you will have a hard time following, enjoying, and even passing the class. On the other hand, if you know basic microeconomics (or are confident that you can invest the time and energy needed to learn it) and have the skills and the interest to work with mathematical problems, this is where you belong to, and I welcome you from the bottom of my heart.

II. Course Timeline and Textbook Material Covered:

- Sep 27: Chapter 1: The Nature and Scope of Managerial Economics
- Oct 04: Chapter 2: Economic Optimization
- Oct 11: Chapter 3: Demand and Supply
- Oct 18: Chapter 4: Demand Analysis; First Quiz (Chapters 1, 2, 3)
- Oct 25: Chapter 7: Production Analysis and Compensation Policy
- Nov 01: Chapter 8: Cost Analysis and Estimation
- Nov 08: Chapter 10: Perfect Competition and Monopoly; Second Quiz (Chapters 4, 7, 8)

1 At your own risk, you may use any standard managerial economics textbook to prepare for the tests; but the instructor highly recommends the textbook he has adopted for the class. The tests will be based on the material presented in this textbook.
15- No request for transfer of grade to another professor in accepted.
16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.
17- While in the class, be always ready to answer professor's questions; avoid shrugging your shoulders and reacting indifferently to questions directed to you by the professor.
18- Keep your sense of humor and take interest in what happens in the class.
19- Regular attendance may be rewarded with extra credit points.
20- No special accommodations can be made for missed classes, missing homework assignments, or quizzes.
21- If you understand and follow these GOLDEN RULES, you will certainly enjoy the class and feel well-rewarded for the work you do.

**A Word of Advice:** *Time is the most valuable, the most scarce and the most perishable asset of your life. If you spend it on this class, please spend it efficiently and try to make the most out of it. The material in this class will provide you with some clues on how to achieve efficiency while using your valuable, scarce resources, including time!*
I. About The Course:

The famous American philosopher/historian Will Durant believed that civilization begins when society arrives at a stage where an economic surplus is produced. Economists have shown that economic surplus is created and made possible through division of labor, specialization, and trade. The links between civilization and economic surplus, on the one hand, and economic surplus, division of labor, specialization, and trade, on the other, depicts the fundamental significance of trade for the civilized life of humankind. Trade, particularly international trade, can be seen upon as a major driving force that brings change to societies and help them grow and prosper.

Although few economists today deny the role of trade in improving human condition, trade can also lead to redistribution of income among social groups and factors of production. This is why we observe resistance against efforts to liberalize and facilitate free trade among nations. Events in 1999 during trade negotiations in Seattle, and the 2003 debacle at WTO ministerial meeting in Cancun, Mexico, show that the road to free trade is not, and has not been, as smooth as one would expect it to be, considering the immense agreement that seems to exist among economists, policy makers, and even the general public regarding the benefits of free movement of goods, services, and capital across national borders. So the question that arises is: Why is international trade still subject to restrictions, and why some nations (including the U.S. and nations of the European Union) still pursue policies to protect themselves from the effects of free international trade, at least in some areas of economic activity?

This course is designed to address this question along with factors that affect trade policies at national and global levels. In doing so, it searches for the reasons behind international trade, it sheds light on factors and policies that restrict trade among nations, and last but not least, it discusses the effects of free and unrestricted trade on economic prosperity and development of rich as well as poor nations of the world.
The course will also introduce the major debates and institutional frameworks within which trade negotiations and trade liberalization take place in today's international arena.

II. Course Methodology: Lectures and Debates:

This course will be conducted in a combined lecture-debate format. Lectures will cover the material discussed in the Textbook (Sawyer and Sprinkle). Debates will include issues discussed in the reading books and related material found on the Internet.

Debates will cover two major issues of today's world economy: (1) Globalization and its effects on the peoples' lives around the world. (2) The North-South conflict or dialogue regarding the fairness or unfairness of today's world trading system. For debating purposes, the class will be divided into pairs of opposing groups. Each group, consisting of 2-3 members, will be presenting one side of the debate. Each group will have a moderator/commentator (who presides over the session, introduces members of the group and their contributions to the group work, takes questions, makes comments), one or two discussants (who present and discuss in detail the topic). All group members are required to actively participate in the presentation and discussion of the topic. Each student's grade for this part of the course work will be based on individual as well as group performance. Furthermore, since during each debate two groups will compete, evaluation will also be comparative. The class will also be asked to evaluate each group on an anonymous basis. Members as a group should be ready to answer questions posed by the instructor and fellow classmates. Topics of the presentations/debates will be chosen on a lottery basis (see the attached list).

At the beginning of every session, the instructor will introduce the topic of the session and make general comments on the state of the theory or policy debate surrounding the topic. After instructor's comments, the opposing groups will take over the session and proceed with their presentations and debate. Each presentation may take between 15 to 20 minutes. All groups are required to provide the instructor with a PowerPoint version of their presentation/debate.

The first meeting of the class will be devoted to the formation of groups and assignment of their topics. Once formed, the groups will be given time to discuss topics they will be working on and to arrange for a division of labor among themselves. After the second week of October, every Thursday of the week will be devoted to the debates. The first debate should take place during the second week of October. The date for the last debate is the last day of the class-meeting before the final examination. The opposing groups are required to determine and coordinate the date of their debate. In cases of conflict, the instructor determines the debate date.

III. Course Timeline and Textbook Material Covered:

You are required to read and understand the following chapters of the textbook:

Sep 21-Sep 23: Chapter 1: Introduction: An Overview of the World Economy (self-study); and Chapter 2: Why Countries Trade?
IV. Quizzes and Final Examination

To pass the class, you will have to take three quizzes and a final examination. All exams are mandatory. If you miss a quiz or the exam, your will lose the grade for that quiz or exam. The final examination will be comprehensive and will cover all the chapters of the textbook covered in the class. You will be tested on both theoretical issues and models, as well as on real-world problems and developments discussed in the textbook. There may be multiple-choice as well as short-essay questions on all tests. To be successful in final exam, you will need to read and fully understand the chapters listed under section III of this syllabus. To take the test, you will need a blue book, a scantron answering sheet, a calculator, and pencils. Each quiz will consist of at least 30 questions. The final exam may have up to 60 questions.

V. Grading

You final course grade will consist of the following components:

- Presentations/Debates 150 points
- Three Quizzes 150 points
- Final Examination 200 points

Total 500 points

VI. Modus Operandi:
1- No make-up tests will be given in cases other than severe illness or emergency. If you miss a quiz, you will miss the grade for that quiz.

2- No "Incompletes" will be assigned unless 60 percent of the course work has been completed with a grade B or better.

3- The instructor may occasionally call roll. Your absence from class WILL have a negative weight on your grade.

4- Turn off your cell-phone inside the class.

5- No late or e-mailed work will be accepted.

6- If you have problems with any aspect of the class, please discuss them with your instructor as early in quarter as possible.

7- You may ask questions any time during the lectures.

8- You are encouraged to meet the instructor during his office hours and ask for clarification of the material or other issues related to the class.

9- REMEMBER: The key to success in this class is hard work, persistence, and positive attitude toward learning.

10- Grades are final and non-negotiable.

11- You will pass the course only if you do the work required.

12- Be on time for the class. If you arrive late, please go to the library and read your book or work on your assignments.

13- While in the class, avoid anything that might disturb the lecture, such as talking to another student, making noise, or teasing and bothering other students. Violators of this rule will be dealt with according to university regulations.

14- For all tests you will need a scantron answering sheet (form 882), a calculator, and two sharp pencils (perhaps a bluebook too). Keep the scantron clean and unfolded.

15- No request for transfer of grade to another professor is accepted.

16- Your grades will be posted on the BB. If you want to view your scantron, which will be kept by the professor, make an appointment with the professor for this purpose.

17- While in the class, be always ready to answer professor's questions; avoid shrugging your shoulders and reacting indifferently to questions directed to you by the professor.

18- Keep your sense of humor and take interest in what happens in the class.

19- Regular attendance may be rewarded with extra credit points

20- If you follow these GOLDEN RULES, you will certainly enjoy the class and feel well-rewarded for the work you do.
ECONOMICS 4700  
FALL 2004  
DEBATE/PRESENTATION TOPICS

1. Industrial Policy as a Means of Protecting Domestic Industry: Good Idea, Bad Idea, Old idea
2. Tariffs and Non-Tariff Barriers to Trade: Pros, Cons, Problems for the Less Developed World
3. The U.S. Role in Today's World Economy: Good Business or New Imperialism?
4. Globalization, Corporate Profits, and Human Rights
5. Outsourcing: A Boon or a Bane for the U.S.?
6. The Effects of Financial Liberalization on Asian Economies
7. Trade Liberalization versus Trade Protection: Which one Works better for whom?
8. Tension, Conflict, and Dialogue: Who is Right who is Wrong: The North or the South?
9. Women's Economic Role and Gender Issues in World Economy
10. China's Growth Experience versus Russia's Economic Transition
11. World Capital Mobility: Recipe for Financial Disaster or a Way toward Creation of Wealth and Development?
12. European Monetary Union: Some Want it some don't. Why?
14. Future of the World Economy: The Fate of Wealth and Poverty
15. The IMF, the World Bank, and the WTO: Obstacles or Facilitators of Growth? How and For Whom?
16. Labor versus Capital in an Integrated World Economic Regime
17. Urban Prospects and Problems in the New World
18. Aid Organizations and NGO's: Facilitators of Growth and Human Rights or Harbingers of New Colonialism
19. Multinationals and the Third World: Helpers or Exploiters?
Workshop in
Economic Research
Economics 4895
Fall 2004

Prof. Charles W. Baird
885-3275
cbaird@csuhayward.

Class Hours: 2:40-4:30 each Wednesday
Office hours: 12:00-1:30 TR in MB2597
Venue: See Speaker Schedule

Grading rules: Your grade is determined by the number of points you accumulate during the quarter.

Points are awarded as follows:
1. attendance at a lecture 3 points
2. viewing missed lecture on tape 1 point
3. significant participation 1 point

Accumulated Points Letter Grade
32 or more A
30-31 A-
28-29 B+
25-27 B
23-24 B-
21-22 C+
20 C
19 C-
18 D+
17 D
16 or less F

There are nine lectures during the quarter. Therefore, if you have perfect attendance without significant participation you are guaranteed a B. To get an A you must have perfect attendance plus significant participation in at least five of the discussions. If you are taking the course credit/no credit you must accumulate at least 20 points to get credit.
SPEAKER SCHEDULE
Wednesday Workshop in Economic Research
Fall 2004

Listed below is the schedule of speakers for Fall 2004 in the Wednesday Workshop in Economic Research. The time, except for November 17, is 2:45-4:30 PM

October 6: Olivia Schoeller, Washington Bureau Chief of Berliner Zeitung
Title: “Friends or Foes: Transatlantic Relations after the Iraq War”
Venue: University Union 311

October 13: Dr. Gerald P. O'Driscoll, Senior Fellow, the Cato Institute
Title: “Economic Freedom in the World and Why It Matters”
Venue: University Union 311

October 20: Professor Nan Maxwell, CSUH
Title: “Smoothing the Transition from School to Work: Job Skills”
Venue: MB 2606

October 27: Professor James Ahiakpor, CSUH
Title: “History of Economic Thought: A Perverse Form of Entertainment”
Venue: MB 2605

November 3: Professor Jay L. Tontz, CSUH
Title: “Economic Forecast 2005”
Venue: MB 2605

November 10: Mark Levin, President of Landmark Legal Foundation
Title: “Holding the NEA Teachers Union Accountable”
Time: 7:30 PM
Venue: University Union 311

November 17: Dr. Tom Palmer, Senior Fellow, the Cato Institute
Title: “Heroism in the Struggle for Freedom: 2800 BC to the Present”
Venue: University Union 311

November 24: Abdullahi Koshin, Business Analyst
Title: “The New World of E-Economics”
Venue: MB 2605

December 1: Anthony Easton, Executive Director, International Association of Accredited Investors
Title: “The Naked, Moral Entrepreneur”
Venue: University Union 311
SYLLABUS

"The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking, which helps its possessor to draw correct conclusions."
--John Maynard Keynes

Course Description

The objective of this course is to develop a thorough understanding of how a modern, developed economy works. We will focus on unemployment, inflation and economic growth in the short and long run. A considerable part of this course will be devoted to examining the roles of fiscal and monetary policy.

TEXT: Robert J. Gordon, Macroeconomics, ninth edition (required)
Study Guide (strongly recommended)

GRADES: 2 midterm exams (25% each)
1 final exam (40%)
homework and class participation (10% total)

All exam questions will be essay and problems. You must show your work for each problem or give a short explanation for discussion questions. Bring your student ID card to all exams. You may be required to show it to take any exam in this course. All exams in this course are open book open note.

Midterm exams will be given during the last two hours of the class (from 8:00 to 10:00 p.m.).

Whining about grades will not be tolerated.

Makeup exams will not be given. If you miss a midterm exam, it will simply not be counted in determining your final grade. You must take the final exam. If you cannot be present at the final, you must notify me in advance. If you have a valid excuse (such as illness) for not taking the final, you will receive an incomplete. Otherwise, you will receive a grade of "F".

Class attendance is not required, but is strongly recommended. Since this class meets one night a week, we will have ten class sessions total. If you miss one class, you will have missed 10 percent of the course. Please do your best to attend each class.

Writing Policy

You are expected to read and write at a college level and to express consistent and logical arguments. You are expected to use correct grammar, spellings and usage in your written work. You may have your marks reduced for mistakes made in these areas. You are also expected to hand in high-quality, well-packaged, legible and aesthetically appealing assignments. Illegible work or answers that are difficult to
follow will be graded down significantly. Neatness counts in all assignments and exams in this class. Even if English is not your first language, you are still expected to meet this requirement.

**Study Groups**

You are encouraged to form a study group for this class. The purpose of this group is so you can help each other learn the material. Discussion of homework assignments is one way of doing this. However, you will get the most out of these discussions if you have spent some time working on the assignment before the group meets. Based on my experience, three to five students is usually about the right number for this group.

The other purpose of a study group is so you will have a backup resource if you should miss a class. The class notes are your single best learning tool in this course. If you do not have a complete set of notes, you will probably not get a very good grade. The best way to obtain a complete set of notes is to attend every single class, arriving on time and leaving when class is over. Copying class notes from someone in your study group is a poor second choice; however, it is sometimes necessary.

**Academic Dishonesty**

*If I catch you cheating on an exam I will fail you for the entire course and place a letter in your academic file describing the incident. University policy states that if you receive two such letters, you will be expelled from school. Do not cheat.*

The University has a published policy on academic dishonesty. Such dishonesty includes plagiarism, cheating, fabrication, forgery, etc. Severe sanctions will be used. Students are required to familiarize themselves with this policy and especially the meaning of each action covered under the policy. The policy is clearly spelled out in the University Catalog. Students are required to strictly adhere to the guidelines therein and accepted standards of honest conduct. Violators will be failed.

**Reading Assignments**

Reading assignments should be completed prior to the lecture on the topic assigned. Homework is due when specified. Late homework will not be accepted under any circumstances. Exams will be held on the date given below. Occasionally, articles will be posted on the course web site (see below). These are part of the course and are required reading. You should check the course web site at least once a week for these readings, as well as other course information.

**Course Web Site**

Homework solutions, this syllabus, and additional reading are available on the class web site. To get to this site, run your web browser software and open [http://www.sbeusers.csuhayward.edu/~alima](http://www.sbeusers.csuhayward.edu/~alima). Click on the "Economics 6105" link. You can also go directly to this site by opening [http://www.sbeusers.csuhayward.edu/~alima/courses/6105/6105indx.htm](http://www.sbeusers.csuhayward.edu/~alima/courses/6105/6105indx.htm)
Information Cards

Please fill out a 3 x 5 index card with the following information. Use the back of the card if necessary.

1. Name: 
2. Student ID number 
3. Telephones (home and office): 
4. E-mail addresses (home and office) 

Course Outline

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<tr>
<th>Class</th>
<th>Topic</th>
<th>Reading</th>
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<td>Sept. 29</td>
<td>National Income Accounting</td>
<td>Chs. 1, 2, 3</td>
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<tr>
<td></td>
<td>The Income-Expenditure Multiplier</td>
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<tr>
<td>Oct. 6</td>
<td>The IS-LM Model</td>
<td>Chs. 4, 5</td>
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<tr>
<td>Oct. 13</td>
<td>International Linkages</td>
<td>Ch. 6</td>
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<tr>
<td>Oct. 20</td>
<td>Aggregate Demand and Aggregate Supply</td>
<td>Ch. 7</td>
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<td><strong>MIDTERM #1, Wednesday, Oct. 20</strong></td>
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<tr>
<td>Oct. 27</td>
<td>Inflation</td>
<td>Ch. 8</td>
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<tr>
<td>Nov. 3</td>
<td>Long-Term Growth</td>
<td>Chs. 9, 10, 11</td>
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<tr>
<td>Nov. 10</td>
<td>Stabilization Policy</td>
<td>Ch. 12</td>
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<tr>
<td>Nov. 17</td>
<td>Money and Stabilization</td>
<td>Ch. 13, 14</td>
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<td><strong>MIDTERM #2: Wednesday, Nov. 10</strong></td>
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<tr>
<td>Nov. 24</td>
<td>Consumption and Investment</td>
<td>Chs. 15, 16</td>
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<tr>
<td>Dec. 1</td>
<td>Conclusion</td>
<td>Chs. 17, 18</td>
</tr>
</tbody>
</table>

FINAL EXAM: Wednesday, December 7, 7:00 - 9:00 p.m.
(Note: if your travel plans will not allow you to take the final examination when scheduled, please do not enroll in this section of this course.)
COURSE SYLLABUS

Office: RO 237
Office Hours: MW 2:35 - 3:15 p.m.; 6:55 - 7:45 p.m.; F 2:30 - 2:50 p.m.; and by appointment
Telephone: (510) 885-3305
E-Mail: dstclair@csuhayward.edu

Text and Readings:
• A limited number of readings will be distributed in class, made available on Blackboard, or put on Reserve in the library. Make sure you can log onto Blackboard.

Topics: The course surveys the development of economic thought including the contributions of Smith, Ricardo, Malthus, Mills, Marshal, Keynes, Marx and other orthodox and heterodox theorists.

Tests and Grading:
One midterm and a final exam will be given. In addition, there will be eight graded assignments. You must take do at least six of the assignments. The remaining two can be skipped, dropped, or kept for credit. This option will be fully explained during the first week of class. The testing format will be discussed in class prior to the midterm and final. The final exam is not comprehensive. This is a cross listed graduate course and will be taught in conjunction with Econ 3170. There is a significant overlap with Econ 3170 in terms of assignments and exams. Graduate students are expected to perform at “B” or better on course work. In addition, a research paper is required of all students in Econ 6170. The topics and requirements for the paper will be discussed during the first week of class.

Tentative point values for the midterm, final exam, research paper, and (eight) assignments will be as follows:
- Midterm = 100 points
- Final Exam = 100 points
- Research paper = 80 points
- Eight Assignments = 80 points

If you fail to take the midterm or the final exam or do not submit a paper, you will receive a "WU", "I", or "F" grade.

Test Dates: (Midterm date is subject to change with notice.)
- Midterm: Friday October 22
- Final Exam: Monday December 6 (2:00 – 3:50 p.m.)
Policy on Academic Dishonesty:

The University has a published policy on cheating and academic dishonesty. Students are expected to be familiar with the policy and to abide by it. Cheating will result in: 1) a zero score on the test and the loss of all grading options; and/or 2) an "F" grade for the course; and/or 3) referral to the Academic Vice President for expulsion from the University.

Accommodations for Students with Disabilities:

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should either speak with me or SDRC. In addition, as Robinson Hall has no elevator and my office is on the second floor of Robinson Hall, I have an alternative location to meet students with mobility issues and will do so upon reasonable request. Such students dropping in during my office hours, should use the campus phone on the 1st floor of Robinson Hall to let me know that they need an alternative venue accommodation.

Practical Rules and Guidelines:

1. THE 10-MINUTE RULE: I will be here within the first ten minutes of class or I will be absent. Do not wait more than 10 minutes for me.

2. Exams are usually returned at the next class following the exam. ALL EXAMS MUST BE PICKED-UP IN CLASS. It is impractical for me to return exams in my office.

3. I cannot respond to e-mail requests for your midterm exams, final grades, reviews of what we have done in class over the last few weeks, etc. Use e-mail for an appropriate request, question, etc. I will not open e-mails with attachments unless previously cleared with me.

4. Simple calculators are allowed during the exam. Cell phones, PDAs, graphing calculators, and mini-computers are not allowed. My Rule of Thumb: If the screen on your calculator is wider than my index finger, it is not permitted during the exam.

5. Exam Rules: a) Picture I.D. is required at all exams. b) Do not share calculators during the exam. c) No dictionaries are allowed during the exam. If you don't know a word, ask me. I will always explain the term unless it relates to the economic content of the question.

6. Scantron grading "errors" are always the result of poor erasing, stray marks, or inappropriate pencils (use a #2 pencil only). Avoiding these problems is your responsibility. I cannot correct these problems after exams have been returned and will not "re-grade" these errors.
Economics 6315
Seminar in Monetary Theory
Fall, 2004
Phone: (510) 885-3889
e-mail: tlima@csuhayward.edu

Tony Lima
Office: RO 241
Hours: Monday, Wednesday 12:00 noon - 1:00 p.m.
6:00 - 6:30 p.m.
and by appointment

SYLLABUS

"The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking, which helps its possessor to draw correct conclusions."
--John Maynard Keynes

Course Description

This course will be concerned with money. We will learn what money is, why developed economies use money, what determines the demand for money and the money supply, the special role of depository financial intermediaries, the interaction between the monetary and real sides of an economy; and a bit about the relationship between risk and return.

TEXT: There is no text required for this course.

GRADES: 1 final exam (40%)
Term paper (40%)
homework and class participation (20% total)

All exam questions will be essay and problems. You must show your work for each problem or give a short explanation for discussion questions. Bring your student ID card to all exams. You may be required to show it to take any exam in this course. All exams in this course are open book open note.

Whining about grades will not be tolerated.

You must take the final exam. If you cannot be present at the final, you must notify me in advance. If you have a valid excuse (such as illness) for not taking the final, you will receive an incomplete. Otherwise, you will receive a grade of "F".

Class attendance is not required, but is strongly recommended. Since this class meets one night a week, we will have ten class sessions total. If you miss one class, you will have missed 10 percent of the course. Please do your best to attend each class.

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Note About Robinson Hall
My office is located on the second floor of Robinson Hall, the small building between the Music and Business building and the University Theater. This is the only building on campus that does not have an elevator. If you have difficulty climbing stairs for any reason, please make arrangements for us to meet somewhere other than in my office. (There is a campus telephone on the first floor of Robinson Hall near the pay telephone. Call 5-3889 and I will come downstairs.)

Study Groups
You are encouraged to form a study group for this class. The purpose of this group is so you can help each other learn the material. Discussion of homework assignments is one way of doing this. However, you will get the most out of these discussions if you have spent some time working on the assignment before the group meets. Based on my experience, three to five students is usually about the right number for this group.

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Course Web Site
Homework solutions, this syllabus, and additional reading are available on the class web site. To get to this site, run your web browser software and open the following link, then bookmark it immediately: http://www.sbeusers.csuhayward.edu/~alima. Click on the "Economics 6315" link.

Information Cards
Please fill out a 3 x 5 index card with the following information. Use the back of the card if necessary.
# Course Outline

Items marked * are available electronically on the course website.

**Key:**
- AER is American Economic Review
- JMCB: Journal of Money, Credit and Banking
- QJE: Quarterly Journal of Economics
- REST: Review of Economics and Statistics

## Class Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Sept. 27</td>
<td>Introduction: What Is Money?</td>
<td>Powerpoint slides chs. 1, 10</td>
</tr>
<tr>
<td></td>
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<td>Leijonhufvud, &quot;Keynes and the Keynesians: A Suggested Interpretation,&quot; AER, May, 1967</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clower, Robert, &quot;The Keynesian Counterrevolution: A Theoretical Appraisal,&quot; in Hahn and Brechling, <em>The Theory of Interest Rates</em></td>
</tr>
<tr>
<td>Oct. 18</td>
<td>The Supply of Money</td>
<td>Powerpoint slides chs. 4, 5</td>
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<tr>
<td></td>
<td></td>
<td>Tobin, J., &quot;Commercial Banks as Creators of Money,&quot;</td>
</tr>
</tbody>
</table>
Powerpoint slides, ch. 6
Other readings TBA

Nov. 8 Money and Interest Rates Powerpoint slides chs. 10, 11, 12
Sidrauski, M., "Rational Choice and Patterns of Growth in a Monetary Economy," JPE, August, 1969 (Part 2).*
Other readings TBA.

Nov. 15 Asset Pricing Models Powerpoint slides ch. 13

Nov. 22 Financial Intermediaries Powerpoint slides chs. 2, 3, 4, 7, 8, 9, 14, 15, 18

Nov. 29 International Issues Gordon chs. 6, 14
Powerpoint slides chs. 32
Other readings TBA

Financial Innovation Powerpoint slides ch. 2
Other readings TBA

Term Papers Due by 6:30 p.m. Nov. 29

FINAL EXAM: Monday, December 5, 7:00 - 9:00 p.m.
(Note: if your travel plans will not allow you to take the final examination when scheduled, please do not enroll in this section of this course.)
Table of Contents

Professor James C.W. Ahiakpor
Professor Charles W. Baird
Professor Gregory B. Christainsen
Professor Leo H. Kahane
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Professor Jane E. Lopus
Professor Nan L. Maxwell
Professor Lynn C. Paringer
Professor Stephen Shmanske
Professor David J. St. Clair
Professor Emeritus Jay L. Tontz

One Year Lecturers
Said Haimor
David Yaar
CURRICULUM VITAE

NAME: James C.W. Ahiakpor

ADDRESS: 414 Norris Canyon Terrace
           San Ramon, CA 94583

E-MAIL: james.ahiakpor@csueastbay.edu

PHONE: (925) 355-1789 (Home)
       (510) 885-3137 (Office)

DATE OF BIRTH: December 11, 1945

CITIZENSHIP: USA

A. Education:


B. Teaching/Research Areas:

1. Monetary Economics

2. Development Economics

3. History of Economic Thought

4. Macroeconomics

C. Courses Taught:

1. California State University, Hayward, September 1991 to date:

Monetary Theory (Graduate and Undergraduate), Graduate Microeconomic Theory, Managerial Economics, Production Economics, Macroeconomic Theory, Money and Banking, International Economic Development (Graduate and Undergraduate), History of Economic Thought, Selected Topics in Economic


Thought, Principles of Macroeconomics, and Principles of Microeconomics.

2. Saint Mary’s University, Halifax, Nova Scotia, Canada, September 1981 to August 1991:


D. Publications:

i. Books, Monographs, Reports


ii. Articles:


7. “Wicksell on the Classical Theories of Money, Credit, Interest, and Price Level Determination:


iii. *Book Chapters:*


iv. *Book Reviews:*


v. *Other Publications:*


E. Papers Presented at Conferences:


52. “Ricardo on Money: The Operational Significance of the Non-Neutrality of Money in the Short Run”; with a Postscript on Canadian Monetary Policy, Canadian Economics Association Meetings, University of British Columbia, Vancouver, B.C., June 1983.


54. “The Behavioral Patterns of Foreign-Owned Firms in the Less Developed Countries, and the Efficacy of some Measures for Controlling Foreign Firms.” Administrative Sciences Association of Canada Meetings (International Business Division), University of Ottawa, Ottawa, Ontario, May 31–June 1,
1982.


F. Other Conference Activities:


i. “The Effects of Learning in Interactive Monetary Policy Committees” by Macr Berk and Beata K. Beirut (De Nedelandsche Bank)

ii. “From the Great Depression to the Great Inflation: Path Dependence and Monetary Policy” by Mark V. Siegler (California State University, Sacramento).


   “Boom and Bust: Japanese and U.S. Credit Creation in a Growing Economy” by Fred R. Glahe (University of Colorado-Boulder) and John P. Cochran (Metropolitan College of Denver).

“The Federal Reserve, the Stock Market, and the ‘New Economy’” by Roger W. Spencer and John H. Huston (Trinity University, Texas).


“Underemployment: Voluntary and Involuntary” by Ezra Davar (Ben-Gurion University of the Negev, Israel).


“The Dynamic Response of U.S. Stock Prices to Foreign Flows of Capital” by Mary E. Allender (University of Portland), Bahram Andragi (University of Portland), and Kambiz Raffiee (University of Nevada).


“Vers une Nouvelle Biographie de J.B. SAY: Reintegrating the Political Author, the Entrepreneur and the Classical Economist” by Evert Schoorl (University of Groningen).


“On the Austrianlessness of Modern Austrian Economics” by Neel Chamilall (Université de Aix-Marseille 3, France).


“On the Origins and the Legacy of Lange’s Laws” by Petur O. Jonsson (Department of Economics, Fayetteville State University, Fayetteville, NC).


“Testing Aggregation Bias from Simple Sum vs. Divisia Aggregates,” by Jean A. Gauger (University of Tennessee, Knoxville) and George C. Davis (Texas A&M University, College Station).

17. Discussant: *History of Economics Society Meetings*, University of Quebec at Montreal, Montreal,
Quebec, Canada, June 19–22, 1998:

“Chalmers vs. Malthus and Sismondi on Gluts; Or Imperfect Wage and Interest Rate Adjustment vs. Underconsumption,” by Petur O. Jonsson (Fayetteville State University, Fayetteville, N.C.)


“Central Bank Independence and International Monetary Dependence: The Role of Credibility in International Monetary Coordination,” by Gerald Groshek (Naval Postgraduate School, Monterey, CA).

19. Discussant: History of Economics Society Meetings, University of South Carolina, Charleston, SC, June 20 – 23, 1997:

i. “Continuity and Change in Keynes’s Thought: The Importance of Hume,” by David Andrews (Cazenovia College, Cazenovia, NY).

ii. “Hayek’s Popperian Critique of the Keynesian Methodology,” by Robert Nadeau (University of Quebec at Montreal).


i. “Ethnicity in Markets: Supplier Credits in African Manufacturing,” by Marcel Fafchamps (Stanford University, CA).

ii. “Joan Robinson and the Cambridge Revolutions,” by Maria Cristina Marcuzzo (Università Degli Di Roma).


“Gender and Development Strategies in Sub-Saharan Africa,” by Pareena Lawrence (University of Minnesota, Morris).


i. “Enterprise Financing in Sub-Saharan Africa,” by Marcel Fafchamps (Stanford University, Stanford, CA).

ii. “Economic Instability: A Case Study of Selected Countries,” by N. Frank Ekanem (Howard University, Washington, DC).

32. Discussant: *Canadian Economics Association Annual Meetings*, University of Victoria, Victoria, B.C., June 1–3, 1990:

“U.S. Money Demand Instability: A Flexible Least Squares Approach,” by Leigh Tesfatsion and John M. Veitch (University of Southern California, Los Angeles, CA).

33. Session Chair: *Canadian Economics Association Annual Meetings*, University of Victoria, Victoria, B.C., June 1–3, 1990: “Fiscal Policy.”


iii. “The Lights are Going Out: The Altered Map of Africa Following Structural Adjustment,” by Barry Riddell (Queen’s University, Kingston, Ontario).


“Structural Adjustment: Country Experiences.”

37. Discussant: *History of Economics Society Conference*, University of Richmond, Richmond, Va, June 10–13, 1989:


38. Discussant: *Western Economic Association International Conference*, Lake Tahoe, Nevada, June 18-22, 1989:


40. Discussant: *Western Economic Association Conference*, Los Angeles, California, June 30–July 3, 1988:

ii. "Mexico’s Debt Burden: A Structural Solution," by Stephen Stamos (Bucknell University, Lewisburg, Pa.).

41. Discussant: *Canadian Economics Association Annual Meetings*, Wilfried Laurier University, Windsor, Ontario, June 2–4, 1988:

i. “Involuntary Unemployment in the *General Theory*,” by E. L. Forget and Hugh Grant (University of Winnipeg, Winnipeg, Manitoba).

ii. “Keynes’ Theory of Investment Reconsidered: Evidence from His Lectures,” by Robert W. Dimand (Brock University, St. Catherines, Ont.).


42. Discussant: *History of Economics Society Conference*, Harvard University, Cambridge, Massachusetts, June 20–22, 1987:

“J.S. Mill and J.E. Cairnes on Natural Value: The Role of Expectations in late-classical Economics,” by E.L. Forget (The University of Winnipeg, Winnipeg, Manitoba).


44. Discussant: *History of Economics Society Conference*, Barnard College, New York City, June 1986:

“Nominal Wage Contracts and the Economics of Keynes,” by S.Q. Lemche and J.N. Smithin (University of Calgary and York University).

45. Discussant: *Canadian Economics Association Conference*, University of Manitoba, Winnipeg, May 1986:


ii. “Investment Demand for Children in an Agrarian Economy: Theory and Empirical Evidence from Bangladesh,” by M. Huq and A. Islam (University of Saskatchewan, Saskatoon, Sask.)

46. Discussant: *Atlantic Canada Economics Association Conferences*, University of New Brunswick, Moncton, New Brunswick, October 24–26, 1985:

i. “The Efficiency Wage Hypothesis and the Scissors Problem,” by K.Y. Tsui (University of Toronto)


48. Discussant: International Atlantic Economic Conference, San Juan, Puerto Rico, March 1984:

“Money and Inflation in France since the Mid-1960s” by Richard T. Seldon (University of Virginia, Charlottesville, VA).

49. Discussant: Canadian Economics Association Meetings, Guelph University, Guelph, Ontario, May 1984:


ii. “J.S. Mill on Expectations,” by E. Forget (University of Toronto).

iii. “Real Bills, Forced Currency, and the Restriction Period in Britain,” by G. Poitras (St. John’s University, New York, N.Y.).

50. Discussant: Atlantic Canada Economics Association Meetings, Halifax, November 1982:


51. Discussant: Atlantic Canada Economics Association Meetings, Halifax, November 1981:

“Forecasting the Financial Activity of the Canadian Near Banks,” by J. Brox and Wendy Maclean (Brock University and Dalhousie University).


G. Department Seminar Papers:


8. "Full Employment: A Classical Assumption or Keynes's Rhetorical Device?" Department of Economics, California State University, Hayward, February 21, 1996.


15. "Should Bank Deposits have been Taxed as Part of the 'Currency Reform' in Ghana?," Department of Economics, University of Ghana, Legon, February 1980.


H. Academic Positions Held:

1. Chair, Department of Economics, California State University, Hayward, CA, January 1994 to August 31, 2000.

2. Professor (Tenured, 1993), Department of Economics, California State University, Hayward, CA, September 1993 to date.
3. Associate Professor, Department of Economics, California State University, Harvard, California, September 1991 – August 1993.


5. Assistant Professor, Department of Economics, Saint Mary's University, 1981–86.

6. Research Fellow/Lecturer, Institute of Statistical, Social and Economic Research (ISSER), University of Ghana, 1974–81

7. Instructor, School of Continuing Studies, University of Toronto, 1979 to 1993: (Field: Money and Banking).

8. Teaching Assistant, Department of Political Economy, University of Toronto, 1978–81.


10. Teaching Assistant, Department of Economics, University of Ghana, 1971–73.

I. Committee Work:

1. California State University, Hayward

   Chair, University Fairness Sub-Committee (Winter 2005).

   Member, University Peer-Panel Appeal Review Committee (May–June, 2005)

   Member, Department Post-Tenure Review Committee, 2001–2002.


   Member, Senate Sub-Committee on Instruction and Curriculum, 2003–2004.

   Member, Planning Committee for CSUH Administrative Retreat, 1994.


   Member, University Committee on Accreditation (1993–94)

   Member, University Committee on Research (1992–94)
Member, Department Curriculum Committee (1991–93)

Member, Basic Skills Requirements Appeals Subcommittee (1991–93)

Member, School of Business and Economics Committee on Accreditation Proposal (1992–93).

2. Saint Mary’s University, Halifax, N.S., Canada

Member (and Chairman, 1989-91), Senate Research Committee, 1988-91.


Member, President’s Committee on Aids, 1988/89.

Member, President’s ‘Blue Ribbon’ Committee on “The Future of Saint Mary’s University.” 1989–90.

Member, Curriculum Development Committee, Department of Economics, 1988–1990.

Member, Development Committee, Department of Economics, 1990–91.

Member, University Senate, 1986/87.

Member, Senate Admissions Committee, 1983/84–1985/86.


Member, Recruitment Committee, Department of Economics, 1981/82–1984/85.


J. Other Academic Activities:


K. Community Work:

1. By invitation from Tim Erickson to serve as “an international expert,” I participated in a discussion on the “economic, social, and cultural implications of globalization” on “Poitalk,” an international internet forum. I posted four (4) commentaries over a two-week period in January 2001. Other participants were from the US, Canada, Belgium, Argentina, Mexico, Lebanon, Kenya, Indonesia, and Singapore.


3. External Assessor of candidate for Promotion to Associate Professor, Department of Economics, Pennsylvania State University, University Park, PA, August 1998.

4. External Assessor of candidate for Tenure and Promotion to Associate Professor, Department of Economics, Howard University, Washington, D.C., January 1997.

5. External Assessor of candidate for Tenure and Promotion to Associate Professor at the Department of Africology, University of Wisconsin, Milwaukee, WI, August 1995.


12. Lecture: “Monetary and Fiscal Policies: Myths and Realities.” Smith Center Summer Program for Teachers, California State University, Hayward, CA, June 22, 1993


I. Research in Progress:


5. Money, Credit, Fractional Reserve Banking, and the Austrians.

6. J.S. Mill on the Classical Wages Fund: Recantation or Inconsistency?

M. Honors and Awards:


5. Quarter Leave for Research (RSCA), California State University, Hayward, Fall 1997.


7. Course Release Time Award, Affirmative Action Faculty Development Program, 1991–92, California State University, Hayward, CA.

8. Fraser Institute Grant, $2,500, towards purchase of 1/2 Course Release Time at Saint Mary’s University, Fall 1990.


Developed Country: Ghana."


14. Doctoral Fellowship, *Faculty of Graduate Studies*, University of Toronto, 1979–81.


17. University of Ghana Post Graduate Scholarship, 1972–73.

N. **Professional Affiliations:**

1. American Economics Association

2. History of Economics Society

3. Western Economic Association International
VITAE

Charles W. Baird, Ph.D.

Professor of Economics and
Director, The Smith Center for Private Enterprise Studies
California State University, East Bay
Hayward, CA 94542
TEL 510/885-3275; FAX 510-885-4222
E-mail: charles.baird@csueastbay.edu
URL: www.thesmithcenter.org

DEGREES

B.S.B.A. -- Clark University, Worcester, Massachusetts: 1964 (Economics) (Magna Cum Laude)
Ph.D. -- University of California, Berkeley: 1968 (Economics)

ELECTED TO MEMBERSHIP IN MONT PELERIN SOCIETY: 1986

ELECTED TO BOARD OF DIRECTORS OF MONT PELERIN SOCIETY 2000

VICE PRESIDENT OF MONT PELERIN SOCIETY 2004

FELLOWSHIPS AND AWARDS

Phi Beta Kappa 1964
Woodrow Wilson Fellow 1964-65
Danforth Fellow 1964-68
Faculty Meritorious Performance Award, CSUH 1985, 1987, 1988, 1990
(This award was discontinued in 1992)

TEACHING POSITIONS

Assistant Professor of Economics -- University of California, Los Angeles; 1968-1973.
Associate Professor of Economics -- California State University, Hayward (CSUH); 1973-1976.
Professor of Economics -- CSUH; 1976-present.

Mises Institute Professor, Instructional Seminar in Austrian Economics, Stanford University, June 22-27, 1987

Visiting Professor of Business Economics, University of the Witwatersrand, Johannesburg, South Africa, July/August 1987, July/August 1993

MBA Executive Degree Program: a Joint Venture between IMADEC (private Austrian business school) and CSUH, Vienna, Austria, 1996 to 1998

OTHER PROFESSIONAL APPOINTMENTS

Speaker and Specialist Grant from the U. S. Department of State -- August 5-14, 2001. Undertook a tour of India speaking on the subject of Labor Law Liberalization.

Director, The Smith Center for Private Enterprise Studies, CSUH -- 1991 to present (See monthly on-line column at the above URL).
Co-Chairman, Department of Economics, CSUH, September 2000 to present

Acting Chairman -- Department of Economics, CSUH; 1975-1976, Spring 1986, Fall 1996, Fall 1997

Director, Seminar on Austrian Economics -- Institute for Humane Studies, Menlo Park, CA; Summer 1977.

Director -- Seminar on Austrian Economics, Liberty Fund; Summer 1982

Senior Economist -- Pacific Research Institute for Public Policy, San Francisco, CA; 1982-1984

Academic Advisory Board, Free Market Foundation, Johannesburg, South Africa 1998 to present

Adjunct Scholar, National Institute for Labor Relations Research, Springfield, VA 2002 to present

SCHOLARLY PUBLICATIONS (in chronological order)


*Advertising by Professionals* -- International Institute of Economic Research, University of California, Los Angeles, October 1977 (a monograph).

*Unionism and the Public Sector* -- International Institute of Economic Research, University of California, Los Angeles, August 1978 (a monograph; reprinted in *Managerial and Decision Economics*, University of Edinburgh, June 1981.)
"Tax Reform and a Proposal" (with Philip P. Storrer), *Taxes--The Tax Magazine*, October 1978, pp. 629-634

*Rent Control: The Perennial Folly* -- CATO Institute, 1980 (a monograph)


"For Love or Money: A Book Review" -- *Managerial and Decision Economics*, June 1982, pp. 112-113


"Solidarity and Labor Law Reform in the 1990s," The Freeman, June 1990, pp. 224-225

Book review: Discovery, Capitalism, and Distributive Justice, by Israel Kirzner, The Freeman, August 1990, pp. 318-320


"Outlawing Cooperation: Chapter Two," Regulation Magazine, Number 3, 1993, Cato Institute, pp. 12-15

"Strikers and Scabs," The Freeman, March 1994, pp. 143-144.

"I Have a Right!," in Mark Spangler ed., Cliches of Politics, Foundation for Economic Education, Irvington-on-Hudson, NY, 1994, Cliche #1, pp. 9-11


"Rights, Freedom and Rivalry," The Freeman, October 1996, pp. 667-669

"Perspective: Freedom-for Labor Day in New Zealand," The Freeman, October 1996, 650-651


The NEA and Its Federal Charter (a monograph), Public Services Research Foundation, Vienna, VA, 1997 (appears as the entire issue of Government Union Review, Volume 17, No. 3 which was actually published in June 1997).


"The Future of the Union Movement: Clues from the UPS Strike," The Freeman, December 1997, pp. 738-740


"Salt Without Savor" The Freeman, May 1998, pp. 319-320


Equality for the Labor Market: An Appreciation of WH Hutt (see above), monograph reprinted in Korean by the Korea Center For Free Enterprise, Monograph # 16, Seoul, Korea, 1998.

The Employment Contracts Act and Unjustifiable Dismissal (see above) monograph reprinted by The Free Market Foundation, Johannesburg, South Africa, 1998


"Paycheck Protection in California: What Went Wrong?," The Freeman, November 1998, pp. 703-704

"The ILO's Strange Use of Words," The Freeman, February 1999, pp. 63-64.


"Recycling Labor, The Freeman, April 1999, pp. 8-12


"Tony Blair and Fairness at Work," The Freeman, May 1999, pp. 63-64.

"An Open Letter to the California Legislature," The Freeman, August 1999, pp. 63-64

"The AFL-CIO: Renaissance or Irrelevance?" The Freeman, November 1999, pp. 63-64

"Unions and Antitrust: Governmental Hypocrisy," Ideas on Liberty, February 2000, pp. 63-64
"Sources of Prounion Sentimentality," Ideas on Liberty, March 2000, pp. 45-47

Book review: The Stakeholder Society, by Bruce Ackerman and Anne Alstott, in Ideas on Liberty, April 2000, pp 55-56.


"OSHA at Home," Ideas on Liberty, August 2000, pp. 63-64


"It Depends on What the Meaning of 'Advice' Is," Ideas on Liberty, May 2001. pp. 63-64


"Unchaining the Workers," Regulation Magazine, Vol. 24, No. 3 (Fall 2001), pp. 12-13

"Bastiat and Unionism," Ideas on Liberty, November 2001, pp. 63-64


"Labor Law and the West Coast Dock Dispute," Ideas on Liberty, February 2003, pp 63-64

Liberating Labor, Grand Rapids, Michigan: The Acton Institute, 2003

"An Egregious Union Scandal," *Ideas on Liberty*, May 2003, pp. 63-64


**Forthcoming**

"The Mont Pelerin Society," in the *Encyclopedia of Libertarianism*, the CATO Institute, Washington, DC.

**In Progress**


"Labor Unions," in the *Encyclopedia of Libertarianism*, the CATO Institute, Washington, DC

**EDITORIAL POSITIONS**


Quarterly columnist, *The Freeman* (formerly *Ideas on Liberty*), Foundation for Economic Education, Irvington-on-Hudson, NY, 1998 to present. (In 2000 the name of the magazine was changed to *Ideas on Liberty*. It was changed back to *The Freeman* in 2003.)

baird\vitae

Board of Fellows, *Government Union Review*, Vienna, VA; 1980-present


**CURRENT INSTITUTIONAL AFFILIATIONS**

- CATO Institute, Washington, DC
- Heritage Foundation, Washington, DC
- Foundation for Economic Education, Irvington-on-Hudson, NY
- Intercollegiate Studies Institute, Wilmington, DE
- Pacific Research Institute, San Francisco, CA
- Public Services Research Foundation, Vienna, VA
- Free Market Foundation, Johannesburg, South Africa
- Association of Private Enterprise Education

**NEWSPAPER AND INTERNET ARTICLES**


"Tax Indexation is Fair Policy," *Chicago Tribune*, March 22, 1983 (also published in four other papers)

"Tax Credits, Competition, and Educational Quality," *Reading Eagle*, Reading, PA. August 8, 1983 (also published in five other papers).


"Public Funding and Black Colleges," *USA Today*, February 6, 1984

"Credit Card Surcharges," *USA Today*, March 2, 1984

"The Latchkey Issue", *USA Today*, May 30, 1984

"Three Cheers and Three Challenges for Mr. Kirkland," *Santa Ana Register*, Santa Ana, CA., January 6, 1985 (also published in three other papers).


"One Moral Right Unions Don't Have," *Wall Street Journal*, October 6, 1988

"Entrenching a Mediocre Union," *Orange County Register*, April 9, 1989

"Sneak Attack on Non-Union Faculty," *Oakland Tribune* (CA), May 12, 1989


"What Garbage Crisis?," *ORER Letter*, University of Illinois at Urbana-Champaign, Spring/Summer 1992.


"Clinton's Bows to Big Labor," *Human Events*, June 12, 1993


"Clinton Embraces Big-Labor Dinosaur," *Human Events*, April 7, 1995, p. 298


"Wages Case Not Made," *The Dominion*, Wellington, New Zealand, March 4, 1996


"Voluntary Association and Union Politics," Acton Institute News and Commentary, August 3, 2005

www.acton.org.


**TELEVISION, RADIO, AND FILM APPEARANCES**

"No Room at the Inn," KQED-TV, San Francisco, CA. January 8, 1979. A one hour panel discussion on the nature and causes of the Bay Area housing shortage.


baird\vitae


"The Future of American Unions," KQED-TV (PBS), San Francisco, October 8, 1993. Half hour debate format on program called "FACE TO FACE."

"Has Corporate Downsizing Gone Too Far?" KQED-TV (PBS), San Francisco, May 27, 1994, FACE TO FACE.

Co-Host of "FACE TO FACE," KQED-TV (PBS), San Francisco:  
June 24, 1994, "Illegal Immigration and Public Health"  
July 1, 1994, "Strikers and Their Permanent Replacements"  
July 8, 1994, "Race-Based Policy and Justice"

"The Conservative Revolution," on This Week In Northern California, KQED-TV (PBS), San Francisco, February 3, 1995

"Debate on California Civil Rights Initiative: Against Affirmative Action," TCI Cable TV, Alameda, CA, April 5, 1995

"The Flat Tax: Making the IRS Irrelevant," KSFO-radio, San Francisco, CA, April 25, 1995

"Corporate Welfare," on Marketplace, KGO-TV (Channel 7), San Francisco, June 1, 1997

"Bay Area Conservatives," This Week in Northern California, KQED-TV (PBS), San Francisco, taped on 7/24/97 for broadcast on 9/19/97.

"In Support of Proposition 226," a debate, Contra Costa Cable TV, Martinez, CA,


PUBLIC SPEECHES AND PRESENTATIONS (chronological order since 1980)


Testimony before the U.S. Senate Subcommittee on the Constitution regarding a proposed Constitutional amendment to require balanced federal budgets. April 9, 1981.


"Where is the Middle Ground," CATO Conference on Pollution, Palo Alto, CA. December 11-12, 1981.


"Comparable Worth: Pay Equity or Economic Disaster," (a Debate), the Forum, College of St. Benedict, St. Joseph, MN, March 20, 1986

"Public Sector Unionism: a Constitutional Affront," the Wisconsin Forum, Milwaukee, WI, March 26, 1986

"Entrepreneurial Discovery in the Regulated Labor Market," Intercollegiate Studies Institute conference on Entrepreneurship, McNeese State University, Lake Charles, LA, April 11-12, 1986


"Haymarket, Homestead, and Pullman Through the Eyes of W. H. Hutt," annual meeting of the History of Economics Society, University of Richmond, Richmond, VA, June 12, 1989


baird\vitae


Testimony before the Committee on Economic and Educational Opportunities, Subcommittee on Employer-Employee Relations, US House of Representatives, in support of the proposed Worker Right to Know Act [HR 3580, a codification of Communications Workers v. Beck (487 US 735, 1988)], June 19, 1996.


"Getting Union Dues Out of Politics," Orinda, CA Republican Women’s Club, March 20, 1997


"Critique of "The Unity of Market Theory and Morality,"” by Robert Sirico, President of the Acton Institute, Grand Rapids, MI, presented at the annual meeting of the Southern Economic Association (SEA), November 9, 1998.


baird\vitae
November 24, 2002.


Director of Liberty Fund colloquium on "The Economics of William H. Hutt, Chattanooga, TN, September 13 through September 16, 2003.

Served as Chairman of the Program Committee for the regional meeting of the Mont Pelerin Society in Chattanooga, TN, September 18 through September 21, 2003

Delivered four lectures over three days at Universidad Francisco Marroquin (UFM), Guatemala City, Guatemala, September 29 through October 1, 2003. Received honorary appointment as Visiting Professor at UFM.


"Creating an Optimal Labour Market in New Zealand", presentation given under the auspices of the New Zealand Business Roundtable, 16 September 2004, Wellington, New Zealand

"The Nonsense of Free Trade," presentation given under the auspices of the New Zealand Business Roundtable, 17 September 2004, Wellington, New Zealand

"Political Corruption of the English Language," presentation given under the auspices of the New Zealand Business Roundtable, 17 September 2004, Wellington, New Zealand

"Creating an Optimal Labour Market in New Zealand, presentation given under the auspices of the New Zealand Business Roundtable, 21 September 2004, Christchurch, New Zealand

"Misesian Economics of Labor," presentation given under the auspices of the Young America's Foundation, 25 September 2004, Santa Barbara, CA

"On Methodology in Economics," presentation given under the auspices of the Young America’s Foundation, 26 September 2004, Santa Barbara, CA

"Political Abuse of the English Language," ACT Party Conference, Auckland, New Zealand, March 12, 2005

"Reflections on the US Labour Market," Australian National University, Canberra, Australia, March 15, 2005


September 2005

CURRICULUM VITAE

Dr. Gregory B. Christainsen

Office Address:  
Department of Economics  
California State University, East Bay  
Hayward, CA 94542 USA  
Tel (510) 885-3301  
Fax (510) 885-4339  
E-mail: gregory.christainsen@csueastbay.edu

Home Address:  
Mountain View, CA 94040 USA  
Tel  
E-mail: gregory.christainsen@yahoo.com

Education:

B.A., Economics & Philosophy, University of Wisconsin-Madison, 1974  
M.A., Economics, University of Wisconsin-Madison, 1977  
Ph.D., Economics, University of Wisconsin-Madison, 1981

Awards:

University of Wisconsin-Madison --  
Economics Department Outstanding Teaching Assistant, 1977  
Vilas Fellowship, 1977-78  
University Fellowship, 1979-80  
Eisenhower Memorial Foundation Scholarship, 1978-79  
National Institute of Mental Health Trainee Fellowship, 1978-79  
Mont Pelerin Society, international essay competition on F.A. Hayek's *The Road to Serfdom*, 1984  
California State University, Hayward (CSUH; now known as CSU, East Bay--CSUEB):  
Named the Outstanding Professor in the School of Business and Economics, 1988  
Named the Best Lecturer in the entire university (Pi Kappa Delta Speech Fraternity), 1988  
Named the Best Professor in the CSUH Transnational Executive MBA Program, 2002

Positions Held:

Colby College, Waterville, Maine (Instructor, 1980-81; Assistant Professor, 1981-83)  
Senior Economist, Pacific Research Institute, San Francisco, 1984-87  
Visiting Scholar, Harvard Law School (International Legal Studies), 1988  
California State University, Hayward/CSUEB (Lecturer, 1983-84; Associate Professor, 1984-88;  
Professor, 1988--)  
Founding Academic Director, CSUH/CSUEB Executive MBA Program in Singapore, 1999-  
Academic Director, CSUH/CSUEB Executive MBA Program in Hong Kong, 2004-  
Director, Singapore American Business Association, 2005-
Special Courses Developed: Asian Institutions and Organization Behavior (MGMT 6735), Economies of the Asia Pacific (taught under ECON 4590 & 6590)

Lecturing/Consulting: Australia, New Zealand, Japan, Korea, China, Hong Kong, Malaysia, Thailand, Vietnam, Indonesia, Singapore, United Kingdom, Norway, Sweden, Russia, Ukraine, Poland, Hungary, Germany, Austria, Slovenia, Czech Republic, Switzerland, Italy, France, the Netherlands, Canada, Mexico, Brazil, Argentina, South Africa, Swaziland

Papers/Publications:


Jobs and the Environment (with Robert H. Haveman), Work in America Institute, Scarsdale, New York, 1979


"Air Pollution and Mortality Rates: A Note on Lave and Seskin's Pooling of Cross-Section and Time-Series Data" (with Carl G. Degen), Journal of Environmental Economics and Management, June 1980


"Energy and Productivity Growth" (with Robert H. Haveman), Executive (Cornell Business School), Fall 1980


"Government Regulations and Their Impact on the Economy" (with Robert H. Haveman), The ANNALS of the American Academy of Political and Social Science, January 1982


"Productivity in Japan: Adapting to Changing Comparative Advantage in the Face of Lifetime Employment Commitments" (with Jan S. Hogendorn), Quarterly Review of Economics and Business, Summer 1983

"Did Environmental Regulations Play a Role in the Economic Downturn of the 1970s?" The Environmental Professional (UCLA Department of Geography), Summer 1983


"Liability Law Regarding Toxic Substances in the United States and Japan: Economic Considerations," Toxic Substances Reports, December 1984


"Distributional and Macroeconomic Aspects of Environmental Policy" (with Thomas H. Tietenberg), in Handbook of Natural Resource and Energy Economics, North Holland Publishing Company, Amsterdam, 1985 (General Editors -- Kenneth Arrow and Michael Intrilligator; Volume Editors -- Allen V. Kneese and James L. Sweeney)


"Law as a Discovery Procedure," Cato Journal, Winter 1990 (lead article)
- Program 1-- "Austrian Economics: History, Method, and Scope"
- Program 2-- "The Socialist Calculation Debate"
- Program 3-- "Monopoly and the Market Process"
- Program 4-- "Money, Capital, and Business Cycles"
- Program 5-- "Morality and Religion: An Austrian Perspective"


"New Zealand: The Experiment Unfolds," Economic Affairs (London), June 1993

"Entrepreneurship and Taxation by Regulation: Comment," in Effects of Taxation and Regulation on Entrepreneurship, Smith Center for Private Enterprise Studies, California State University, Hayward, 1993

"What Keynes Really Said to Hayek About Planning," Challenge, July/August 1993


"Environmental Regulation: Just as Bad as Any Other," The Freeman, August 1994


"The Legal System as a Discovery Process," in Die Osterreichische Schule der Nationalokonomie: von Hayek bis White, MANZ Wirtschaft, Vienna, 1996

"How New Zealand Dismantled the State and Regained Its Fiscal Health," Journal of Private Enterprise, Fall 1996


“Hunting – and Saving – Whales” (with Brian C. Gothberg), PERC Reports, September 2002

“Writing Good English in the Business World,” Recruit (Hong Kong-Shanghai), January 2005

“Learn How to KISS,” Recruit, February 2005

“When Communicating with Business Partners…” Recruit, March 2005

“Road Pricing in Singapore 30 Years On,” submitted to the Cato Journal

“The Welfare Effects of Singapore’s Vehicle Ownership Restrictions in Light of the Costs of Electronic Road Pricing” (in process)

Oversight Responsibility for the following books produced by the Pacific Research Institute:


Referee:

Professional Associations:
American Economic Association
Mont Pelerin Society

Recent Interviews:
Investor's Business Daily, KFAX-Radio (Fremont, CA), KIRO-Radio (Seattle), East Pearl Broadcasting (English language radio, Shanghai), The Graduate (alumni magazine of the National University of Singapore), CableNet, KRON-TV (San Francisco), Blue Danube Radio (English language, Vienna), Wiener Zeitung (Vienna), The Straits Times (Singapore), USA Today, Wirtschaftsforum der Fuhrungskrafte (Vienna), San Francisco Chronicle, NewsRadio 93.8 FM (MediaCorp, Singapore)
LEO H. KAHANE

DEPARTMENT OF ECONOMICS • COLLEGE OF
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STATE UNIVERSITY - EAST BAY • 25800
CARLOS BEE BOULEVARD • (510) 885-3369 •
LEO.KAHANE@CSUEASTBAY.EDU

EDUCATION

1991       Ph.D., Columbia University
1989-1990   Visiting Ph.D. student, Tel Aviv University
1986       M.A., Columbia University
1985       B.A., University of California, Berkeley

HONORS

1999-2000   CSUH Internal Grant Recipient
1996       Honorary Professor, Academy of National Economy, Moscow, Russia
1995-1996   RSCA/CSUH Grant Recipient
1989-1990   Rotary International Scholar
1988-1989   Preceptorship, Columbia University
1987-1988   President's Fellow, Columbia University
1979-1983   Chevron Scholar, University of California, Berkeley
1979-1980   Alumni Scholar, University of California, Berkeley

ACADEMIC EXPERIENCE & POSITIONS

2002- present       Professor of Economics, California State University, Hayward.
2002-2005           Visiting Professor of Economics, Mount Holyoke College.
1997-2002           Associate Professor of Economics, California State University, Hayward.
1994- present       Visiting Professor of Economics, Institute of Business and present Economics, Academy of National Economy, Moscow, Russia.
UNIVERSITY SERVICE

Committee on Academic Planning and Resources (2001-02)
Graduate Programs Advisory Committee (1997-1999)
Committee on Research (1996-98)
CSUH SBE Faculty Retreat (1996)
Round Table on Diversity of Faculty and Staff, (1994-95).
Graduate Studies Committee, (since 1992-95; 1994-95 Chair).
Moscow MBA Advisory Group (on-going).

COURSES TAUGHT

• MOUNT HOLYOKE COLLEGE, FALL 2002 TO PRESENT:
  Economic Issues of Sports (ECON 100)
  Introductory Microeconomics (ECON 103)
  Statistics (ECON 220)
  International Trade (ECON 216)
  Econometrics Seminar (ECON 320)
  Economics of Sports Seminar (ECON 349)

• CAL. STATE HAYWARD, FALL, 1991 TO SPRING 2002:
  Principles of Microeconomics (ECON 2301)
  Principles of Macroeconomics (ECON 2302)
  Managerial Economics (ECON 3551)
  Introduction to Production Economics (ECON 3552)
  Seminar in Microeconomic Theory (ECON 4000)
  Introduction to Econometrics (ECON 4400)
  Industrial Organization & Public Policy (ECON 4520)
  Topics in Economic Analysis (ECON 4590)
  International Finance (ECON 4705)
  Graduate Seminar in Econometrics (ECON 6400)
  Graduate Seminar in Industrial Organization & Public Policy (ECON 6520)
  Topics in Economic Analysis (ECON 6590)
  Graduate Seminar in International Trade (ECON 6700)
  Graduate International Finance (ECON 6705)

• FOREIGN PROGRAMS:
  Moscow -
  Graduate Seminar in Econometrics (ECON 6400)
  Graduate Seminar in International Trade (ECON 6700)
Graduate International Finance (ECON 6705)

Singapore-
Graduate Managerial Economics (ECON 6751)

Vienna-
Graduate Managerial Economics (ECON 6751)

OTHER PROFESSIONAL ACTIVITIES

Consultant to the Department of Human Services of San Francisco to study the economic benefits and costs to the "First Source Hiring" program, Spring 1998.


PROFESSIONAL AFFILIATIONS

American Economic Association
Western Economics Association
International Atlantic Economic Society
International Association of Sports Economists
Shyam Janardhan Kamath, Ph.D.

Professor & Director of Executive Programs
Office of Executive Programs
School of Business & Economics
California State University
Hayward, California 94542

4115 Canyon Crest Road West
San Ramon, California 94583
Tel. (Home): (925) 735-5102
Tel.(Work): (510) 881-4275
Fax(Work): (510)-885-2908

EDUCATION

1987 Ph.D in Economics ♦ Simon Fraser University
Thesis Advisor: Herbert G. Grubel
William and Ada Isabelle Steel Memorial Scholar

1981 M.A. in Economics ♦ Simon Fraser University
University Open Scholar

1974 M.B.A. in Marketing & Finance ♦ I.I.M.A.
Government of India Scholar

1973 B.A. (Hons.) in Economics ♦ University of Delhi
University Merit List and University Rector’s Award

ACADEMIC POSITIONS

2002- to present Honorary Professor of International Business and Economics
Vladivostok State University of Economics and Services, Russia

1986 - present Assistant to Full Professor of Economics
California State University, Hayward, CA, USA

1998 – present Visiting Professor of Economics and Business
Thammasat University, Bangkok, Thailand

1997- 2001 Visiting Professor of International Business and Economics
UIIE-CSUH MBA Program, Hong Kong

1996 – 2003 Professor of International Business and Economics
International Business School, Vienna, Austria

1996 – present Permanent Professor of International Business and Economics
Beijing Administrative College, Beijing, China
1994 (Fall)  Professor of International Economics
       Academy of National Economy, Moscow, Russia

1986 (Summer)  Visiting Professor of Economics and International Management
                   Xiamen University, China

1984 - 1986  Assistant Professor of International Business and Finance
               School of Business Administration, Dalhousie University, Halifax, Canada

1979 - 1984  Graduate Teaching Assistant
               Simon Fraser University, Burnaby, Canada

1978 - 1979  Visiting Professor of Economics
               R.E.C., University of Madras, Tiruchirapalli, India

1977 - 1978  Lecturer in Management and Economics
               Executive Training Centre, B.H.E.L., Tiruchirapalli, India

1976 - 1977  Lecturer in Management and Economics
               Management Development Institute, B.H.E.L., New Delhi, India

ACADEMIC AWARDS/HONORS

2003-2004  Distinguished Honorary Professor Recognition ◆ Centro Universitario de Jaragua do Sul, Santa Catarina, Brazil

2001-2002  Lifetime Honorary Professor Award ◆ Vladivostok State University of Economics and Services, Vladivostok, Russia

2000-2001  George and Miriam Phillips Outstanding Professor Award ◆ CSU, Hayward

2000-2001  CSU, Hayward Outstanding Professor Award ◆ CSU, Hayward

1999-2000  Bautzer University Advancement Award for Outstanding Contributions to the Advancement of the California State University ◆ California State University

1997-1999  Faculty Merit Increase Award (two times) ◆ California State University, Hayward

1996  Most Innovative Program Award ◆ Decision Sciences Institute, USA

1995-96  Leavey Award for Excellence in Private Enterprise Education ◆ Freedoms Foundation, USA

1995  Distinguished Teaching and Service Award ◆ BAC, Beijing, China

1994-1997  Performance Salary Step Increase Awards (three times) ◆ California State
Shyam J. Kamath

University, Hayward

1990 - 1991  ESA Most Valuable Professor Award ♦ California State University, Hayward

1988 - 1989  SBE Outstanding Professor Award ♦ California State University, Hayward

1986 - 1990  Meritorious Performance and Professional Promise Award (four times) ♦ California State University, Hayward

1986 - 1987  Doreen Wilkinson Memorial Economics Award ♦ Simon Fraser University, Canada

1985 - 1986  International Business Society Fellow Award ♦ Dalhousie University, Canada

1984 - 1985  S.F.U. Open Graduate Scholarship ♦ Simon Fraser University, Canada

1983 - 1984  President's Honor Roll ♦ Simon Fraser University, Canada

1983 - 1984  William and Ada Isabelle Steel Memorial Fellowship ♦ Simon Fraser University, Canada

1982 - 1983  S.F.U. Open Graduate Scholarship ♦ Simon Fraser University, Canada

1981 - 1982  S.F.U. Open Graduate Scholarship ♦ Simon Fraser University, Canada

1980 - 1984  Best Graduate Teaching Assistant (five times) Department of Economics, Simon Fraser University, Canada

1978  All India Merit List ♦ Indian Foreign/Administrative Service


1972  University Merit List in Economics ♦ University of Delhi, India

1971  University Rector's Award (Most Outstanding Undergraduate Student) University of Delhi, India

1969 - 1972  All India University Entrance Scholarship ♦ University of Delhi, India

1969  All India Merit List (4th nationally) ♦ A.I.H.S. Board Examinations, India

PROFESSIONAL EXPERIENCE

2000-present  Consulting Director, Global Business Strategic Consulting (GLOBUSTRA) Program ♦ California State University, Hayward

1999  Co-Director and Co-Founder, Global Business Consulting (GLOBUS) Program ♦ CSU,
Hayward

1998- present Founding Director of Transnational Executive MBA Program ♦ CSU, Hayward

1998 Co-Director and Co-Founder, European International Marketing (EIM) Program ♦ CSU, Hayward

1995 – 1998 Deputy Executive Director, Institute of Research and Business Development ♦ CSU, Hayward

1995 Consultant to United Nations Development Program ♦ UNDP, Beijing, China

1993 - 1998 Senior Vice President ♦ IndStar Development International, San Francisco, CA

1993 - 1998 Co-Director, Chinese/Thai/Russian International Management & Advanced Management Programs ♦ CSU, Hayward

1992 - present Founder and Executive Vice President ♦ TETREX International Inc., Pleasanton, CA

1992 - 1995 Associate Director, Institute of Research and Business Development ♦ CSU, Hayward

1992 - 1994 International Advisory Board Member ♦ Center for New Venture Alliance, Hayward

1991 - present Advisory Board Member, Smith Center for Private Enterprise Studies ♦ CSU, Hayward

1991 – 1998 Co-Director and Co-Founder, Asian International Marketing Program ♦ CSU, Hayward

1991 - 92 Co-Director ♦ Soviet Executive Development Programs, CSU, Hayward


1985 Consultant on International Trade & Exports ♦ Department of External Affairs Government of Canada

1981 Economic Consultant ♦ Department of Fisheries, Government of British Columbia, Canada

1975 – 1982 Senior Planning Officer and Corporate Planner ♦ B.H.E.L., New Delhi and Tiruchirapalli

1974 - 1975 Full Time Economic Consultant  Planning Commission of India, New Delhi, India
1974 Partner and Consultant  Management Services, New Delhi, India
1973 Project Analyst  Planning Commission of India, New Delhi, India
1972 Market Analyst  Toshiba Anand Batteries, Ltd., New Delhi, India

DIRECTORSHIPS AND BOARD AFFILIATIONS

2004-present Board Member, Aquam Corporation, San Ramon, CA
2002-2004 California State University, Hayward Investment Committee Board Member
2000-2004 Board Member, California State University Hayward Educational Foundation
2000-2004 Board Member, Engineering Project Consultants (EPC), San Francisco, CA
1995-present Advisory Board Member, Smith Center for Private Enterprise Studies, Hayward, CA
1992-2002 Board Member, TETREX International Corporation, Pleasanton, CA
1992-1997 Board Member, IndStar Development Corporation, San Francisco, CA
1974-1976 Board Member, Management Services, New Delhi

PUBLICATIONS AND SCHOLARLY WORK

Books and Monographs


Articles


S. J. Kamath and K. C. Jensen


D. Wiley, S. J. Kamath and B. E. MacNab


B. MacNab and S. J. Kamath

S. J. Kamath, K. C. Jensen and R. E. Bennett

S. J. Kamath “Teaching International Business from the Point of View of the Foreign partner: A Pedagogical Note with an Application to China,” *Journal for Teaching in International Business*, 1, Nos. 3&4, 1990, pp. 119-137.


S. J. Kamath and K. C. Jensen


S. J. Kamath, P. J. Rosson, D. Patton and M. Brooks


A. M. Rugman and S. J. Kamath


A.K.M.S. Alam and S. J. Kamath


S. J. Kamath


S. J. Kamath


S. J. Kamath


S. J. Kamath


S. J. Kamath and R. Ramanan


S. J. Kamath


Newspaper/Magazine Articles & Featured Editorials


"Foreign Aid an 'Unmitigated' Disaster for India " Economic Times, June 30, 1992.

"Aid to India a Total Disaster" Hindustan Times, June 23, 1992.


"World Bank Aid Harmful to for Private Firms" Financial Express, June 30, 1992.

"Foreign Aid a Disaster for India," India Abroad, June 19, 1992.


Case Studies

K. Zhao and S. J. Kamath

H. Li, Y. Lin and S. J. Kamath

W. Huang and S. J. Kamath

German Power Plant Symposium, New Delhi, 1976.

Papers Under Submission/Revision

S. J. Kamath  “Egalitarianism as a Crusade: The Economics of Poverty and Redistribution of Nobel Laureate A.K. Sen,” submitted to Journal des Economistes et des Etudes Humaines

S. J. Kamath  “A Methodological Assessment of Nobel Laureate Sen’s Approach to Egalitarianism and Development,” submitted to Cato Journal


J.A. Agrawal, P. Grimm and S. J. Kamath  “A Cross-National Study of Similarity and Dissimilarity of Beliefs and the Likelihood of Usage of Signals of Quality” under revision

Discussion Papers


S. J. Kamath, K. C. Jensen and R. E. Bennett
"The Empirical Appraisal of Economic Theories: Some Problems and an
Alternative Test Procedure," Dalhousie University School of Business

A.K.M.S. Alam and S. J. Kamath
“Models and Forecasts of Inflation in a Developing Economy," Dalhousie
University School of Business Administration Working Paper Series, No. 37, March
1985.

K. C. Jensen and S. J. Kamath
“Liquidity in the Production Function: A Reexamination,” Simon Fraser University

S. J. Kamath and K. C. Jensen
“Models of International Bank and Country Risk: A Survey of the Literature and a
Portfolio Model,” Simon Fraser University Department of Economics Discussion

OTHER BUSINESS PUBLICATIONS/MONOGRAPHS

“Long Range Planning” Monograph Prepared for the BHEL Management Development Institute, New
Delhi, India, 1975.

“Project Planning and Development at BHEL”, Tomorrow (the Journal of Long Range Planning), vol. 1,
No. 3, 1975.

Capital Budget Manual, BHEL, India, 1975 (Member of Strategic Planning Team).

Corporate Plan for Indian Drugs and Pharmaceuticals , 1976 (Member of Strategic Consulting Team)

Organization Development Manual, BHEL, India, 1976 (Member of Strategic Planning Team)

Division Plan, BHEL, Tiruchi, 1976 (Member of Strategic Planning Team)


“Long Range Planning – An Introduction” Monograph Prepared for the Long Range Planning Group,

CONFERENCE PRESENTATIONS/PARTICIPATION

November 2005  EMBA Council Conference, Barcelona, Spain (Paper Presenter)

May 2005  Keynote Speaker at Brazil-USA Trade and Investment Conference organized
by the Santa Catarina State Government, Florianopolis, Brazil
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>December 2004</td>
<td>Keynote Speaker at Brazilian Conference on Trade and Technology, Itajai, Brazil</td>
</tr>
<tr>
<td>October 2004</td>
<td>EMBA Council Conference, San Francisco, CA (Paper Presenter)</td>
</tr>
<tr>
<td>July 2004</td>
<td>International Chamber of Commerce (CAMBRA) Conference (Keynote Speaker and Paper Presenter)</td>
</tr>
<tr>
<td>October 2003</td>
<td>EMBA Council Conference, Atlanta, Georgia (Paper Presentation)</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Presenter at Chamber of Commerce Presentations in Chile and Brazil (Multiple Times)</td>
</tr>
<tr>
<td>October 2001</td>
<td>Keynote Speaker and Panel Member, International Science and Technology Symposium, Blumenau, Brazil</td>
</tr>
<tr>
<td>October 1999</td>
<td>Oakland-Nakhodka Friendship Association (Keynote Speaker)</td>
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<tr>
<td>May 1999</td>
<td>CSUH Economics Research Workshop (Paper Presentation)</td>
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<tr>
<td>May 1999</td>
<td>Case News Media Fellowship Seminar on Trade, Ethics, Regulation and the Environment, San Francisco (Paper Presentation)</td>
</tr>
<tr>
<td>September 1998</td>
<td>Rotary Club and Chamber of Commerce, Blumenau, Brazil (Seminar Presentation)</td>
</tr>
<tr>
<td>July 1998</td>
<td>Global Education Conference, CSU, Hayward (Paper Presentation)</td>
</tr>
<tr>
<td>April 1998</td>
<td>CSU, Hayward China Symposium (Paper Presentation)</td>
</tr>
<tr>
<td>March 1998</td>
<td>Manz Seminar on Globalization, Vienna, Austria (Paper Presentation)</td>
</tr>
<tr>
<td>March 1998</td>
<td>Globalization Seminar, Antwerp (Belgium) and Salzberg (Austria) (Seminar Presentation)</td>
</tr>
<tr>
<td>October 1997</td>
<td>Ismaili Association of California Excellence Awards, Pleasanton (Keynote Speaker)</td>
</tr>
<tr>
<td>September 1997</td>
<td>Globalization Seminar, Surabaya, Indonesia (Seminar Presentation)</td>
</tr>
<tr>
<td>August 1997</td>
<td>American Marketing Association Conference, Chicago (Paper Presentation)</td>
</tr>
<tr>
<td>March 1997</td>
<td>Western Decision Sciences Institute Conference, Kona, Hawaii (Paper Presentation)</td>
</tr>
<tr>
<td>November 1996</td>
<td>Decision Sciences Institute Conference, Orlando, Florida (Paper</td>
</tr>
</tbody>
</table>
September 1996  Academy of International Business Conference, Banff, Canada (Paper Presentation)

April 1996  WMEA Conference, Monterrey, CA (Paper Presentation)

February 1996  Thammasat University, Bangkok, Thailand (Paper Presentation)

October 1995  UNDP Seminar, Beijing, China (Paper Presentation)

September 1995  University of Potsdam Seminar, Germany (Paper Presentation)

June 1995  Beijing Administrative College Seminar, China (Paper Presentation)

May 1995  CSUH Economics Research Workshop (Paper Presentation)

March 1995  California Council on International Trade, San Francisco (Paper Presentation)

November 1994  Academy of National Economy, Moscow, Russia (Paper Presentation)

October 1994  California Council on International Trade, San Francisco (Paper Presentation)

September 1994  Beijing Administrative College, Beijing, China (Paper Presentation)

September 1994  Hebei Administrative College, Wuhan, China (Paper Presentation)

June 1994  Academy of International Business Regional Conference, San Francisco (Paper Presentation)

November 1993  Kalina Cycle Technology — India Conference, New Delhi (Paper Presentation and Participant)

December 1991  Hong Kong Centre for Economic Research, Hong Kong (Paper Presentation)

June 1991  Business India Conference, Los Angeles (Paper Presentation)


November 1990  Liberty Fund Conference on Liberty and Moral Development, Indiana-Purdue University, Indianapolis (Presentation and Participant)

November 1989  Southern Economic Association Annual Conference, Orlando (Paper Presentation)
June 1989  Western Economic Association International Conference, Lake Tahoe (Session Chair and Discussant)

May 1989  Conference on the Modern Political Economy of India, East-West Center and University of Hawaii, Honolulu, Hawaii (Participant)


November 1988  Liberty Fund Conference on Liberty and Economic Development, University of Illinois, Champaign (Paper Presentation and Discussant)


June-July 1988  Western Economic Association International Conference, Los Angeles (Paper Presentation and Discussant)

July 1987  Western Economic Association International Conference, Vancouver, Canada (Paper Presentation)

June 1987  History of Economics Society Meetings, Harvard Business School, Harvard University (Paper Presentation, Session Chair and Discussant)


October 1985  Academy of International Business Annual Meetings, New York City (Paper Presentation)

October 1985  Conference on Export Expansion and Market Entry Modes, Centre for International Business Studies, Halifax (Paper Presentation)

June-July 1985  Western Economic Association International Conference, Anaheim (Paper Presentation)

June 1984  Canadian Economic Association Annual Meetings, Guelph (Paper Presentation)


May 1983  Pacific Northwest Regional Economics Conference, Bellingham (Paper Presentation)

June 1982        Seminar on Austrian Economics, Milwaukee (Participant)


REVIEWER OF BOOKS

R. L. Miller, D. K. Benjamin, D. C. North

S. Roy and W. E. James (ed.)

R. Ozaki

S. Shmanske

L. A. Boland

B. Yarbrough and R. Yarbrough

A. Rabushka

L. A. Boland

P. E. Kennedy

P. E. Kennedy

B. Caldwell

L. A. Boland

MEDIA PUBLICATIONS/APPEARANCES

Asian Wall Street Journal
Bangkok Post
Cal State Pioneer
Channel 10 News (Sacramento)
Channel 4 News (San Francisco)
Channel 36 (East Bay)
Channel 54 (East Bay)
Channel 2
Economic Times
El Hispano News
European Wall Street Journal
Farmer's Radio Network
Financial Express
Guangzhou Daily
Hayward Daily Review
Hindustan Times
India Abroad
India Currents Magazine
India West Magazine
Indian Express
Insight Magazine
Jacksonville Gazette
KCBS New Radio
Mobile Press
San Francisco Business Times
San Francisco Chronicle
San Jose Mercury News
The Argus
Tri-Valley Times
Times of India

INTERNATIONAL LECTURES/PROFESSIONAL ACTIVITIES

Cities and Countries Lectured in:

Amoy, China          Floriánopolis, Brazil          Potsdam, Germany
Antwerp, Belgium      Guangzhou, China       New Delhi, India
Bangalore, India      Guelph, Canada         Singapore
Bangkok, Thailand     Halifax, Canada        Tiruchi, India
Beijing, China        Hong Kong             Vienna, Austria
Blumenau, Brazil      Hyderabad, India       Vladivostok, Russia
Bhopal, India         Manipal, India        Wuhan, China
Brussels, Belgium

Lecturer in Soviet Executive Development Programs
Lecturer in Management Development Programs for American, Austrian, Belgian, Canadian, Chinese, Indian, Soviet, Russian and Thai Firms
Lecturer for U.S. Forest Service Programs
Lecturer for U.S. High School Teacher Training Programs
PROFESSIONAL JOURNAL/ORGANIZATION REFEREE

Contemporary Policy Issues, 1997-98


Academy of International Business, 1989-90, 1990-91


Eastern Economic Journal, 1987-90

Journal of Money, Credit and Banking, 1988-89

Institute for Humane Studies, 1987-88

Shastri Indo-Canadian Institute Research Grants, 1986-93

International Migration Review, 1986

S.S.H.R.C. Research Grants, 1985 and 1986

The Financial Review, 1985

Administrative Sciences Association of Canada, 1985


Southern Economic Journal, 1981

Tomorrow, 1975-77 (Editor)

The Executive, 1973-74 (Editor)

ACADEMIC SERVICE/COMMITTEES

California Senate Committee on California-Brazil Strategic Partnership, Sacramento 2005-present

President's Strategic Planning Committee Member, 2005-present

CSU, Hayward Educational Foundation Board, 2000-2005

CSU, Hayward University Investment Committee, 2003-2005

CSU, Hayward Capital Campaign Advisory Committee, 2003-present

Chairman, WASC Accreditation Committee (Degree Programs COT), 2002-present

CBE Dean’s University Review Committee, 2002-2003

CSU, Hayward Capital Campaign Cabinet, 2002-2004

University Faculty Affairs Committee, 1999-2001

Department Chair Selection Committee, 1999-2000
University International Business Major Committee, 1998-99
University Business and Technology Building Committee, 1998-to date
SBE Global Executive MBA Coordinator and Director, 1998-99
Coordinator, Vienna Executive MBA Program in Bay Area, 1998-99
Coordinator, Vladivostok Executive Development Programs Committee, 1998-present
Departmental Library Committee: Departmental Representative, 1997-98
Chair, Economics Major Review Committee, 1998-99
University International Business Major Committee, 1997-98
University Review Committee for the SBE Dean, 1997-98
University SBE Building Committee, 1997-98
SBE Global Executive MBA Committee, 1997-98
Coordinator, Vienna Executive MBA Program in Bay Area, 1997-present
Departmental Library Committee: Departmental Representative, 1997-98
Chair, Lecturer Review Committee, 1997-98
Member, Recruitment Committee, Departments of Economics and Marketing, 1995-96
Co-Chair, GEMBA Task Force, CSUH, 1995-96
Member, Task Force for Electronic MBA Program, 1995-96
Chair, AQUA Program in Thailand, CSUH, 1995-96
Co-chair, AQUA Program in India 1991-92
Asian Quarter Abroad Program Committee, 1991 - to date
IRBD Faculty Working Paper Series Committee, 1993 - to date
Member, Task Force on Executive MBA Programs, CSUH, 1994
Chair, Departmental Recruitment Committee, CSUH, 1991-92
Asian Studies Program Committee, CSUH, 1987 - to date
Faculty Advisor, International Network Club of Asians, CSUH, 1990
University International Studies Program Committee, CSUH, 1989-91
University Lottery Funds Committee, CSUH, 1990
University Ad Hoc Budget Review Committee for Lottery Funds, CSUH, 1990
Faculty Advisor, Economics Students Association, CSUH, 1989-93
University Strategic Planning International Programs Committee, CSUH, 1989-90
Distinguished Lecturer Services Committee, CSUH, 1988-91
Committee on Monetary and Economic Reform, Waterloo, Canada, 1987-89
Committee on International Scholar Exchange, CSUH, 1987-89
Faculty Mentor, CSUH, 1987-90
Committee on Undergraduate Instruction, School of Business and Economics, CSUH, 1987-91
Committee on Graduate Studies, School of Business and Economics, CSUH, 1987-89
Committee on International Business Minor, School of Business & Economics, CSUH, 1986-87
Advisory Board Member, Center for Economic Education, CSUH, 1986-89
CAPR Budget Subcommittee Member, CSUH, 1986-88
Graduate Curriculum Committee Member, Department of Economics, CSUH, 1986-90
Recruitment Committee Member, Department of Economics, CSUH, 1986-88, 1990-91
Undergraduate Curriculum Committee Member, Department of Economics, CSUH, 1986-91
Lecturer Review Committee, Department of Economics, CSUH, 1988-89, 1991
Executive Council Member, Centre for International Business Studies, Dalhousie University, 1984-86
Concordia Case Competition Selection Committee, Dalhousie University, 1985-86
Graduate Curriculum Committee Member, Department of Economics, S.F.U., 1984-85
Chairman, Residence Finance Committee, S.F.U., 1981-83
Shyam J. Kamath

Residence Budget Committee Member, S.F.U., 1980-81
Editorial Board Member, Tomorrow, 1975-77
Editor, The Executive, 1973-74
Secretary, Economics Association, I.I.M.A., 1972-74
Secretary, Marketing Society, I.I.M.A., 1973-74

CONSULTANCIES AND PUBLISHED REPORTS

The total value of these studies amounts to over $600,000 over just the last five years:

2005-2006
Pulverizados Montana Industria De Maquinas Ltda, Brazil - North American Strategic Market Penetration and Capital Equipment Financing Study for Self-Propelled and Stationary Spraying Equipment

2004-2005
Brazilian Honey Consortium, Brazil - U.S. Market Analysis and Strategic Market Entry Study for Brazilian Honey Manufacturers
Moveis Rudnick S.A., Brazil - U.S. Market Analysis and Strategic Market Penetration Study for Office Furniture
Moveis Rudnick S.A., Brazil - U.S. Market Analysis and Strategic Market Penetration Study for Household Closets and Kitchen Cabinets
NIVOC Clothing Manufacturers Consortium - U.S. Market Analysis and Strategic Market Entry Study for Brazilian Fashion Textiles
Thailand Elite Card Company, Thailand – U.S. Market Segmentation and Penetration Study
Institute of Small and Medium Enterprise Development, Thailand - U.S. Market Entry Study for Wooden Indoor Furniture
Institute of Small and Medium Enterprise Development, Thailand - U.S. Market Entry Study for Wooden Outdoor Furniture
Thai Taiyo Corporation, Thailand – U.S. Market Penetration and Distribution Study for Metal Office Furniture
WWW International, Thailand – U.S. Market Entry Study for Children’s Clothing

2003-2004

FEPACH, Chile – U.S. Strategic Market Entry Study for Extra Virgin Olive Oil

CEMCO, Chile – US Market Analysis and Strategic Market Penetration Study for Valves for Gas-Controlled Applications (under discussion)

DOCOL, Brazil – U.S. Market Repositioning and Distribution Study for High Quality Faucets and Related Products

Flora Brasilis, Brazil – U.S. Market Entry and Penetration Study for Cut Flowers

Santa Catarina Turismo, Brazil-U.S. Market Penetration Study for Short Visits and Vacations to Brazil

2003-2004

Plan Toys, Thailand – Strategic Distribution Analysis and Evaluation Study with Update of Previous Studies for United States Market

Tourism Authority of Thailand, Thailand – US Tourism Market Segmentation and Strategic Market Analysis

Rohden Doors, Brazil – German Market Entry Strategy Study for Wooden Doors

Rohden Doors, Brazil – French Market Entry Strategy Study for Wooden Doors

Kyly, Brazil – US Strategic Market Entry and Distribution Study for Children’s Fashion Clothing

2002-2003

Bretzke Alimentos, Brazil – Strategic US Market Entry Study for Processed Foods

Flora Brasilis, Brazil – Strategic US Market Entry Study for Brazilian Plants and Propagated Material

Feelings Estofados, Brazil – Strategic US Market Entry Study for Sofas and Indoor Furniture

Lepper LTDA, Brazil – Strategic US Market Reassessment Study for Lace Products and Household Textiles

Buettner Textiles, Brazil – Strategic Market Evaluation and Distribution Study for US Market Entry

2001-2002
Bibi Shoes, Brazil – Strategic Market Penetration and Organization Study for the US and European Market for Children’s Shoes

Butzke, Brazil – US Market Study for Outdoor Patio Furniture

Condor., Brazil – Strategy Study for Industrial and Consumer Brushes for the NAFTA Region

Rohden Portas e Paneis, Brazil – U.S. Market Penetration and Repositioning Study for Wooden Doors

Teka Textil, Brazil – Strategic Distribution and Supply Chain Study for Textiles

2000-2001

Government of Styria, Austria - Global Best Practices Study for Set Up of Styrian Hi-Tech Business Cluster

Government of Carinthia, Austria – Global Best Practices Study of Foreign Direct Investment Zone and FDI Strategy

Austrian Microsystems, Austria - US Market Analysis and Feasibility Study for SME Semiconductor Foundry (200 mm./.35 micron)

Vienna Stock Exchange, Austria - Global Best Practice Study of Stock Exchanges (done in conjunction with a study by the Boston Consulting Group (BCG))

Exergy, Inc., USA - Worldwide Market Study for Kalina Cycle Power Plants Europe and Canada Focus

GRANTS


“Proposal for Developing an Executive MBA Program in the Russian Far East in joint cooperation with California State University, Hayward; California State Polytechnic University, Pomona and Vladivostok State University, Vladivostok” Amount Awarded - $299,955. Agency – United States Information Agency (Principal Investigator) – 1998.
“A US/Philippine/Thai Proposal for the Development of ISO 14000 Environmental Management Systems Training in collaboration with California State University, Hayward; De La Salle University, Manila, Philippines; and Thammasat University, Bangkok, Thailand” Amount Awarded - $120,000 Agency – United States Information Agency (Co-Principal Investigator) – 1998.


European International Marketing (EIM) Program Contracts (Commend Communications, Polyfina and Wimmer – Austria; Dynaco and TECMAR – Belgium). Amount Awarded - $105,000 (with Professor G. Krickx) – 1998.


Research, Scholarship and Creative Activity (RSCA) Grant, CSUH. Amount Awarded: $14,000 – 1997.


Asian International Marketing (AIM) Program Contracts (PT Kingfurn, PT Surya, PT Anita, Venturetec Marketing, Plan Creations) Amount Awarded - $72,000 (with Professor C. Maloles) – 1997.


Asian International Marketing (AIM) Program Contracts (Millenium Furniture, Beijing Orient Electronics). **Amount Awarded: $20,000** (with Professor Bruce MacNab) – 1996.


Asian International Marketing (AIM) Program Contracts (4 Thai and 2 Chinese Companies). **Amount Awarded: $45,000** (with Professor Bruce MacNab) – 1995.


Four Chinese Executive Development Programs. **Amount Awarded: $90,000** – 1994.

Asian International Marketing (AIM) Program Contracts (3 Thai and 3 Chinese companies). **Amount Awarded: $60,000** (with Professor Bruce MacNab) – 1993.


Asian International Marketing (AIM) Program Contracts. **Amount Awarded: $15,000** (9 Indian and 8 Chinese companies). **Amount Awarded: $20,000** (with Professor MacNab) – 1991.

2 Soviet/Russian Executive Development Programs. **Amount Awarded: $120,000** (with Professor MacNab) – 1990-92.

Lottery Funds International Speaker Series Award. **Amount Awarded: $13,000** (with Professor Steve Shmanske) – 1989.

Lottery Funds Speaker Series Award. **Amount Awarded: $11,000** – 1988.


CIDA Scholar in China Award. **Amount Awarded: $8,500 CN** – 1986.

STUDENT THESIS SUPERVISED (AND AWARDS WON)

Ph.D. Theses

Pedro Kraus: University of Santa Catarina, Brazil (2001)

Buarat Srinil: Thammasat University, Thailand (in progress)

MBA Theses – IMADEC International Business School, Vienna (Completed)


Silke Rothenberger – “Reviving the German Economy – A Focus on Shareholder Value” – 1998.


Plus Another 20 these supervised during the 199-2000 period.

MBA/MA Theses – CSU, Hayward (Completed)

Kirsten Ditterich-Shilakes, Elizabeth Precour, Keiko Sherriff, Sabrina Tam, Kristin Wech – “The Plan Toys Strategic Alliance – A Classic Cross-border Alliance Research Project” – 1998 (First Place Winner of the Best Research Award – Business Division- at the CSU Research Competition at CSU, Bakersfield)

Darren Busing, “Group Lending as Implemented By For-Profit and Non-Profit Lenders” – 1997 (Winner of the University Best Thesis Award)


AIM/EIM/GLOBUS Projects

Over the 1991-2005 period, I have (in conjunction with my colleagues from Marketing and Management) supervised over one hundred multi-volume studies by BSBA/BA/MBA/MA/EMBA students in the award-winning AIM/EIM/GLOBUS/GLOBUSTRAT programs that have been presented successfully in nine different countries.

ACADEMIC AND CONSULTING PROGRAMS DEVELOPED/ASSITED IN DEVELOPMENT

Transnational Executive MBA Program, Europe (TEMBA – Europe), Graz, Austria

Transnational Executive MBA (TEMBA) Program, USA (Founding Director), SF Bay Area

Silicon Valley Executive MBA Program, Singapore

American-Russian MBA (ARUMBA) Program, Vladivostok, Russia (Founding Grant Entrepreneur and Establishment Team Director), Vladivostok, Russia

European Executive EMBA Program, Vienna, Austria

Global Business Strategic Consulting (GLOBUSTRAT) Program, Worldwide

Global Executive Negotiation (GENPRO) Project, Worldwide

Social Services Management (SOSERVMAN) Program, Worldwide

Global Business (GLOBUS) Consulting Program, San Francisco Bay Area, USA

South American International marketing (SAIM) Program, Hayward, USA
European International Marketing (EIM) Program, Hayward, USA

Asian International Marketing (AIM) Program, Hayward, USA

Asian Quarter Abroad (AQUA) Program, Hayward (USA), India and Thailand

PROFESSIONAL MEMBERSHIPS

Academy of International Business, 1985-to date.
Canadian Economic Association, 1984-90.
Western Economic Association International, 1982-95.
Anthony K. Lima  
Department of Economics  
California State University, East Bay  
Hayward, CA 94542-3068  
tony.lima@csueastbay.edu  
(510) 885-3889

EDUCATION

1973-1980 Stanford University, Stanford, CA  
Dissertation: *Inflation and the Demand for Life Insurance*  
Areas of Specialization: Macroeconomics, international economics, monetary theory, econometrics, finance

M.B.A., June, 1971  
Areas of Specialization: Managerial economics, finance, quantitative methods

1965-1969 Massachusetts Institute of Technology, Cambridge, MA  
B.S., Chemical Engineering, June, 1969  
Minors: Computer science, economics, management

EMPLOYMENT

1980 - present Professor of Economics, California State University, Hayward
1978-1979 Brandeis University, Waltham, MA  
Lecturer, Department of Economics
1976-1978 Stanford University, Stanford, CA  
Lecturer, Department of Economics
1971-1972 Data Resources, Inc., Lexington, MA  
Marketing Consultant, New York City office.

PUBLICATIONS: ECONOMICS

BOOKS


ARTICLES


ELECTRONIC PUBLICATIONS

[Note: the following three articles were named the best tax software reviews of 2005 by ConsumerSearch.com. Available at http://www.consumersearch.com/www/software/tax_preparation_software/reviews.html.]


(ELECTRONIC PUBLICATIONS, ECONOMICS, continued)


PUBLICATIONS: COMPUTER SCIENCE

BOOKS


Developing FoxPro for Windows Applications, Addison-Wesley, December, 1993.


Developing dBASE IV Applications: Programming With The dBASE Template Language, Addison-Wesley. October, 1989. (Dutch translation, August, 1990.)


(BOOKS, COMPUTER SCIENCE, continued)


ARTICLES


“ScriptView: Documentation and Analysis Tool For Paradox,” (review), DBMS, April, 1991.


“Multiple Simultaneous APPENDs in a Network Environment,” (with Judy Maske), dbf, December, 1990.


“An Internal Rate of Return Program for dBASE IV,” (with Jay Parsons) dbf, May, 1990.

“Optimizing Queries in dBASE IV,” dbf, April, 1990.


“Using Record Values with the Multiple Choice Function, dbf, December, 1989.


(ARTICLES, COMPUTER SCIENCE, continued)


“dBXL,” (review), Data Based Advisor, July, 1987


“Quicksilver” (review), InfoWorld, December, 1986.


“Tas-Plus” (review), InfoWorld, October 10, 1986.

“Clipper” (review), InfoWorld, September 15, 1986.

“Alpha/three” (review), InfoWorld, September 9, 1986.

“File Managers for the IBM PC” (feature article), InfoWorld, September, 1986.


“Dbase III Plus” (review), InfoWorld, April, 1986.

“DB-Man: Powerful Database Manager” (review), InfoWorld, March 17, 1986

“Practibase” (review), Data Based Advisor, April, 1986

“Dbman” (review), InfoWorld, March 10, 1986

“Practibase” (review), InfoWorld, February, 1986

“Enrich Stacks Up Against Dbase III” (review), InfoWorld, January 27, 1986


“NEC Pinwriter: Quality Shows in Dot-Matrix Market Entry” (review), InfoWorld, December 9, 1985
JANE S. LOPUS
Curriculum Vitae

Department of Economics
California State University, East Bay
Hayward, CA 94542
(510) 885-3140 / fax: (510) 558-8033
jane.lopus@csueastbay.edu

HOME:
799 Colusa Ave.
Berkeley, CA 94707
(510) 524-8022
(510) 676-6318 (cell)

POSITION
Professor of Economics & Director Center for Economic Education, California State University, East Bay

COURSES TAUGHT: Principles of Microeconomics, Principles of Macroeconomics, Macroeconomic Theory, Public Sector Economics, Managerial Economics, Comparative Economic Systems, Economics of Public Issues, Selected Topics in Economic Analysis, Graduate Seminar in Macroeconomic Theory, Graduate Seminar in Public Sector Economics, Graduate Seminar in Selected Topics in Economic Analysis, Graduate Seminar in Comparative Economic Systems

Programs of the Center for Economic Education: Economics workshops for teachers and others, stock market simulation involving thousands of high school and middle school students annually, development of economic education materials and curriculum, research in economic education

Prior Positions: Associate Professor, Assistant Professor, Lecturer: California State University, Hayward
High School Economics and Special Education Teacher: Union City, San Leandro and Hanford, CA

EDUCATION
Ph.D. Economics, University of California, Davis
Fields: Public Sector Economics, Comparative Economic Systems, Monetary Economics
Research Field: Economic Education
M.S. Education and M.A. Economics, California State University, Hayward
B.A. Political Science, University of Michigan

HONORS and AWARDS
• International Economic Education Research Fellow, Indiana University (2000)
• Keizai Koho Center Fellowship, Japan Institute for Social and Economic Affairs (1999)
• Freedoms Foundation Leavey Award for Excellence in Private Enterprise Education (1993)
• Doctoral Incentive Forgivable Loan, California State University (1987-1990)
• Pew Visiting Research Fellow in Economic Education, Princeton University (Summers 1987 and 1988)
• Graduate Award for Academic Achievement in Economics, California State University Hayward (1978)

INTERNATIONAL TEACHER TRAINING (through National Council on Economic Education)
Economics seminars conducted for secondary teachers and teacher trainers:
Nizhny Novgorod, Russia 1993; Tartu, Estonia, 1994; Baku, Azerbaijan, 1995;
Minsk, Belarus, 1998 & 1999; Mangalia, Romania, 1999; Bankya, Bulgaria, 1999;
Almaty, Kazakhstan, 1999; Tokyo, Japan, 2000; Sinaia, Romania, 2002 & 2003;
Pecs, Hungary 2002; Druskininkai, Lithuania 2004; Omsk, Russia 2004;
Alexandria, Egypt 2005.
APPOINTMENTS and NATIONAL COMMITTEES

• Consulting economist and primary author for joint project of the International Monetary Fund and the National Council on Economic Education (2004 - 2006)
• President-elect of National Association for Economic Educators (2004 - 2005)
  Elected by national NAEE membership to Executive Committee (2003 - 2007)
• Lead outside reviewer for Fresno State University Department of Economics five-year review (2004)
• Curriculum consultant to National Council on Economic Education (1996 - present)
• Allied Social Science Association Secretaries Committee and Session Subcommittee (2000 - present)
• National Association of Economic Educators Research Committee (1996 - present; Chair 1998-2000)

RESEARCH and PUBLICATIONS

Economics Journals:


"Should We Teach Microeconomics Before Macroeconomics?" with Nan Maxwell. Economic Inquiry, (April, 1995: Vol. 33, No. 2)


"Beyond High School: Does the High School Economics Curriculum Make a Difference?" with Nan Maxwell. The American Economist, (Spring, 1994: Vol. 38, No. 1)


"Do Additional Expenditures Increase Achievement in the High School Economics Class?" The Journal of Economic Education, (Summer, 1990: Vol. 21, No. 3)
Education Journals:


"Teaching Economics with a Stock Market Simulation." Social Studies Review, (Fall/Winter 2003: Vol. 43, No. 1)


Contributions to Edited Volumes:


Curriculum Materials:


Teaching About Exchange Rates. http://kkcfellowships.ncss.org/, 2000 (Keizai Koho Center fellowship project.)


Selected grants from California State University, Hayward:
  Faculty Research Grant, 2000
  Faculty Fellowship for Innovation in Teaching, 1997
  Affirmative Action Faculty Development Grants, 1990-1997
  Small Grants Program Award for research, 1993

FACULTY GOVERNANCE AT CALIFORNIA STATE UNIVERSITY HAWYARD

University Committees:
  Committee on Research 2005-2007
  Professional Leave Committee 2004, 2005
  Faculty Affairs Committee 2001 - 2003
  Committee on Academic Planning and Resources 1999-2001; Chair: 2000-2001
  University Council on Teacher Education 1982-present

Selected College of Business and Economics Committees: PTR Committee, Committee on Faculty Affairs (Chair), Committee on Student Affairs, Committee on Graduate Studies

Selected Economics Department Committees: Lecturer Review Committee, PTR Committee, Curriculum Committee, Committee on Macroeconomics, Public Sector Economics and Macroeconomics Comprehensive Exam Committees, Scholarship Committee

OTHER PROFESSIONAL ACTIVITIES


Member of American Economic Association, Western Economic Association, National Association of Economic Educators, Committee on Status of Women in the Economics Profession, Association of Private Enterprise Education
NAN L. MAXWELL

ADDRESS
Office: Department of Economics and Human Investment Research and Education (HIRE) Center California State University, Hayward Hayward, California 94542
Voice Phone: 510.885.3265 Phone: 510.889.6738
Fax: 510.885.2602
E-mail: nan.maxwell@csueastbay.edu

Home: 3443 La Mesa Dr.

EDUCATION
Ph.D. The Florida State University, April 1983, Degree Field: Economics
MLHR The Ohio State University, December 1980, Degree Field: Labor and Human Resources
MS The Ohio State University, August 1977, Degree Field: Consumer Economics
BS The University of Texas, January 1975

HONORS AND AWARDS
Outstanding Professor, California State University, East Bay, 1997
Outstanding Professor, College of Business and Economics (CSUEB), 1990
Meritorious Performance and Professional Promise Award (CSUEB), 1987-1990 (annually)
NICHD fellowship recipient, 1981 to 1983

ACADEMIC EMPLOYMENT AND EXPERIENCE
1985 to present: Assistant to Full Professor, California State University, East Bay (CSUEB)
1999 (summer): Professor of Economics, Academy of National Economy, Moscow, Russia
1996-1999: Visiting Scholar, University of California, Berkeley Institute of Urban and Regional Development
1996-1997: Visiting Scholar, University of California, Berkeley National Center for Research in Vocational Education
1983 to 1985: Assistant Professor, Denison University

ADMINISTRATIVE EXPERIENCE
1994 to present: Executive Director, Human Investment Research and Education (HIRE) Center, College of Business and Economics, CSUH
2000 to present, 1990 to 1994: Department Chair, Department of Economics, CSUH
1999 to present, 1988 to 1991: Graduate Program Head, Department of Economics, CSUH
PUBLICATIONS

A. Books


B. Journals and Book Chapters

Labor


**Policy and Program Analysis**


**Education**


Demography


C. Research in Progress

"Smoothing the Transition from School to Work: Job Skills?". Revise and Resubmit for a chapter in a Russell Sage book.

"Transitioning from School to Work: Knowledge, Skills and Abilities." Submitted for publication.

"English-Language Skills, Wages, and Employment for Low-Skilled Workers."

"Digitized Technology and Student Learning of Macroeconomics in the Short and Long Term: Caveat Emptor" (with Anthony K. Lima). Revise and Resubmit with Perspectives on Economic Education.

"Health Insurance Coverage for Less-Skilled Workers: Offers and Acceptances" (with Lynn Paringer).
D. Book Reviews


EXTERNALLY-FUNDED RESEARCH (Partial Listing)


"Community Outreach Partnership Center". 2000-2004. ($1,047,060). U.S. Housing and Urban Development, County of Alameda, City of Hayward, CSUH.


"How Effective is CAPI and PAD at Reducing Remediation at CSUH?" 2002-2003. ($50,000). California State University Hayward.


"Surveying San Francisco Employers: How TANF Recipients will Transition from Welfare to Work". 1998-2000. ($131,874) Department of Human Services, City and County of San Francisco (subcontract from San Francisco State University).


COURSES TAUGHT
Microeconomic Theory (Graduate and Undergraduate)
Labor Economics (Graduate and Undergraduate)
Project Analysis (Graduate), in United States and Russia
Urban and Regional Economics (Undergraduate)
Demographic Economics (Undergraduate)
Labor Institutions (Undergraduate)
Managerial Economics (Undergraduate)
Production Economics (Undergraduate)
Principles of Economics (Undergraduate)
Principles of Macroeconomics, Online
Research Methods (Graduate)
Seminar in the Economics of Taxation (Undergraduate)

CURRICULUM DEVELOPMENT
Global Wealth and Poverty, undergraduate economics course clustered with history and geography courses
Problem-Based Economics, Semester-long High School Course
Online Instruction, Principles of Macroeconomics
Capstone Course in Research Methods (Master's level)
Undergraduate Seminar in the Economics of Taxation
Undergraduate Seminar in Demographic Economics
Graduate Seminar in Project Analysis

OTHER PROFESSIONAL ACTIVITIES (partial listing)
A. Professional Organizations
American Economic Association
American Policy Analysis and Management Association
Population Association of America
Western Economic Association
B. Editorial Boards

Social Science Quarterly, Deputy Editor, Economics, 1999-present; board member 1990 to present
Journal of Sports Economics, 1999 to present

Updated January 2005


Coreena Pai-Rou Chen and Nan L. Maxwell. *Programs in the College of Business and Economics: A Perspective from Students as they Graduate in 2001-2002.* March 2003. HIRE Center Report F03-05-4


NAN L. MAXWELL
PRESENTATIONS AT PROFESSIONAL CONFERENCES

A. National Meetings


"Health Benefit Offers and Low-Skilled Workers" (with Lynn Paringer). Presented at the annual Population Association of America meetings, April 2005.


"Economic Opportunities for Workers with Limited English Abilities". Presented at the annual Population Association of America meetings, May 2002.

"Step to College: Moving from the High School Career Academy Through the 4-Year University". Presented at the Annual American Education Research Association meetings, April 2002.


"Do All Students Benefit from Problem-Based Instruction?" (with John Mergendoller and Yolanda Bellisimo). Presented at the annual American Education Research Association meetings, April 2001.


"Structuring the Construction of Knowledge: Modifying the Medical Problem-Based Learning Model for High School Students" (with Yolanda Bellisimo and John Mergendoller). Presented at the annual American Education Research Association meetings, April 1999.

"Content Knowledge and Student Characteristics: A Comparative Study of the Impact of Problem-Based Learning and Traditional Instructional Strategies in High School Economics with Different Types of Students" (with Yolanda Bellisimo and John Mergendoller). Presented at the annual American Education Research Association meetings, April 1999.

"Basic Skills, Occupational Training, and Wage Differentials Between Young Black and White Males". Presented at the annual Western Economic Association meetings, June 1993.


"Wages and Education for Chicanos, Blacks and Anglos: The Role of Race and Ability". Presented at the annual Western Economic Association meetings, June 1990.

"Changes in Period, Cohort, and Cost Influences on the Age at First Childbirth". Presented at the annual Western Economic Association meetings, June 1989.


"Female Labor Force Participation and Income Inequality". Presented at the annual Western Economic Association meetings, July 1987.

"The Economics of Age at First Birth: Differential Influences of Background and the Labor Market". Presented at the annual Western Economic Association meetings, July 1986.


"Effects of Race and Preferences on Age at First Birth". Presented at the annual Southern Regional Demographic Group meetings, October 1983.


"The Influence of Family Background on Earnings and Wealth" (with Russell W. Rumberger). Presented at the annual Western Economic meetings, June 1980.

C. Invited


"Are Pipeline Programs Effective?" Presented at the Uniting to Address Allied Health Workforce Issues Conference, September 25-27, 2002.


"An Introduction to Free Market Economics". Presented at the Women in Business seminar at Russia State University, Moscow, March 1991.

CALIFORNIA STATE UNIVERSITY, HAYWARD

2005-2006

Profession
   Editorial Review: Social Problems

Community
   South Hayward Neighborhood Collaborative, Management Team
   “Whatever Happened to the American Dream?” Talk at Fremont Kiwanas, September.

University
   Senate
      Executive Committee
   Graduate Program Subcommittee, Senate Committee on Instruction and Curriculum
   Faculty Mentor

College of Business and Economics
   HIRE Center, Executive Director
   Committee on Graduate Studies

Department of Economics
   Department Chair
   Graduate Advisor (Summer Quarter)
2004-2005

Profession
Editorial Review: Economics of Education Review
Journal of Income Distribution
Journal of Population Economics
Social Science Quarterly

Community
City of Oakland's Economic Advisory Panel, Committee Member
South Hayward Neighborhood Collaborative, Management Team
“Economic issues in the upcoming election and how these issues impact the lives of Laney students” presentation as part of the Laney College Democracy forum.

CSU System
Discipline Representative, Lower Division Transfer Program
Discipline Representative, IMPAC (articulation for business degrees for the UC, CSU, and CC)

University
Senate, Vice Chair and Executive Committee
Provost's Ad hoc Task Force on Faculty Support Services
Graduate Program Subcommittee, Senate Committee on Instruction and Curriculum
Faculty Mentor
Community of Teaching, Community Connections (WASC accreditation)
Search Committee, Associate Dean, College of Arts, Letters, and Social Science
“What happened to the American Dream?” presentation for the SCHOLAR-OLLI lecture series

College of Business and Economics
HIRE Center, Executive Director
“Smoothing the Transition from School to Work: Job Skills”, presentation at the weekly research seminar series
Ad hoc committee on accreditation
Committee on Graduate Studies, Chair

Department of Economics
Department Co-Chair
Graduate Advisor
Range Review Committee, Chair
2003-2004

Profession
Proposal Review: COPC New Direction Grant Review, U.S. Department of Housing and Urban Development
Editorial Review: Journal of Economic Education
Social Science Quarterly
Discussant, Western Economic Association.

Community
City of Oakland's Economic Advisory Panel, Committee Member
San Leandro Works, a welfare-to-work community partnership, Partner
South Hayward Neighborhood Collaborative, Management Team

CSU System
Inquiry Panel (faculty academic dishonesty), CSU Stanislaus

University
Budget Advisory Committee to the President
Graduate Program Subcommittee, Senate Committee on Instruction and Curriculum
Faculty Mentor
Community of Teaching, Community Connections (WASC accreditation)
Review Committee for the Vice President for Business Affairs (Recorder)
Range Review Panel (Chair)

College of Business and Economics
HIRE Center, Executive Director
"Digitized Technology and Student Learning of Macroeconomics in the Short and Long Term: Caveat Emptor", presentation at the weekly research seminar series
Ad hoc committee on accreditation

Department of Economics
Department Co-Chair
Graduate Advisor
Professional Leave Committee (Chair)
Lecturer Review
2002-2003

Profession
Editorial Review: Industrial and Labor Relations Review
Social Science Quarterly
Technical Assistance: Boise State University (proposal writing)

Community
Bay Area Works, Steering Committee Member
City of Oakland's Economic Advisory Panel, Committee Member
San Leandro Works, a welfare-to-work community partnership, Partner
South Hayward Neighborhood Collaborative, Management Team
Organizer and Facilitator, Mid Alameda County Employment and Training Collaborative

CSU System
Discipline Representative, IMPAC (articulation for business degrees for the UC, CSU, and CC)

University
Budget Advisory Committee to the President
Budget Focus Group, Ad Hoc Committee of the Academic Senate
Graduate Program Advisory Committee
Faculty Mentor
Community of Teaching, Community Connections (WASC accreditation)
Community of Practice, Research and Sponsored Programs (WASC accreditation)
WASC Planning Committee, Community Connections
Range Review Panel

College of Business and Economics
HIRE Center, Executive Director
Community of Practice, Council of Chairs (WASC accreditation)
Community of Practice, SBE Faculty (WASC accreditation)

Department of Economics
Department Co-Chair
Graduate Advisor
2001-2002

Profession
Proposal Review: COPC New Direction Grant Review, U.S. Department of Housing and Urban Development
California Policy Research Center
Editorial Review: Contemporary Economic Policy
Social Science Quarterly
Journal of Economics Education
Program Review: San Francisco State (Economics Department)
California State University, Fullerton (Economics Department)
Technical Assistance: Cochise College (proposal writing)
Seminar, CSU Fullerton, “All Tracks are not Created Equal: High School Curriculum, Educational Human Capital, and Earnings for African Americans, Mexican Americans, and Whites.”
Session Chair, Western Economic Association Meetings. "Policy Issues in Local Labor Markets,” July 2001

CSU System
Discipline Representative, IMPAC (articulation for business degrees for the UC, CSU, and CC)

Community
Bay Area Works, Steering Committee Member
City of Oakland’s Economic Advisory Panel, Committee Member
East Bay Economic Indicators Work Group, Economic Development Alliance for Business, Committee Member
San Leandro Works, a welfare-to-work community partnership, Partner
South Hayward Neighborhood Collaborative, Management Team

University
Budget Advisory Committee to the President
Graduate Program Advisory Committee
“Labor Economics: What Economists want Journalists to Know.” Lecture in the Adventures in Economics program for journalists

School of Business and Economics
HIRE Center, Executive Director
Committee on Undergraduate Instruction (Chair)
Committee of Graduate Studies (Secretary)

Department of Economics
Department Co-Chair
Graduate Advisor
Wednesday Economic Workshop, “The Impact of a Living Wage Ordinance on the City of Richmond.”
2000-2001

Profession
Proposal Review: Meeting Paper review, American Education Research Association
Review Panel, NICHD (Center Grants)
Editorial Review: Journal of Economic Education
Journal of Human Resources
Industrial Relations
Economics of Education Review
Social Science Quarterly
Discussant, American Economic Association "GED as a Skill Measure" James Heckman and Yuri Yanovich
Session Organizer and Chair, Western Economic Association Meetings. "Policy Issues in Local Labor Markets"

Community
City of Oakland's Economic Advisory Panel, Committee Member
"Evaluating CBO Contracting", Presentation to the quarterly CalWORKs Forum by Alameda County Social Service Agency
School-to-Career System Evaluation and Accountability Committee, State of California, CSU Representative
Oakland Works Steering Committee (School-to-Career Coordinating Council for Oakland Unified School District), Co-Chair
East Bay Economic Indicators Work Group, Economic Development Alliance for Business, Committee Member
Hayward Chamber of Commerce, Business-Education Roundtable, Committee Member
San LeandroWorks, a welfare-to-work community partnership, Partner
South Hayward Neighborhood Collaborative, Management Team

University
Budget Advisory Committee to the President
Faculty Mentor
Director, Learning Center for Excellence
Calendar Task Force, an ad hoc committee of the Executive Committee of the Academic Senate
Presidential Scholar Advisor

School of Business and Economics
Institute for Research and Business Development, Advisory Board
HIRE Center, Executive Director
Committee on Undergraduate Instruction (Chair)
Committee of Graduate Studies
Fundraising for Business and Technology Building

Department of Economics
Department Co-Chair
Graduate Advisor
Curriculum Committee (Chair)
Nan L. Maxwell

1999-2000

Profession
Editorial Review:  Journal of Economic Education
                   Journal of Human Resources
                   Industrial and Labor Relations Review
                   Industrial Relations

Community
School-to-Career System Evaluation and Accountability Committee, State of California, CSU
Representative
Vocational Education Advisory Board Member, West Contra Costa Unified School District
Oakland Works Steering Committee (School-to Career Coordinating Council for Oakland
Unified School District), Co-Chair
Work-Based Learning Task Team Steering Committee, Oakland Unified School District
Oakland Works Steering Committee, Chair
Post Secondary Articulation Committee, Oakland Unified School District Oakland Works
Steering Committee, Committee Member
East Bay Economic Indicators Work Group member, Economic Development Alliance for
Business.
Hayward Chamber of Commerce, Business-Education Roundtable, Committee Member
San LeandroWorks, a welfare-to-work community partnership, Partner

University
Budget Advisory Committee to the President
Ad Hoc Committee to assess Faculty Participation in the Tenure-Track Process (Secretary)
WASC 5-Year Report Subcommittee, Goal 5: Partnerships with Outside Agencies
Review Committee for the Provost and Vice President, Academic Affairs
Academic Senate Subcommittee on Online Learning of CIC
"Excellence in Teaching", panel presentation for Faculty Development

School of Business and Economics
Institute for Research and Business Development, Advisory Board
HIRE Center, Executive Director
Committee on Undergraduate Instruction (Chair)

Department of Economics
Promotion, Tenure and Retention (Chair)
Graduate Advisor
Faculty Merit Increase Committee
Department Five-Year Plan Committee
1998-1999

Profession
  Editorial Review: Journal of Economic Education
  Journal of Human Resources
  Industrial and Labor Relations Review
  Industrial Relations
  Education Evaluation and Policy Review

Community
  Vocational Education Advisory Board Member, West Contra Costa Unified School District
  Oakland Works Steering Committee (School-to Career Coordinating Council for Oakland Unified School District), Co-Chair
  Work-Based Learning Task Team Steering Committee, Oakland Unified School District
  Oakland Works Steering Committee, Chair
  Post Secondary Articulation Committee, Oakland Unified School District
  Oakland Works Steering Committee, Committee Member
  CSUH Representative Learning Networks
  “Education Playing its Part in Fremont.” Panel discussion for the Leadership Fremont forum of the Fremont Chamber of Commerce
  East Bay Economic Indicators Work Group member, Economic Development Alliance for Business.
  San Leandro Works, a welfare-to-work community partnership, Partner

CSU System
  School-to-Career System Evaluation and Accountability Committee, State of California, CSU Representative

University
  Academic Senate
    General Education Subcommittee of CIC
    Subcommittee on Online Learning of CIC
  Budget Advisory Committee to the President
  Panelist, “Faculty Forum: Problems and Possibilities for On-line Teaching”, Sponsored by ALSS and Faculty Center for Excellence in Teaching.

School of Business and Economics
  Institute for Research and Business Development, Advisory Board
  HIRE Center, Executive Director
  Committee on Undergraduate Instruction (Chair)

Department of Economics
  Promotion, Tenure and Retention (Chair)
  Graduate Comprehensive Examination
  Ad hoc committee to evaluate Faculty Merit Increases
  Ad hoc committee to examine the Economics Electives
  Professional Leave Committee
1997-1998

Profession (first year editorial review included)
Editorial Review: Journal of Economic Education
Journal of Human Resources
Industrial and Labor Relations Review
Industrial Relations
Demography
Economic Inquiry
Education Evaluation and Policy Review

Community
School-to-Career System Evaluation and Accountability Committee, State of California, CSU Representative
Vocational Education Advisory Board Member, West Contra Costa Unified School District
Oakland Works Steering Committee (School-to Career Coordinating Council for Oakland Unified School District), Co-Chair
Work-Based Learning Task Team Steering Committee, Oakland Unified School District
Oakland Works Steering Committee, Chair
Post Secondary Articulation Committee, Oakland Unified School District Oakland Works Steering Committee, Committee Member
Discussion Leader, “OaklandWorks Post-secondary Linkages Workshop.”
Resource participant/facilitator “Oakland Works Post Secondary Linkages” Oakland Works Workshop
Facilitator, Summer Institute for Teachers, Oakland Unified School District
CSUH Representative Learning Networks

University
Academic Senate
Budget Advisory Committee to the President
Subcommittee to select the Outstanding Professor (subcommittee of the Faculty Affairs Committee of the Senate)
CSUH representative to “General Education Learning Outcomes Conference: Phase I” sponsored by the Institute for Teaching and Learning, Long Beach February 19-21.

School of Business and Economics
Institute for Research and Business Development, Advisory Board
HIRE Center, Executive Director
Committee on Undergraduate Instruction

Department of Economics
Graduate Comprehensive Examination
Ad hoc committee to examine the Economics Major
Ad hoc committee to develop GE Clusters
1996-1997—sabbatical leave year

Profession
Session Chair, Population Association of America
Paper Discussant, Population Association of America

Community
Vocational Education Advisory Board Member, West Contra Costa Unified School District
Mayor’s Committee to Develop a Strategy for a Citywide Job Training Plan, Committee Member
Subcommittee member on development
Bay Area Industry Education Council, CSUH Representative
Oakland Works Steering Committee (School-to Career Coordinating Council for Oakland Unified School District), Co-Chair
Work-Based Learning Task Team Steering Committee, Oakland Unified School District
Oakland Works Steering Committee, Chair
Post Secondary Articulation Committee, Oakland Unified School District
Oakland Works Steering Committee, Committee Member
Workshop Presenter, “Preparing Our Youth for their Future and Ours,” Oakland Works, School-to-Career Conference.
“The California Labor Market: Where today’s jobs are and where they will be tomorrow” presented at the 13th annual California Career Conference.
“The High School Experience: Undercurrents of Black-White and Employment Differences” presented at the Pacific Policy Institute of California’s meeting of Bay Area Economists.
“Labor Market Data” presented at the School-to-Career Leadership Network Meeting, conference hosted by the East Bay School-to-Career Partnership.
“Career Academies and Post-Secondary Education” presented at the Urban Policy seminar at Portland State University.
Facilitator, Oakland Unified School District, School-to-Career Summer Institute

University
Search Committee, Director Faculty Development
Workforce Preparation Coordinating Council (Chair)

School of Business and Economics
Institute for Research and Business Development, Advisory Board
HIRE Center, Executive Director

Department of Economics
Promotion, Tenure, and Retention (Chair)
Graduate Comprehensive Examination
1995-1996

Profession
Session Chair, Western Economics Association
Paper Discussant, Western Economics Association

Community
Bay Area Industry Education Council, CSUH Representative
Oakland Works (School-to Career Coordinating Council Member), Committee Member
Occupational Task Team Steering Committee, Oakland Unified School District School-to-
Career Advisory Council, Committee Member
Learning Networks, Committee Member
Mayor's Committee to Develop a Strategy for a Citywide Job Training Plan, Committee
Member
Subcommittee member on development
Panelist, Business-School Exchange (sponsored by Marcus A. Foster Educational
Foundation)
"The Education of the California Workforce: The Role of Higher Education in Job Training and
Economic Development" a conference presented by The CSU, Steering Committee
Member
Interview, "One-on-One with Mike Orkin"
A Quick and Dirty Overview of LMI Potential" presented at the Education of the California
Workforce Conference.

University
Academic Senate
Budget Advisory Committee
Committee on Academic Planning and Resources (Chair)
Subcommittee on Program Review
Ad Hoc subcommittee to Review the Role of CAPR and CIC
University Layoff Committee
Critical Thinking subcommittee of the University Senate's Committee on Instruction and
Curriculum (CIC)
Women's Studies Council
Ad hoc committee to evaluate increase in part-time faculty in the university
Ad hoc committee to respond to WASC recommendations
School-to-Career Coordinating Council (Chair)

School of Business and Economics
Institute for Research and Business Development, Advisory Board
HIRE Center, Executive Director

Department of Economics
Post-Tenure Review Committee
Graduate Comprehensive Examination
1994-1995

Profession
Session Organizer, Western Economic Association
Session Chair, Western Economics Association
Paper Discussant, Western Economics Association

Community
East Bay Career Opportunity Partnership (EBCOP), Committee Member
Occupational Task Team Steering Committee, Oakland Unified School District School-to-Career Advisory Council, Committee Member
“The Education of the California Workforce: The Role of Higher Education in Job Training and Economic Development” a conference presented by The CSU, Steering Committee Member
Pittsburg Chamber of Commerce, “Higher Education and Business Linkages”, speech
“The University’s Role in School-to-Career”, Testimony presented before the Governor’s School-to-Career Task Force (September) and Town Hall Meeting (December)
Organizer, Governor’s Oakland Town Hall Meeting on the State School-to-Career Plan
Oakland Unified School District team member conference “Reshaping Vocational Education” Jobs for the Future
Partnership for Education and Economic Recovery (PEER), Steering Committee Member
East Bay Conversion and Reinvestment Commission, Human Resources Committee, Training Resources Subcommittee, Committee Member

University
Academic Senate
Budget Advisory Committee
Committee on Academic Planning and Resources (Chair)
University Layoff Committee
Women and Ethnic Studies subcommittee of the University Senate’s Committee on Instruction and Curriculum
Ad Hoc committee to develop handbook for department chairs
Women’s Studies Council
School-to-Career Coordinating Council (Chair)

School of Business and Economics
Institute for Research and Business Development, Advisory Board
Committee on Undergraduate Instruction (Fall Quarter)
HIRE Center, Executive Director

Department of Economics
Lecturer Review Committee
Graduate Comprehensive Examination
1993-1994

Profession
Session Organizer, Western Economic Association
Session Chair, Western Economics Association
Paper Discussant, Western Economics Association

Community
Commonwealth Club of California, "Russian Women In Business", panel member
Mission-San Jose Rotary, "School to Work" speech
Oakland Chamber of Commerce, Jobs Subcommittee, "Human Investment Research and Education"
Santa Clara University, "The Lake Wobegon Effect in Student Self-Reported Data", speech
East Bay Career Opportunities Partnership, CSUH representative
"Making Connections" Articulation Conference with Oakland Unified School District and Peralt Community College District, Organizing Committee member

CSU System
Task Force, CSU Monterey Bay

University
Academic Senate
Committee on Academic Planning and Resources (Winter Quarter)
Alan M. Smith Theater Symposia (4th annual), "Women, Witches and Poverty", panel member
Pew Higher Education Roundtable member
Search Committee, Director of Research and Sponsored Programs
Women's Studies Council

School of Business and Economics
Institute for Research and Business Development, Advisory Board
Committee on Undergraduate Instruction
HIRE Center, Executive Director

Department of Economics
Department Chair (Fall Quarter)
Curriculum Committee
Ad hoc Committee for the Development of Long-Range Planning
1992-1993

Profession
Session Organizer, Western Economic Association
Session Chair, Western Economics Association
Paper Discussant, Western Economics Association
Paper Discussant, American Economics Association

Community
KCSU TV Interview, "Russian Women and Business Conference"
KQED Radio Interview, "Minimum Wages"
Alameda County, Work/Family Conference, "Work/Family and the Work Force", panel member
Santa Clara University talk: "Female Labor Force Participation: The Chicken or the Egg?"

University
Academic Senate, Vice Chair
Committee on Academic Planning and Resources
- Task force on Restructuring the University (Chair)
Executive Committee of the Academic Senate
- Subcommittee to Develop the Guidelines for the Academic Planning Council
President's Committee on Outreach Issues with Oakland
Subcommittee of CIC to Revise the Curriculum Procedures
GE Subcommittee of CIC (Spring Quarter)
Women's Studies Council

School of Business and Economics
Institute for Research and Business Development, Advisory Board
Committee on Undergraduate Instruction (Chair)

Department of Economics
Department Chair
Graduate Comprehensive Examination Committee
Curriculum Committee
Core Oversight Committees
1991-1992

Profession
  Session Organizer, Western Economic Association
  Session Chair, Western Economics Association
  Paper Discussant, Western Economics Association
  Paper Discussant, American Economic Association

University
  Ad Hoc Committee on Commencement
  Faculty Mentoring Program
  Layoff Committee
  President's Committee on Outreach Issues with Oakland
  Women's Study Council
  Pioneer Interviews (2) on budget cuts
  Pioneer interview on Milton Friedman's views on Public Education

School of Business and Economics
  Institute for Research and Business Development, Advisory Board
  Committee on Undergraduate Instruction (Chair)
  Computer Advisory Committee

Department of Economics
  Department Chair
  Curriculum Committee
  Core Oversight Committees
  Recruiting Committee
1990-1991

Profession
Session Chair, Western Economics Association

Community
Bay Area Population Colloquium, "Female Labor Force Attachment and Wage Differentials"

University
Academic Senate
President's Child Care Advisory Committee
Faculty Mentoring Program

School of Business and Economics
Computer Advisory Committee
Committee on Graduate Studies (Chair)
Institute for Research and Business Development, Advisory Board

Department of Economics
Acting Department Chair
Graduate Advisor
Ad Hoc Committee to Evaluate Economics 3551 and 3552
Recruiting Committee

1989-1990

Profession
Session Chair, Western Economics Association
Paper Discussant, Western Economics Association

Community
Film advisor and on-film participant, "Dear Lisa: A Letter to My Sister"

University
President's Child Care Advisory Committee
Ad Hoc Committee on Scientific Misconduct
Task Force on Faculty Diversity, a Subcommittee of the Strategic Planning Committee

School of Business and Economics
Computer Advisory Committee
Committee on Graduate Studies (Chair)
Advisory Committee to Review the Chair of Economics (Chair)

Department of Economics
Curriculum Committee (Chair)
Recruiting Committee (Chair)
Graduate Advisor
1988-1989

Profession
Robert C. Good Lecturer at the Great Lakes Community College Association Conference, Women, and the U.S. Economy, "Women and the Economy: From Whence We Came."
Session Organizer, Western Economic Association
Session Chair, Western Economics Association
Paper Discussant, Western Economics Association

University
Committee on Instruction and Curriculum
President's Child Care Advisory Committee
Ad Hoc Committee to Review CSUH Child Care Services
Committee for Evaluation of Research, Scholarship, and Creative Activity Proposals

School of Business and Economics
Computer Advisory Committee

Department of Economics
Coadvisor to Economic Student Association
Computer Advisory Committee
Graduate Curriculum Committee
Graduate Advisor
Seminar Speaker Series Committee
Ad Hoc Committee on Recruiting Practices

1987-1988

Profession
Paper Discussant, Western Economics Association

University and School
Committee on Instruction and Curriculum
Parking Policy and Implementation
SBE Computer Advisory Committee

Department of Economics
Coadvisor to Economic Student Association
Computer Advisory Committee
Faculty Recruiting Committee
Graduate Comprehensive Examination Committee
Graduate Curriculum Committee
1986-1987

Profession
Session Organizer, Western Economic Association
Session Chair, Western Economics Association
Paper Discussant, Western Economics Association

University
Committee on Instruction and Curriculum
Parking Policy and Implementation

School of Business and Economics
Computer Advisory Committee
Reviewed papers for SBE Working Paper Series
Ad Hoc Committee on Review of Math in the Business Curriculum

Department of Economics
Coadvisor to Economic Student Association
Computer Advisory Committee
Faculty Recruiting Committee
Graduate Comprehensive Examination Committee
Graduate Curriculum Committee

1985-1986

Profession
Session Organizer, Western Economic Association
Session Chair, Western Economics Association
Paper Discussant, Western Economics Association

University
Parking Policy and Implementation
Budget Subcommittee of CAPR (Committee on Academic Planning and Resources)

School of Business and Economics
Computer Advisory Committee
Ad Hoc Committee on Review of Math in the Business Curriculum

Department of Economics
Economic Student Association, Coadvisor
Computer Advisory Committee
Faculty Recruiting Committee
General Advisor to Undeclared Majors
Graduate Comprehensive Examination Committee
DENISON UNIVERSITY

Profession
  Session Chair, Eastern Economic Association
  Session Chair, Southern Demographic Association
  Session Chair, Western Economics Association
  Member, Program Committee, Eastern Economic Association
  Paper Discussant, Western Economics Association
  Paper Discussant, Eastern Economic Association
  Paper Discussant, Midwest Economic Association

University
  Priorities Council (1984-1985)
  University Senate (1984-1985)
  January Term Review Board (1984-1985)
  University Faculty Lunchtime Discussion, "Age at First Birth: An Economics Approach"
  Statistical Advisor to project Database—a data compilation project designed to provide Licking County Ohio with a comprehensive county level data bank

Department
  Recruitment Committee (1984-1985)
  Computer and Informational Systems Committee (1983-1985)
  Comprehensive Examination Committee (1983-1984)
  Computer Tape Librarian (1983-1985)
VITA

Stephen Shmanske
Professor of Economics
California State University, East Bay
Hayward, CA 94542
(510) 885-3335
stephen.shmanske@csueastbay.edu

DATE OF BIRTH
3-11-54

EDUCATION
B.S. Mathematics, Cum Laude, Dartmouth College, 1976
M.A. Economics, University of California, Los Angeles, 1977
Ph.D. Economics, University of California, Los Angeles, 1982

FELLOWSHIPS AND AWARDS
Chancellor's Intern Fellow 1976-1980
Meritorious Performance and Professional Promise Award 1985-1986
1988-1989
1989-1990

EMPLOYMENT
Teaching Associate, Department of Economics, University of California, Los Angeles 1977-1979
Economist, Antitrust Division, United States Department of Justice 1978
Consultant, National Center for State Courts 1980
Visiting Professor, Anglia Polytechnic, University, Cambridge, England 1994
Consultant, The Law Offices of Stevens and Stevens 1979-2005
Instructor/Lecturer/Assistant Professor/Associate Professor/Professor, Department of Economics, California State University, East Bay (formerly California State University, Hayward) 1979-2005

PUBLICATIONS


VITA

Stephen Shmanske
Professor of Economics
California State University, East Bay
Hayward, CA 94542
(510) 885-3335
stephen.shmanske@csueastbay.edu

DATE OF BIRTH
3-11-54

EDUCATION
B.S. Mathematics, Cum Laude, Dartmouth College, 1976
M.A. Economics, University of California, Los Angeles, 1977
Ph.D. Economics, University of California, Los Angeles, 1982

FELLOWSHIPS AND AWARDS
Chancellor's Intern Fellow 1976-1980
Meritorious Performance and Professional Promise Award 1985-1986
1988-1989
1989-1990

EMPLOYMENT
Teaching Associate, Department of Economics, University of California, Los Angeles 1977-1979
Economist, Antitrust Division, United States Department of Justice 1978
Consultant, National Center for State Courts 1980
Visiting Professor, Anglia Polytechnic, University, Cambridge, England 1994
Consultant, The Law Offices of Stevens and Stevens 1979-2005
Instructor/Lecturer/Assistant Professor/Associate Professor/Professor, Department of Economics, California State University, East Bay (formerly California State University, Hayward) 1979-2005

PUBLICATIONS


PUBLIC APPEARANCES

"Who Pays the Piper?--Why is Rent so High in the Bay Area?," Panel discussion on rent and rent control sponsored by the Henry George School of Social Science, April 30, 1986.

AFFILIATIONS

member of Advisory Board: The Smith Center for Private Enterprise Studies, California State University, Hayward
member of Board of Editors: Journal of Sports Economics
member: American Economic Association
member: Western Economic Association
member: Atlantic Economic Association
Professional Vita
(Abridged)

David J. St. Clair

Professor
Department of Economics
California State University, Hayward

June 2, 2005
Research Areas of Specialization and Interest

California Economic History; American Economic History; Comparative Economic Systems; Urban Transit History

Teaching Fields

Principles of Microeconomics, Principles of Macroeconomics, Managerial Economics, Macroeconomic Theory, American Economic History (Graduate and Undergraduate), European Economic History, Comparative Economic Systems (Graduate and Undergraduate), The Soviet Economy, History of Economic Thought (Graduate and Undergraduate)

Professional Book Publications

- Principles of Macroeconomics (Customized textbook with Martin Primack and James Willis) (Chico, CA: CAT Publishing, 1999)

Articles in Professional Books and Journals


• "The Social Returns to Empire: A Note," (with Dennis O. Flynn) in Dennis O Flynn, ed., World Silver and Monetary History in the 16th and 17th Centuries (Aldershot, UK: Variorum Press, 1996)


• Discussant's Comments on Daniel Klein, "The Voluntary Provision of public Goods: The Turnpike Companies of Early America," The Journal of Economic History (September, 1987)


(Los Angeles: The Economic and Business History Association, and the History Department, University of Southern California, 1984) pp. 160-75.


### Book Reviews in Professional Journals


Professional Presentations


- "American Trade Dollars in Nineteenth Century China," Second Conference on Pacific Rim History, La Trobe University, Melbourne, Australia, July 5-7, 1996.


• "General Motors and the Development of American Urban Transit," University of California, Davis, April 18, 1980.

• "Did We Choose the Automobile?" Economics Club, Santa Clara University, February 25, 1980.


Workshops and Educational Presentations

• PEGASUSS Summer Institute Presentation, CSUH and the Buck Institute for Education, August 2-13, 2004.


• Kaiser-Permanente Management Development Program, CSUH, Summer, 1990.


• Soviet Executive Development Program (SEDPRO), CSUH, January, 1990.


• Kaiser-Permanente Management Development Program, CSUH, Summer, 1989.


• Seven presentations in the Economic Institute for Teachers, CSUH, 1981 - 1986.

• Kaiser-Permanente Management Development Program, CSUH, Summer, 1986.


• "Public Transit and the Automobile," Economic Workshop, CSUH, Fall, 1982.

• "Incorporating Economic History into the American History Curriculum," Center for Economic Education, CSUH, 1981.


Consulting and Professional Reviews


• Consultant on The Red Car Film Project. A documentary for the Public Broadcasting System, 1990-95.

• Consultant, WNET Television transportation history documentary, 1995.

• Project Reviewer for the National Science Foundation, Project No. 9213248, "The Rise and Fall of the Trolley," Eric Shatzberg, April, 1992.


• Consultant, The Consulting Institute of America, Berkeley, CA, 1984-86.

Professional Positions

• California State University, Hayward
  Professor -- 1988 - Present
  Associate Professor -- 1983 - 1988
  Assistant Professor -- 1980 - 1983
  Lecturer -- 1979 – 1980

(Undergraduate Advisor for the Department of Economics – 2001-present)

• Loyola Marymount University, Los Angeles, CA
  Assistant Professor -- 1977 - 1978

• Northeastern Illinois University, Chicago, IL
  Assistant Professor -- 1976 - 1977

Professional Awards

• Recipient of the "Columbia University Prize in American Economic History in Honor of Allan Nevins" (Nevins Prize) awarded by the Economic History Association for the best dissertation in American economic history in 1979.

Education

• Ph.D. in Economics, University of Utah, 1979.

• Bachelor Arts in Economics, San Jose State University, January, 1973. Graduated with "Great Distinction."

Professional Organizations

• Economic History Association

• Pacific Centuries Conference (Founding Member and participant)

• California History Association

Student Evaluations

Student evaluations of my classes have always ranked among the highest in the Department. Details are available on request.
PRESENT POSITION: Professor or Economics, College of Business and Economics, California State University, Hayward

EDUCATION:

Ph.D., Labor Economics, University of North Carolina, Chapel Hill, 1966

M.S. Human Relations, New York State School of Industrial and Labor Relations, Cornell University, 1962

B.S. Economics, Denison University, 1960

Certificate, Institute for Educational Management, Harvard University, 1977

Honorary Professor of the Academy of National Economy under the Government of the Russian Federation, 2004

ACADEMIC EXPERIENCE: Professor of Economics, CSUH, 2003 –

Dean, College of Business and Economics, California State University, Hayward, 1973-2003

Chair, Department of Economics, CSUH

Associate Dean, School of Business and Economics, CSUH

Assistant professor of Economics, U.S. Air Force Academy, Colorado

PUBLICATIIONS:


“The Economic and Social Consequences of Deregulation,” with N.Gail Frey and R.H. Krolick, Social Science Perspectives, Summer 1990


COMMUNITY SERVICE: Competitive Boys Youth Soccer Coach 1996-2005

St. Rose Hospital – Board of Directors, 1978-1986
Chairmen, 1980-1985, Co-Chair Capital Campaign, 1987-88

Hayward Mayor’s Blue Ribbon Committee on The Future of the Old City Hall

The California Committee on Citizenship Education – Board of Directors, 1980-85

Western Association of Collegiate Schools of Business, Board of Directors, 1981-87, President, 1985-86

Hayward Trade Club, Hayward Chamber of Commerce Board of Directors

Hayward Rotary Club, Board of Directors, 1979-81, President, 1986-87

Oakland California, City Economic Planning Committee, 2002-present

CONSULING: California Public Utilities Commission
California Truckers Association
Hayward Improvement District
Humboldt State University
Sonoma State University
The American College of Life Underwriters
The Chancellor’s Office, California State University

ACCREDITATION: Western Association of Schools and Colleges- (WASC) Accreditation Visitation Committee

Candidacy Committee 1992-1994
Business Accreditation 1995-2001

PROFESSIONAL ASSOC.: American Economic Association
Who’s Who in the United States
Who’s Who in the West
Who’s Who in California Business and Finance
Strathmore’s Who’s Who
Personalities of America
Community Leaders of America
The International Who’s Who of Contemporary Achievement
Who’s Who in Finance and Industry
Who’s Who Among Rising Young American Men of Achievement
Who’s Who in American Education
Two Thousand Notable American Men

SPEECHES: Frequent Public Speaker for Professional Meetings and Service Clubs on Topics of Forecasting the Economy and International Executive Development Programs.

SPECIAL PROGRAMS: Working with organizations in the former Soviet Union, China, Southeast Asia, South America and Europe our college has established executive training programs on our campus for foreign visitors and opened Hayward MBA programs offshore in Moscow, Vienna, Hong Kong, Beijing and Singapore.
CURRICULUM VITAE
Said F. Haimor

70 Toyon Terrace
Danville, Ca 94526
USA

Phone Res. (925) 820 4051
E-Mail sefhay@hotmail.com

Education
Wayne State University
Economics
Ph.D. 1980
University of Detroit
Economics
M.A. 1976
University of Jordan
Economics &Business
B.A 1973

Employment
Golden Gate University &
California State University
Adjunct Professor
California
2000-Present


HGI, Inc.
Managing Director
California
1995 - 2000

Prepared feasibility studies, project evaluation, established, micro-financed and supervised small-scale businesses.

United Nations Industrial Development Organization (UNIDO)
Vienna, Austria
1988 -1995

Served as the principal UNIDO advisor to the Ministry of Planning, Saudi Arabia, responsible for:

• Formulating policies and strategies for the energy, industrial and private sectors,
• Drafting the industry and private sector chapters in the 5-year Development Plan;
• Monitoring and evaluation of implementation of these policies;
• Assisting the ministry in its oversight function over operational plans for other ministries and agencies;
• Measurement of the economic and social implications of development policies, programs and projects;
• Evaluation of the economic and financial performance of leading energy related industries;
• Evaluation of the Kingdom's energy, industrial, trade and tariff policies within the Gulf Cooperation Council and trade agreements with other countries and country groups;
• Providing on-the-job training to senior counterparts in energy sector and industrial planning, economic policy analysis and the evaluation of feasibility studies for energy based industrial projects.
Also served as principal economic advisor to the Deputy Minister of Planning in his capacity as board member of large public enterprises e.g. Petromin, Saudi Industrial Development Fund; Saudi Offset Committee, National Industrial Gases Co.

United Nation Development Program  Economic Consultant  1988-1995
(UNDP)
New York, U.S.A

Technical task manager for a Netherlands Economic Institute project (Promotion of Joint Venture Projects in the GCC Member States). Project aimed at institutionalizing, technical skills relevant to analysis, appraisal, promotion and evaluation of joint venture projects in the Gulf Cooperation Council member states.

Manpower Council  Economic Consultant  1986-1987
Riyadh, Saudi Arabia

Field economist led research effort aimed at Saudization of the Ministry of PTT and the national airlines (SAUDIA).

Development Group for Industrial Investment  Managing Director  1984-1986
Riyadh, Saudi Arabia

Responsible for overall managerial duties of the group, identification of business and investment opportunities, preparation, appraisal, evaluation, follow up of small scale industry feasibility studies.

The Consulting Center  Economic Consultant  1982-1984
Riyadh, Saudi Arabia

Participated in research related to the oil industry and the private sector, feasibility studies, economic integration, cost-benefit analysis, and project evaluation.

Yarmouk University  Assistant Professor  1980-1992
University of Jordan
Jordan

Courses taught: Principles of Macroeconomics and Microeconomics; Oil Economics; Money and Banking; Industrial Economics and Statistics for Business Decisions.

Wayne State University  Teaching Assistant  1976-1979


**Dissertation  Interfuel Substitution for The Electricity Generation in the U.S.A.**

The Dissertation examines empirically the effect of factor prices on the factor shares in steam – electric generation in the U.S.A. The study employs the transcendental logarithmic cost function estimated by a cross – section time – series nationwide sample. The study shows that substitution among variable inputs exists at the plant level in each of the four cells: coal – oil, coal-gas, gas- oil, coal-oil-gas.
EMPLOYMENT HISTORY:

- **March 1993-May 1994**, Personal Financial Consultant, Prudential Insurance Company, P.O. Box 9090, Walnut Creek, CA 94598. Advised clients regarding their financial and insurance needs. Marketed property-casualty, health, and fixed and variable life insurance products.
- **July 1985-August 1987**, Research Assistant, Department of Public Finance, University of Cologne, Germany. Assisted Professor Manfred Feldsieper in lectures and research.
- **November 1983-July 1985**, Chief Executive Officer, Society for Aid to Afghan Refugees (Verein Fuer afghanische Fluechtlingshilfe, E.V.), Bonn, Germany. Responsibilities: Administration, planning, fund raising, project development and implementation.
- **January 1976-August 1978**, Assistant Professor, Department of Economics, Kabul University, Afghanistan.

EDUCATION:

- **General Securities Representative Examination**, San Francisco (January 8, 1993).
- **Life Insurance Agent Examination**, California, San Francisco. (March, 10, 1993)
- **Fire and Casualty Broker-Agent Examination**, California, S. F. (April 9, 1993).
WRITINGS AND RESEARCH:

- **Voice Of The Nation**, Editor-Publisher, Monthly Publication Advocating Free Markets and Democracy in Afghanistan. Published in Dari, Pashtu, and English since 1994.
- **Economics of Islamic Banking**, unpublished paper presented at California State University Hayward, February 2002.
- **Hopes and Anxieties: The Grand Task of Reconstructing the Afghan Economy**, research paper presented at California State University Hayward, May 2002.
- **The Security-Reconstruction Nexus in Afghanistan**, paper published online.
- Numerous articles on the current economic and socio-political problems and prospects of Afghanistan.
LYNN PARINGER
Department of Economics
School of Business and Economics
California State University, Hayward
Hayward, CA. 94542
phone: (510) 885-3986
e-mail: lparinge@csuhayward.edu

EMPLOYMENT:

June 1987 - present
Professor of Economics
Department of Economics
California State University, Hayward

June - Sept 1996
Visiting Professor
Thammasat University, Bangkok

Jan 1993 - June 1993
Fulbright Scholar
Prague School of Economics

Jan 1989 - August 1989
Visiting Professor and Scholar
London School of Hygiene and Tropical Medicine

August 1985 - June 1987
Associate Dean
School of Business and Economics
California State University, Hayward

Sept 1982 - August 1985
Associate Professor of Economics
Department of Economics
California State University, Hayward

Sept 1981 - August 1982
Visiting Lecturer
Department of Economics
California State University, Hayward

Senior Research Associate
The Urban Institute
Washington, D.C.

Sept 1977 - August 1978
Assistant Professor
Department of Administrative Sciences
Naval Postgraduate School

EDUCATION:

Ph.D. Economics
University of Wisconsin, 1978

M.A. Economics
University of Wisconsin, 1974

B.A. Economics
University of Wisconsin, 1972

RESEARCH IN PROGRESS:

"International Education for Bay Area Businesses, Teachers and University Students (grant from

PUBLICATIONS AND RESEARCH REPORTS:

"Insurance Coverage and Employment of California Workers: Implications for Policy", Final

"Employer-Based Health Insurance for Less-Skilled Workers: Offers and Acceptances" Final
"Assessing the Link Between Insurance Coverage, Access to Care and Use of Services among Disadvantaged Californians" final report submitted to the California Program on Access to Care, November, 2002.


"Employment-Based Health Insurance for California Workers: Myth or Reality?", final report submitted to the California Program on Access to Care, June, 2000.

"Understanding Access to and Enrollment in Employment-Based Health Insurance Among California Workers Age 50 – 64" final report submitted to the California Wellness Foundation, January, 2000.


"La Contractacio externa en l'assistencia sanitaria: L'experiencia dels Estats Units" in LA CONTRACTACIO DE SERVEIS SANITARIS, Generalitat de Catalunya, Departament de Sanitat I Seguretat Social, 1998 with Richard Scheffler


RESEARCH GRANTS AND CONTRACTS:

2004 Grant from the U.S. Department of Education to assess, “International Economic Education for Bay Area Businesses, Teachers and University Students” with Jane Lopus


2003 Grant from the California Program on Access to Care to examine, “Changes in Insurance Coverage and Employment of California Workers: Implications for Policy”

2001 Grant from the California Program on Access to Care for, “The Impact of Insurance Coverage on Access to Care and Use of Health Services Among Disadvantaged Californians”


1999 Grant from the California Program on Access to Care for, “Access to Employer-Based
Health Insurance Among Low-Wage Workers in California

1998 Grant from the California Wellness Foundation and the University of California, San Francisco for, "Access to Health Insurance for California Workers: Fact or Fiction?"

1996 Contract with the March of Dimes for, "The Economic Value of Informal Care Associated with Spina Bifida, Cerebral Palsy and Downs Syndrome" (with Richard Scheffler)


1993 Fulbright Teaching Fellowship to the Prague School of Economics

1992 Grant from the National Center for Health Services Research to study, "The Demand for HIV Testing"

1989 Contract from the Health Care Financing Administration to study the, "Economic Viability of Rural Hospitals"

1989-93 Evaluator of the Arizona Long Term Care Cost Containment System (with Laguna Research Associates for the Health Care Financing Administration)

1986-90 Grant Review Panel of the National Center for Health Services Research

1983-87 Evaluator of the competitive bidding process of the Arizona Health Care Cost Containment System (as a consultant to SRI International for the Health Care Financing Administration)

1987 Selected as Outstanding Professor in the School of Business and Economics

1987 Grant from the California State University System to develop interactive computer learning programs in economics

1982-84 Affirmative Action Faculty Development Grants received from California State University, Hayward

1983 Selected as Outstanding Professor in the School of Business and Economics

1981 Grant from the U.S. Department of Health and Human services to “Analyze Existing Long Term Care Databases”

1978 Grant for teaching release time received from the Naval Postgraduate School

1976 Dissertation grant received from the U.S. Department of Labor, Employment and Training Administration

PROFESSIONAL RESPONSIBILITIES:

Member: American Economic Association, Association for Health Services Research, American Public Health Association

Reviewer for: MEDICAL CARE, HEALTH CARE FINANCING REVIEW, INQUIRY, HEALTH SERVICES RESEARCH


1985-90 Consultant, Veteran's Administration, Long Term Care Demonstration Project

1982-85 Visiting Professor, Aging and Health Policy Center, University of California, San Francisco
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SECTION I: INTRODUCTION

The Economics Department at California State University, East Bay (CSUEB) is committed to providing students with a quality education, as this report illustrates. The Department's mission and its degree program goals and objectives, student learning goals and objectives, assessment methods, and individual course learning objectives all focus on furthering students' abilities to participate as informed citizens in society by increasing their abilities to use economic analysis in everyday living. This report is an expanded and updated version of the January 2004 report (Department and Program Mission, Goals and Assessment: A Focus on Student-Centered Learning Objectives), which compiled and expanded upon preliminary reports developing the mission, goals and objectives (Economics Department Mission And Student-Centered Goals, Objectives, Learning Outcomes And Assessment Methods (February 2001) and Program And Course Goals, Objectives, Learning Outcomes And Assessment Methods: Economics Department (May 2002)).

We stress that the Department's mission encompasses scholarship and service as well as student learning. This report, however, focuses solely on student-centered outcomes in its development of goals and objectives. This emphasis should not be interpreted as a downplaying of the importance of scholarship and service. Instead, it reflects the University's need for assessing degree programs and student learning goals and objectives.

The remaining portion of this section describes the Department's mission and its degree programs. The Department’s mission statement was designed to work within the frameworks of the University and College of Business and Economics missions and to build upon the relative strengths of existing faculty in the Department. It therefore reflects the Department's focus on teaching and learning, applied research, and service to the profession and community.

Section II of the report lays out the mission, program and learning goals and objectives, and assessment methods for each of the two degree programs offered by the Department of Economics. The mission statements developed for each degree program stem from the Department’s mission statement and the goals and objectives for each program stem from the degree program's mission statement.

Section III of the report illustrates how the curriculum links to each degree program’s mission, goals, and learning objectives. Section IV describes each course offered by the Department, including its learning objectives and methods for assessing learning. The learning outcomes developed for each course stem from the Department’s and individual degree program’s mission, and the learning goals established for each program.

Section V, the final section of the report, contains tables showing the expected outcome coverage of program and learning outcomes for each course offered by the Department. It pulls together the Department’s desired outcomes, as developed from its mission statements and program goals and objectives. The tables operationalize outcomes, for courses in undergraduate and graduate programs and provide a summary of the way in which the Economics curriculum helps achieve the student-centered portion of the Department’s mission.

Department of Economics
Accepted by Department September 20, 2005
DEPARTMENT MISSION STATEMENT

The Economics Department at California State University, East Bay will prepare each student to participate effectively as an informed citizen in the affairs of our society by enhancing their ability to assess economic activity and to contribute productively in their careers using knowledge learned during their study of economics. Through effective teaching, the Department also will provide its students with knowledge of current economic thought and will develop students' understanding of the role played by economic institutions in our society. The Department will enhance student learning along these lines at both the bachelor's and master's level.

The faculty in the Economics Department will provide applied scholarship that enhances the reputation of the Department, College, and University and that contributes to the knowledge base of economists, business leaders, and economic educators.

Finally, the Economics Department will engage in service activities that enhance the development of the College, University, and expanded community of interests.

The Economics Department houses two different degree programs: a Bachelors of Arts in Economics and a Masters of Arts in Economics. The Department also supports one option in the BSBA program (Option in Business Economics), one option in the MBA (Business Economics Option), and an undergraduate minor in Economics. The options within the Business Administration programs and minor provide students with a general exposure to economics but do not contain the depth or breadth that is found in the degree programs. This report describes only degree programs housed in the Department of Economics. The goals, objectives, and assessment methods for business degree programs' are developed separately.

BACHELOR'S DEGREE PROGRAMS

The Bachelor of Arts Degree in Economics provides students with a logical way of approaching economic and social problems and issues and provides qualitative skills valued highly by employers. The program develops techniques to help students analyze contemporary economic problems and develops their ability to exercise sound judgment in evaluating public policy issues. Such skills are useful in daily decision-making irrespective of career choice. The Economics Department offers four Options leading to a BA degree in Economics. Options vary in unit requirements and coursework, with all options requiring an exit examination that assesses knowledge of economic theory and a capstone course that builds students' ability to communicate economic knowledge. Students may earn a Bachelors of Arts in Economics with an:

- Option in Accounting
- Option in General Economics
- Option in Statistical Economics
- Option in Social Science Economics

The BA in Economics, Option in Accounting is designed for students who want to pursue a course of study emphasizing accounting. The study of accounting involves the definition, acquisition, analysis, reporting and use of information (financial and nonfinancial, internal and external) required to effectively operate, manage and assess an organization and its various activities. As strategic advisers and decision makers, accountants must be good communicators who possess business knowledge and the capacity to make inferences from relationships between business circumstances and economic and industrial trends. This Option meets all coursework requirements for the CPA exam.

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Accepted by Department September 20, 2005
The BA in Economics, Option in General Economics, the Department's general degree, is designed for students who want to pursue a course of study offering intellectual rigor, practical quantitative skills, and excellent employment prospects. It provides the student with a logical way of approaching various problems and issues, provides students with techniques for analyzing contemporary economics problems, and develops the ability to exercise sound judgment in evaluating public policy issues. This broad background encourages students to become interested, understanding observers of the events of today’s and tomorrow’s world. It also prepares them for a broad variety of careers including those in law, journalism, banking and insurance, government, teaching, and research.

The BA in Economics, Option in Social Science Economics is designed for students who want to study economics from a liberal arts or social science perspective. Economics is one of the oldest social sciences and was originally called Political Economy. The social and political impact of economists such as Adam Smith, David Ricardo, Karl Marx, Friedrich Hayek, and Milton Friedman are unequalled. The Social Science Economics Option combines this rich tradition with the excellent employment opportunities that an economics degree accords by providing a rigorous study of economics in a reduced math format that allows students to take many electives in other social sciences.

The BA in Economics, Option in Statistical Economics is designed for students who want to pursue a course of study emphasizing the applied quantitative analysis of business and economics. By emphasizing the applied statistical and data-driven aspects of economics, this option provides students with skills for employment in jobs that require statistical or data analysis. Because more advanced study of economics relies on a student’s ability to use math and statistics, this option provides students with an excellent background for continuing the study of economics beyond the Bachelor's level.

Because the Department holds the same standards for learning for all undergraduate students, irrespective of their option, it developed a single mission statement and program and learning goals and objectives to cover all options.

MASTER'S DEGREE PROGRAMS

The Master of Arts Degree in Economics is an analytic degree that provides students with a flexible set of skills. Students leave the program able to apply both theory and research skills to workplace and educational settings. Students demonstrate their skills through coursework, comprehensive examinations in theory, and a research project or thesis. The Economics Department offers seven Options leading to a MA degree in Economics. Each option requires 45 units, the same required coursework (except the Option for Teachers), two comprehensive exams (except the Option for Teachers), and a terminal exercise. Students may earn a Masters of Arts in Economics with an:

- Option in Economic Development and Comparative Systems
- Option in General Economics
- Option in International Economics
- Option in Labor Economics
- Option in Monetary Economic Systems
- Option in Public Sector Economics
- Option for Teachers
Students with an Option in Economic Development and Comparative Systems are expected to understand the major theoretical arguments offered for and against the various types of politico economic systems such as anarcho-capitalism, classical liberalism, social democracy, market socialism, and centrally planned socialism. Students should also understand the nature of the systems that exist in the world’s most prominent countries, including the U.S., Russia, Japan, and China.

Students with an Option in International Economics study the history and theory of international trade and finance. Topics covered include classical and modern theories of international trade, the nature and effects of protection, multinational enterprises, economic integration, foreign exchange markets and exchange rate determination, Euro currency markets and international monetary systems. This option develops and deepens the student’s understanding of global trade and markets in an increasingly international world.

Students with an Option in General Economics pursue a course of study offering intellectual rigor, practical quantitative skills, and excellent employment prospects. The general MA program has a curriculum that combines a strong foundation in theory with a program emphasis on applied research to provide students with a broad set of analytic skills.

Students with an Option in Labor Economics study the valuation and allocation of human resources, including wage determination, human capital, and labor supply. Labor theories are applied to a broad range of issues such as unemployment, earnings differentials, union strength, human resource management, income distribution, and government policy.

Students with an Option in Monetary Economic Theory gain a comprehensive background in monetary theory and policy, and U.S. and international financial institutions.

Students with an Option in Public Sector Economics examine the economic basis for government intervention in the economy. The traditional role of the government as fixer of "market failures" is presented and critically analyzed. Additionally, the institutions and incentive structures in the public sector are examined to explore the idea of "government failure." Topics of study include public goods, tax policy, distribution of wealth, property rights, and political equilibria.

Credentialed K-12 teachers in the Option for Teachers gain graduate-level subject matter knowledge in economics, which is helpful for teaching high school economics and related courses. Individuals must hold a clear (non-emergency) teaching credential to be admitted to this option. The Option differs from other options in the MA in Economics programs in that it allows more flexibility in choosing elective courses, it may be completed without a background in calculus, and the terminal exercise involves developing a project relevant to teaching economics.

Because the Department holds the same standards for learning for all Masters-level students, with the exception of students in the Option for Teachers, it developed single mission statement and program and learning goals and objectives to cover all options, except the Option for Teachers.
SECTION II: PROGRAM GOALS, OBJECTIVES, AND ASSESSMENT

This section of the report develops the Department’s program and student learning goals and objectives and assessment tools for both degree programs. As part of this development, it identifies desired program inputs necessary to achieve each objective and data collection necessary to assess outcomes to determine if they meet the stated objective.

MA MISSION STATEMENT

The MA in Economics will provide each student with a flexible set of analytic skills by combining a strong foundation in economic theory with applied research so that students will be able to apply both theory and research analytic skills in both workplace and educational settings.

Students receiving a MA in Economics from CSUEB will be able to succeed in a wide variety of management, analyst, and research positions in business, government, and nonprofit enterprises and will be able to teach others at both the community college and high school levels. Students will also be able to successfully pursue further graduate work in economics and related fields.

MA GOALS AND OBJECTIVES (except Option for Teachers)

Goal: Graduate student learning will be advanced with a rigorous educational program that integrates theory, econometrics, and applied research with applications in a wide variety of fields within economics so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

Objective 1: The Master’s degree in Economics will provide students with the opportunity to learn economic theory and methods, to apply theory and methods to topics within a field, and to engage in economic research on a chosen economic topic.

Desired Program Input 1: The Master’s degree program will contain a mix of theory, methods, research, and field courses that satisfy the needs of current students, alumni, and potential employers.

Desired Program Input 2: The Master’s degree courses will be scheduled so that students are able to complete successfully their option within two years.

Data Collection: Surveys of Current Students, Alumni, and Employers at least once every five years

Schedules of courses offered

Desired Learning Outcome 1: Graduate students will demonstrate an advanced understanding of microeconomic and macroeconomic theory.

Assessment: Rubric-guided assessment of comprehensive theory exams will determine if students are proficient in economic knowledge.
Desired Learning Outcome 2: Graduate students will be able to apply economic theory and methods at an advanced level to selected economic topics (e.g., labor markets, money and banking, public sector, international trade or finance) through independent research.

Assessment: Rubric-guided assessment of research projects in Econ 6896 each year or a University Thesis will determine if students are proficient in their application of economic knowledge.

Desired Learning Outcome 3: Graduate students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Assessment: Rubric-guided assessment of oral presentations in Econ 6896 each year or a student's University Thesis defense will determine if students are proficient in their ability to present an economic argument orally.

Desired Learning Outcome 4: Graduate students will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory in writing.

Assessment: Rubric-guided assessment of written projects in Econ 6896 each year or a student's University Thesis will determine if students are proficient in their ability to present an economic argument in writing.

Desired Learning Outcome 5: Graduate students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Assessment: Rubric-guided assessment of written projects and oral presentations in Econ 6896 each year or a student's University Thesis will determine if students are proficient in their ability to use appropriate technologies.

Objective 2: Students graduating with a MA in Economics will be able to locate employment or further their economics education.

Desired Program Outcome 1: At least fifty percent of the alumni from the MA program will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Program Outcome 2: Alumni from the MA program will use the economic way of thinking to make decisions.

Data Collection: Survey of Alumni at least once every five years
MA GOALS AND OBJECTIVES, OPTION FOR TEACHERS

Goal: Graduate student learning will be advanced with an educational program that integrates theory and practical research with applications in a wide variety of fields within economics so that students will be able to effectively teach economics at the high school level and participate as informed citizens in the affairs of their society.

Objective: The Option for Teachers in the Master's program will provide students with the opportunity to learn economic theory and to apply economics to a wide variety of topics in economics so they can use economic theory to explain economic and social phenomenon, analyze economic problems and policies at the Bachelor's degree level, and teach economic principles to high school students.

Desired Program Input 1: The Master's degree program with an Option for Teachers will contain a mix of theory and elective courses in economics that satisfies the needs of current students and alumni.

Desired Program Input 2: The Master's degree courses with an Option for Teachers will be scheduled so that students are able to complete the option within two years.

Data Collection: Surveys of Current Students, Alumni, and Employers at least once every five years.

Desired Learning Outcome 1: Graduate students with an Option for Teachers will demonstrate an understanding of microeconomic and macroeconomic theory.

Desired Learning Outcome 2: Graduate students with an Option for Teachers will demonstrate an understanding of the application of economic theory to a wide variety of fields.

Desired Learning Outcome 3: Graduate students with an Option for Teachers will be able to teach high school students general principles of economics through independent project work.

Desired Learning Outcome 4: Graduate students with an Option for Teachers will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory in writing.

Desired Learning Outcome 5: Graduate students with an Option for Teachers will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Rubric assessment of project in Econ 6897: Project in Economic Education.

Department of Economics
Accepted by Department September 20, 2005
BA MISSION STATEMENT

The BA in Economics will provide each student with knowledge of current economic thought and will develop students' understanding of the role played by economic institutions in our society. The BA program will develop students' analytical skills by combining a strong foundation in economic theory with applied statistics so that students will be able to apply both theory and analysis in both workplace and educational settings.

Students receiving a BA in Economics from CSUEB will be able to succeed in a wide variety of analyst positions in business, government, and nonprofit enterprises and will be able to successfully pursue graduate work in economics and related fields.

BA GOALS AND OBJECTIVES

Goal: Undergraduate learning for students will be advanced with a rigorous educational program that integrates theory and econometrics with applications in a wide variety of fields within economics so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

Objective 1: The Bachelor's degree in Economics will provide students with the opportunity to learn economic theory and methods and to apply theory and methods to topics within their chosen option.

Desired Program Input 1: The Bachelor's degree program will contain a mix of theory, methods, and field courses that satisfies the needs of current students, alumni, and potential employers.

Desired Program Input 2: The Bachelor's degree courses will be scheduled so that students are able to complete successfully the upper division portion of their degree within two years.

Data Collection: Surveys of Current Students, Alumni, and Employers at least once every five years

Schedules of courses offered

Desired Learning Outcome 1: Undergraduate students will demonstrate a basic understanding of microeconomic and macroeconomic theory and econometrics.

Assessment: Test of Understanding College Economics (TUCE), a nationally-normed, multiple choice test, will be administered in Econ 2301 (micro) and Econ 2302 (macro) as a pretest and as a program exit requirement as a posttest. Results will be compared to national norms to indicate proficiency.

Desired Learning Outcome 2: Undergraduate students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Assessment: Rubric-guided assessment in Econ 4896 will determine if students are proficient in communicating oral economic arguments.
Desired Learning Outcome 3: Undergraduate students will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

Assessment: Rubric-guided assessment in Econ 4896 will determine if students are proficient in communicating written economic arguments.

Desired Learning Outcome 4: Undergraduate students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Assessment: Rubric-guided assessment in Econ 4896 will determine if students are proficient in using technology.

Objective 2: Students graduating with a BA in Economics will be able to locate employment in their chosen field and or further their economics education.

Desired Program Outcome 1: At least fifty percent of the alumni from the BA program will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Program Outcome 2: Alumni from the BA program will use the economic way of thinking to make decisions.

Data Collection: Survey of Alumni at least once every five years
SECTION III: PROGRAM AND COURSEWORK ARTICULATION TO LEARNING GOALS

This section of the report shows how the degree programs offered by the Department of Economics support its mission by providing the links between current course offerings and program goals. Because its focus is on the process that was designed to achieve learning outcomes, it shows how each course contributes to the each of the student-oriented learning goals detailed in Section II and, as a result, shows how the program's structure leads to its stated learning goals.

Figure 1 is a diagrammatic representation of the process designed to achieve the learning outcomes at the Bachelor's level. It illustrates how the knowledge and skills built in the lower division coursework underlie the knowledge and skills acquired in the upper division coursework and how the capstone course (Senior Research) ties together the knowledge and skills gained in the undergraduate Economics program with applied research on current issues. Figure 2 is a diagrammatic representation of the process designed to achieve the learning outcomes at the Master's degree level. It illustrates how the prerequisite knowledge and skills is enhanced through Master's level coursework and how the knowledge and skills gained in our program is integrated in the capstone course Research Methods (or Project for students in the Option for Teachers). Of course, the results of the assessment plan detailed in Section II will reveal the degree to which the conceptual framework for achieving program goals outlined in this section actually succeeds.

The Department also provides many service courses to majors and programs throughout the University. At the undergraduate level, Principles of Economics (2301 and 2302) and Managerial Economics and Business Strategy (3551) are a required part of the business administration major, Global Economic Analysis (3107) is one of two courses that Business students can select to fulfill their international requirement, and Money, Banking, and Financial Intermediaries (3310) is an elective in two of the business administration options.

At the master's level, the Department provides service courses to our MBA programs, both domestically and internationally. Graduate Introduction to Economics for Managers (6051) is a foundation course in the MBA program and International Law and Economics (6715), The European Union, Its Institutions, and International Trade (6720), Money, Banking, and International Finance (6725), and Managerial Economics (6751) are part of the CBE International business programs.

**Goal 1:** Student learning will be advanced at the undergraduate level with a rigorous educational program that integrates theory and econometrics with applications in a wide variety of fields within economics.

Figure 1 illustrates how this goal is achieved through program requirements. In this diagram, each "box" represents a cluster of courses that lead to the desired learning outcomes. The knowledge and skills gained through the series of coursework is integrated in our capstone course, Senior Research, which students are required to take in the Spring quarter of their senior year (starting Spring 2007). This 1-unit course requires students to develop a research paper using on economic principles and present the paper to the class.

The BA in Economics program is designed to build the student's skills needed for success in the capstone course. It focuses lower division coursework on building the quantitative skills that are used to gain subject matter knowledge. Math 1810 (Mathematics for Business and Social Sciences 1) provides students with the necessary mathematical skills for obtaining a basic
knowledge of statistics while Stat 2010 or 1000 provides students with the statistical skills needed to study econometrics and analyze economic issues. The two-course sequence of Principles of Economics (2301 and 2302), offered at the lower division level, draws on mathematical skills (algebra) to build knowledge of the principles of economics.

Upper division coursework builds on the knowledge and skills gained in the freshman and sophomore years. Required coursework is clustered to provide students with knowledge of economic theory (3000, 3005), and quantitative economic theory (4000), economic institutions (3310), and econometrics (4400). Students are also asked to apply their economic knowledge and skills in their elective coursework. Each of these courses enhances through application either content knowledge of economic principles or quantitative skills used in economic analysis.

In 2005, the Department reaffirmed its writing skills policy. Professors agreed that students in all upper division courses would exhibit effective written communication through at least one writing assignment. This can be accomplished through essay examinations, required papers, or homework assignments.

Goal 2. Student learning will be advanced at the graduate level with rigorous educational programs that integrates theory, econometrics, and applied research with applications in a wide variety of fields within economics.

Figure 2 illustrates how this goal is achieved through program requirements. In this diagram, each "box" represents a cluster of courses that lead to the desired learning outcomes. The knowledge and skills gained through the series of coursework is integrated in our capstone course, Research Methods, which students are required to take after completing their theory and econometrics coursework. A few students integrate knowledge by writing a University Thesis, which can be substituted for the Research Methods capstone course.

The MA in Economics requires 45 quarter hours of coursework. Prerequisite coursework in math, statistics, and intermediate economic theory ensures that students have the building blocks to acquire the skills and knowledge of economics at a master's level. Required courses in economic theory (6101, 6102, and 6105) build on the knowledge and skills gained in the intermediate theory coursework and provide students with a working knowledge of economic theory at the master's level. Required coursework in econometrics (6400) and forecasting (MGMT 6110) provide statistical and forecasting skills frequently used in economic analysis. Students are asked to apply their economic knowledge and skills in their elective coursework. Each of these courses enhances through application either content knowledge of economic theories or quantitative skills used in economic analysis.

Goal 3: Both undergraduate and graduate students will effectively participate as workers, students and informed citizens in society.

By applying the economic theories and tools of analysis in the elective (i.e., applied) coursework, students should gain the interest and analytic capacity to participate as informed citizens in society. The capstone courses (Senior Research at the undergraduate level and Research Methods at the graduate level) provide students with the opportunity to integrate theory, practice, and analysis capabilities such that their capacity for participation will be enhanced.
Figure 1: Course Sequencing for the Bachelor's Degree in Economics

Lower Division Coursework
- Math
- Statistics
- Principles

Upper Division Coursework
- Econometrics
- Intermediate Theory (and Mathematical Economics)
- Economics Applications (see below)
- Senior Research

Economics Applications

**Builds Content Knowledge**
- Econ 3140: Topics in Economic History
- Econ 3180: Selected Topics in Economic Thought
- Econ 3190: Market Processes--Theory and Applications
- Econ 3200: Comparative Economic Systems
- Econ 3370: Public Sector Economics
- Econ 3375: Public Choice: the Economics of Politics
- Econ 3500: Urban Economics
- Econ 3680: Labor Economics
- Econ 4306: Environmental Economics
- Econ 4315: Monetary Theory
- Econ 4520: Industrial Organization and Public Policy
- Econ 4590: Selected Topics in Economic Analysis
- Econ 4700: International Trade
- Econ 4705: International Finance
- Econ 4710: International Economic Development

**Builds Quantitative Skills**
- Mgmt 3100: Quantitative Methods in Business
- Stat 3503: Statistical Inference II
- Stat 4610: Non-Parametric Statistical Methods for the Social Sciences
- Stat 3502: Statistical Inference I
- Econ/Stat 4950: Statistical Packages for Data Analysis
Figure 2: Course Sequencing for the Master's Degree in Economics

Prerequisite Coursework
- Math
- Statistics
- Intermediate Theory

Master's Level Coursework
- Econometrics & Forecasting
- Economic Theory
- Economics Applications (see below)
- Research Methods/Thesis/Project

Figure Note: Only students in the Option for Teachers have the Project as a capstone experience. The remaining Options all students to choose between a thesis or Research Methods.

Economics Applications
- Econ 6140: Topics in Economic History
- Econ 6170: History of Economic Thought
- Econ 6180: Selected Topics in Economic Thought
- Econ 6190: Market Processes--Theory and Applications
- Econ 6200: Seminar: Comparative Economic Systems
- Econ 6250: Seminar: Project Analysis
- Econ 6306: Seminar: Environmental Economics
- Econ 6310: Money, Banking, and Financial Intermediaries
- Econ 6315: Seminar: Monetary Theory
- Econ 6370: Seminar: Public Sector Economics
- Econ 6375: Public Choice: the Economics of Politics
- Econ 6500: Urban Economics
- Econ 6520: Seminar: Industrial Organization and Public Policy
- Econ 6590: Selected Topics in Economic Analysis
- Econ 6680: Seminar: Labor Economics
- Econ 6700: Seminar: International Trade
- Econ 6705: International Finance
- Econ 6710: International Economic Development
SECTION IV: LEARNING OBJECTIVES FOR INDIVIDUAL COURSES

This section of the report describes each course offered by the Department, including prerequisite coursework and times offered, and details its learning objectives and methods that might be used to assess whether or not students have met the goals. Course descriptions and learning objectives are presented by order of course numbering.
Catalog Description: An introduction to economics with a focus on using economic analysis to examine current social, political, and global issues. Topics covered may include pollution, health care, crime, poverty, unemployment, and inflation. Designed for non-business and economics majors and not open to students who have taken ECON 2301 or ECON 2302.

Prerequisites: None

Times Offered:

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Apply economic reasoning to the analysis of selected contemporary economic problems.
• Understand how households (demand) and businesses (supply) interact in various market structures to determine price and quantity of goods and services produced and consumed.
• Analyze the efficiency and equity implications of government interference in markets.
• Recognize and identify situations leading to market failures and government failures.
• Evaluate the intent and outcomes of government stabilization policies designed to correct macroeconomic problems.
• Use economic problem solving skills to discuss the opportunities and challenges of the increasing globalization of the world economy.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations testing knowledge of concepts and problem solving skills
• Exercises including problem sets and classroom problem solving activities
• Quantity and quality of class participation
• Write a paper applying economics to public issues
• Present written work in class
• Use computer technologies to enhance written and oral communication
Econ 2301: Principles of Microeconomics
4 Units

[CAN ECON 4]

Catalog Description: Basic micro-economic concepts; introductory analysis of the determination of prices and output in different market situations; public policy.

Prerequisites: Sophomore standing and either credit for intermediate algebra or satisfactory score on the Entry-Level Math (ELM) Test.

Times Offered: All quarters, day. Fall and Spring night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand how households (demand) and businesses (supply) interact in various market structures to determine price and quantity of a good produced.
- Understand the links between household behavior and the economic models of demand.
- Represent demand, in graphical form, including the downward slope of the demand curve and what shifts the demand curve.
- Understand the links between production costs and the economic models of supply.
- Represent supply, in graphical form, including the upward slope of the supply curve and what shifts the supply curve.
- Understand the efficiency and equity implications of market interference, including government policy.
- Understand how different degrees of competition in a market affect pricing and output.
- Apply economic reasoning to individual and firm behavior.
- Understand the meaning of marginal revenue and marginal cost and their relevance for firm profitability.
- Understand the major characteristics of different market structures and the implications for the behavior of the firm.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write assignments or a paper on a microeconomic topic
- Present written work in class
- Use computer technologies to enhance written and oral communication

Department of Economics
January 2004 – Accepted by department January 12, 2004
Econ 2302: Principles of Macroeconomics
4 Units

[CAN ECON 2]

Catalog Description: Basic macro-economic concepts; introductory analysis of the determination of national income and employment; money and banking; fiscal policy in a global context.

Prerequisites: Either credit for intermediate algebra or satisfactory score on the Entry-Level Math (ELM) Test.

Times Offered: All quarters, day. Winter, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand why household, business, government and global behavior determine the aggregate demand for goods and services
- Understand why the behavior of businesses and the rest of the world determine the aggregate supply of goods and services
- Understand how aggregate demand and aggregate supply interact to drive a free market economy
- Understand the implications of interference in a market economy, including government policy
- Understand the basics of national income accounting
- Understand the causes and consequences of business cycles
- Understand the roles of fiscal and monetary policy in fighting recessions and inflation
- Understand factors that contribute to and detract from long-term economic growth
- Apply economic reasoning to understand the operation of an economy
- Understand the interaction between the domestic economy and the rest of the world
- Be able to apply basic international trade and finance concepts to global pricing issues, including working with exchange rates

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write assignments or a paper on a macroeconomic topic
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 3000: Microeconomic Theory
4 Units

Catalog Description: Analysis of supply and demand; production and costs; price and output
determination; factor pricing and income distribution; optimum resource allocation.

Prerequisites: STAT 1000 or 2010, MATH 1130 and ECON 2301 with grade not lower than a "C".

Times Offered: Winter, day or night in alternating years.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Make decisions using marginal analysis and opportunity costs.
- Use supply and demand to determine changes in market equilibrium (price and output), changes in
  welfare, and analyze the impact of government policies.
- Understand the relationship between marginal utility and price in equilibrium.
- Explain why firms exist.
- Develop cost functions from production functions.
- Be able to determine the profit maximizing price and output for a firm operating in a competitive
  environment.
- Determine profit maximizing price and output for a monopoly firm.
- Evaluate various policies for regulating monopolies.
- Be able to determine profit maximizing price and output for a firm in a quasi-competitive market (oligopoly
  or monopolistic competition).
- Develop and evaluate the impact of government regulations.
- Explain relationship between wages and productivity and apply the model to real-world businesses.
- Be able to apply the concepts of supply and demand to markets with external costs and benefits
  (understand market failure, implications for regulation, optimal pollution level).
- Use comparative static analysis (changes in supply and/or demand), measures of consumer and
  producer welfare, government intervention (price ceilings and floors).
- Understand the nature and consequences of general equilibrium (Pareto optimality).

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 3005: Macro-Economic Theory
4 Units

Catalog Description: Measurement and analysis of the determination of national income and employment; general price level; stabilization and growth.

Prerequisites: ECON 2301, 2302, with grade not lower than "C" in 2302.

Times Offered: All quarters, day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Measure living standards, inflation, and unemployment for use as economic indicators.
• Understand the structure and decision-making authority of the Federal Reserve and the U.S. Treasury, respectively.
• Understanding the perspective of classical economists on the nature and causes of the wealth of nations.
• Understand the factors determining gross domestic product, employment, the general level of prices, and interest rates.
• Explain the differences between the classical and Keynesian approaches to understanding the macro economy, including the political implications of each approach and the role of an activist fiscal policy in the Keynesian approach.
• Analyze the determinants of the relative strengths of fiscal and monetary policy for affecting gross domestic product.
• Understand the importance of wage flexibility and price expectations for the impact of spending behavior on gross domestic production, the unemployment rate, and the rate of inflation.
• Understand monetarist, supply-siders', and New Classical approaches to macroeconomic issues.
• Learn the determinants of long-term economic growth, including the role of saving and investment on the rate of growth.
• Understand the role of international trade, international finance and exchange rates in affecting living standards.
• Analyze the factors that determine currency exchange rates and the impact of changes in exchange rates on exports and imports.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Write assignments or a paper on a Macroeconomic topic
• Present written work in class
• Use computer technologies to enhance written and oral communication
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
Econ 3006: Macroeconomics for Business
4 Units

Catalog Description: Understanding the nature and causes of fluctuations in business cycles, employment and unemployment, the price level and inflation, interest rates, exchange rates, and the effects of fiscal and monetary policies on the business environment. Interpreting and analyzing the government's and Fed's role in the economy.

Prerequisites: Econ 2302, with a grade not lower than "C".

Times Offered: F, W, Sp

Course Learning Objectives:
Upon successful completion of this course, a student will be able to:

• Understand the structure and decision-making authority of the Federal Reserve and the U.S. Treasury, respectively.
• Understand the factors determining gross domestic product, employment, the general level of prices, and interest rates.
• Measure living standards, inflation, and unemployment for use as economic indicators.
• Analyze the determinants of the relative strengths of fiscal and monetary policy for affecting gross domestic product.
• Learn the determinants of long-term economic growth, including the role of saving and investment on the rate of growth.
• Understand the role of international trade in affecting living standards.
• Analyze the factors that determine currency exchange rates and the impact of changes in exchange rates on exports and imports.
• Learn to access national and international macroeconomic data.
• Learn how to access and interpret forecasts using macroeconomic data.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Written paper applying macroeconomic principles to business decision making
• Oral presentation of written work in class
• Use computer technologies to enhance written and oral communication
Econ 3107: Global Economic Analysis
4 Units

Catalog Description: Analysis of the microeconomics and macroeconomics of global trade, investment, foreign exchange markets and international capital movements including global competitiveness, international treaties and laws, economic growth and global development.

Prerequisites: Econ 2301, 2302, with a grade not lower than “C” in both courses.

Times Offered: F, W, Sp

Course Learning Objectives:
Upon successful completion of this course, a student will be able to:

• Use their understanding of international trade and finance models to better identify the impact on the global operations of firms from changes in macroeconomic, international trade and investment policies.

• Understand how interest rates, inflation rates, asset prices and exchange rates are determined and affect each other so as to use this knowledge in practical decision making.

• Understand the workings and roles of various international economic institutions, (such as the International Monetary Fund, the World Bank and the World Trade Organization), and how they may impact the global operation and decision making of firms.

• Use their knowledge about financial instruments, macroeconomic policy and the mechanics of finance to develop optimal hedging, speculation, risk management, and portfolio allocation strategies.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Written paper applying economic principles to business decision making in a global environment
• Oral presentation of written work in class
• Use computer technologies to enhance written and oral communication
Econ 3150: Economic History of the United States
4 Units

Catalog Description: The development of the American economy and economic institutions; emphasis on factors affecting economic growth, problems, and policies.

Prerequisites: None.

Times Offered: Fall every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand the pace and course of American economic development.
• Understand the development of American economic institutions and policies.
• Apply economic theory to understand the sources of American economic growth.
• Apply economic theory to understand the economic dimensions of social and political issues in American history.

Assessment Methods:

A variety of methods will be used to assess student learning, including:

• Midterm and final examinations employing a mixed format of essay and multiple choice questions
• Quantity and quality of class participation
• A required written research paper on a topic in American economic history
• Present written work in class
• Use computer technologies to enhance written and oral communication
Econ 3170: History of Economic Thought
4 Units

Catalog Description: The key theories and individuals in the history of economic thought including Adam Smith, David Ricardo, John Stuart Mill, and Karl Marx.

Prerequisites: Econ 2301 and 2302.

Times Offered: Fall, day or night in alternating years.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

• Understand the evolution of modern economic theories.
• Understand the sources of controversies in modern economics.
• Appreciate well-developed economic theories and distinguish them from inconsistent ones.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper tracing an economic theory
• Present written work in class
• Use computer technologies to enhance written and oral communication


**Econ 3190: Market Processes-Theory and Applications**

**4 Units**

**Catalog Description:** Austrian School analysis of socio-economic phenomena including methodology of the social sciences, theory of subjective value, entrepreneurship, competition as a discovery procedure, spontaneous orders, the division of knowledge, the capital structure, and trade cycles. Historical applications used throughout.

**Prerequisites:** ECON 2301, 2302 or consent of instructor.

**Times Offered:** Winter every other year, alternating day and night.

**Course Learning Objectives:**

Upon successful completion of the course a student will be able to:

- Articulate the differences between market process analysis and the more conventional comparative static analysis of neoclassical economics.
- Articulate the history and development of the Austrian School of economics.
- Articulate the differences between Austrian school methodology and the more conventional methodology of positive economics used in neoclassical economics.
- Articulate the notion of competition as a discovery procedure in contrast to the neoclassical notion of competition as the fulfillment of a set of ideal circumstances.
- Articulate how standard neoclassical economics and market process economics are complementary.
- Articulate the key role of entrepreneurship in real world market processes.
- Articulate the "discovery theory of justice" in contrast to more conventional theories of justice.
- Articulate the "perils of regulation" from a market process perspective, and how that approach complements the neoclassical analysis of regulation.

**Assessment Methods:**

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying theories of market processes
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 3200: Comparative Economic Systems
4 Units

Catalog Description: Comparative study of different economic systems proposed or used to deal with the economic organization of society.

Prerequisites: ECON 2301.

Times Offered: Fall every other year, alternating day and night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

- Understand the nature of an economic system; varieties of economic systems.
- Understand various possible criteria for judging the success of economic systems.
- Understand the relationships among the concepts of “market failure,” "government failure," property rights, transaction costs, and culture.
- Understand the nature of anarchy and possible explanations for the emergence of government.
- Understand the nature of minimal-state libertarianism and its assumptions about government failure; the northern United States before the American Civil War.
- Understand the nature of classical liberalism and its assumptions about market failure and economic inequalities; capitalism and historians of the “Industrial Revolution” and the Great Depression.
- Understand the nature of social democracy and its assumptions about the systematic effects of empowering the state to confiscate some people's assets and incomes for the benefit of others.
- Understand classical and modern versions of Marxism.
- Understand the famous “calculation debate” concerning the feasibility and potential of socialism;
- Understand the assumptions of market socialism; realities of Hungary pre-1989.
- Understand the economics of syndicalism; realities of the former Yugoslavia.
- Understand the nature of centrally-planned economies; Mao Zedong's China and the former Soviet Union; the relationship between economic freedom and political freedom.
- Understand the nature of efforts to transform Russia and China.
- Understand the dynamics of democratic, “mixed or middle-way economies”.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write assignments or a paper applying economic theory to different economic systems
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 3310: Money, Banking, and Financial Intermediaries
4 Units

Catalog Description: Essentials of commercial and central banking; financial intermediaries; monetary policy.

Prerequisites: ECON 2302.

Times Offered: Fall and Spring day, Winter night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand the importance of the financial sector in directing the use of scarce capital.
- Understand the concepts of present value and internal rate of return.
- Explain the determinants of interest rates.
- Understand the term structure of interest rates.
- Understand the likely path of interest rates in the aftermath of a change in monetary policy.
- Understand the impact of inflation on interest rates.
- Understand various concepts of yield or rate of return.
- Understand the concept of duration and its implications for the magnitude of changes in asset prices following changes in interest rates.
- Explain the various ways to hedge interest rate risk.
- Understand various money market instruments.
- Understand how monetary and fiscal policy affects the financial system.
- Explain the components of the balance of payments, the factors that determine currency exchange rates, and ways to cope with exchange rate risk.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write assignments or a paper on a Monetary topic
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 3370: Public Sector Economics
4 Units

Catalog Description: Public sector economics; taxation, welfare economics, public goods, the rationale of government activity and collective choice.

Prerequisites: ECON 2301 and 2302.

Times Offered: Winter every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Apply microeconomic theories to public decision making.
• Explain public goods, externalities, and government interventions using microeconomic theories.
• Critically assess U.S. tax policy from practical and theoretical economic perspectives.
• Effectively communicate the rationales for government intervention in the economy and their shortcomings.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write assignments or a paper applying economic theory to public issues
• Present written work in class
• Use computer technologies to enhance written and oral communication
Catalog Description: Economic theory applied to political institutions and decision-making within governments. Allocations under various property right systems; coalitions and voting behavior; theory of constitutions; theory of bureaucracy; political economy of income redistribution, crime, violence, discrimination, federalism, nationalism, anarchy.

Prerequisites: ECON 2301.

Times Offered: Fall every other year, altering day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Articulate how it is possible that even when a majority of voters is opposed to a policy, politicians will adopt the policy.

• Articulate the concepts of the form of government and the scope of government. For example, the form may be democracy, but if the scope is unlimited – i.e., if a majority can enact whatever it wants without constitutional restraint – we have what Jefferson called an "elective despotism."

• Articulate the historical and logical implications of different property rights regimes.

• Articulate the phenomenon called the "tragedy of the commons" and the implications of the variety of solutions that have been offered to this problem.

• Articulate how economic theory can be applied in a wide variety of areas other than business – e.g., crime, the family, education and traffic congestion.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying microeconomic theory to explain political decision making.
• Present written work in class
• Use computer technologies to enhance written and oral communication
Catalog Description: Economic analysis of the forces determining an urban area's income, employment, land use, industrial structure, and public sector. Applications to issues such as housing, central city-suburban relationships, transportation, and neighborhood economic development.

Prerequisites: ECON 2301.

Times Offered: Winter, day or night in alternating years.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Trace the evolution of cities and urban areas, including the economic incentives for their development.
- Explain the economic need for different sized cities.
- Use economic theories to explain factors determining the location of urban centers.
- Assess the impact of city ordinances (e.g., zoning, growth controls) on urban economic development.
- Understand the development of regional metropolitan economies.
- Assess the market for housing, including federal, state, and local policies that influence price, quality, and quantity of housing.
- Assess the economic underpinnings and issues of selected urban problems (e.g., poverty, transportation, education, employment).

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to urban and regional problems
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 3551: Managerial Economics and Business Strategy
4 Units

Catalog Description: The actions and reactions of business firms and consumers in a variety of market environments, emphasizing their strategies for optimization.

Prerequisites: ECON 2301, STAT 1000 or STAT 2010 and MATH 1810 or 1304. Course not recommended for Economics majors.

Times Offered: All quarters, day and night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

- Apply economic principles to management decisions.
- Understand the basic forces governing the operation of competitive markets.
- Analyze the implications of various elasticities of consumer demand for pricing and location decisions.
- Characterize consumer and worker preferences and constraints. Analyze implications for employee compensation packages.
- Quantify the determinants of consumer demand.
- Characterize the conditions necessary for efficient input usage.
- Characterize an efficient scale of operation.
- Distinguish relevant from irrelevant costs for economic decision-making.
- Characterize the conditions under which a loss-making enterprise should continue to operate in the short run and long run.
- Characterize the conditions under which an enterprise should shut down in the short run and long run.
- Articulate the conditions that give rise to pricing power.
- Determine how a firm with pricing power should exercise it.
- Determine if and how a firm can engage in price discrimination or implement two-part pricing.
- Analyze possible strategies in the event a firm is one of just a few companies in a market.
- Analyze the conditions under which an advertising campaign is most likely to be advantageous.
- Analyze the factors that determine the supply and demand for productive inputs.
- Determine the extent to which economic institutions (e.g., labor unions, government regulations) will influence compensation and employment decisions.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write assignments or a paper on a Managerial economics topic
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 3680: Labor Economics
4 Units

Catalog Description: Economic analysis of labor markets, including wages and wage determination, investments in human capital, employment and unemployment.

Prerequisites: ECON 2301.

Times Offered: Spring every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Explain labor market trends using data about the labor market.
- Explain labor supply for an individual and society.
- Augment neoclassical labor supply with the theory of allocation of time.
- Explain returns to schooling, on the job training, migration, employer-sponsored health care, and education using human capital theory.
- Explain labor demand for firms operating in competitive and monopolistic markets using marginal productivity theory.
- Understand wage and employment in bilateral monopolies and perfect competition
- Explain wage schemes and structures within firms using "personnel economics".
- Understand the historical and present day impact of unions on labor market operations.
- Explain a variety of constraints on labor mobility and operations (e.g., policies, labor institutions, job search).

Assessment Methods:
A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to labor market problems and issues
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 4000: Mathematical Economics
4 Units

Catalog Description: Application of linear algebra, differential calculus, and probability to microeconomic analysis. Topics include market equilibrium, properties of production functions, uncertainty, optimization methods, and comparative static analysis.

Prerequisites: Econ 3000 or 3551, MATH 1810 or 1304, STAT 1000 or 2010

Times Offered: Spring, day or night in alternating years.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand and replicate the connections between diagrammatic models and their underlying formal mathematical structures using algebra and calculus
- Develop numerical examples and algebraic models to illustrate a variety of theoretical economic results
- Understand and use the mathematical tools of algebra, calculus and probability in a variety of economic models
- Recognize the strengths and shortcomings of mathematical models in economics

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 4306: Environmental Economics
4 Units

Catalog Description: Readings, reports and discussion on economic aspects of environmental problems and alternative proposed solutions: pollution, congestion, population.

Prerequisites: ECON 2301.

Times Offered: Spring, day.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Apply basic principles of economics to environmental issues.
- Explain how something can be both "environmentally destructive" and "economically optimal"; and how something can be environmentally beneficial and economically suboptimal.
- Understand the relationship between economic development and population growth; how population growth affects economic development; how economic development affects population growth; the economics of traffic congestion.
- Know basic economic models pertaining to the use of depletable resources; depletable vs. renewable resources.
- Understand risk-benefit analysis; the economics of nuclear power.
- Understand the economics of solid-waste disposal and recycling.
- Understand the economics of water conservation; the impact of alternative property rights structures.
- Understand the economics of forests and fisheries; whaling; bioeconomic models; applications to other forms of wildlife.
- Understand basic approaches to pollution control; "optimal" pollution and optimal pollution control.
- Understand the economics of controlling air pollution from stationary vs. mobile sources.
- Understand the economics of water pollution; toxic wastes.
- Understand the economics of climate change.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write assignments or a paper on an environmental topic
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 4315: Monetary Theory
4 Units

Catalog Description: Review of current literature on the demand for and supply of money; effects of monetary policy on inflation, unemployment, interest rates, and balance of payments.

Prerequisites: Econ 3310.

Times Offered: Spring every other year, alternating day and night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

• Understand various concepts of money and money substitutes
• Understand the sources of money and money substitutes
• Explain and anticipate the consequences of changes in the quantity of money on such economic variables as interest rates, inflation, the exchange rate, and unemployment

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to money and monetary issues
• Present written work in class
• Use computer technologies to enhance written and oral communication
Econ 4400: Introduction to Econometrics
4 Units

Catalog Description: Applications of statistical techniques to obtain quantitative estimates of relationships suggested by economic analysis.

Prerequisites: ECON 2301, 2302, STAT 1000 or STAT 2010.

Times Offered: Winter and Spring

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Use the many variations of the multiple regression model to study the relationships between variables.

• Understand the concept of a random variable and probability distributions.

• Use various sample statistics to estimation population values.

• Interpret relationships using confidence intervals.

• Analyze economic data.

• Make effective use of the statistical tools used by economists.

• Understand the assumptions underlying those statistical tools.

• Apply the statistical tools that economists use to analyze data.

• Understand estimation issues and their implications including, biased selection, non-linearity, heteroskedasticity and multicollinearity.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises

• Exercises: Problem sets and essay questions probing students to apply principles

• Quantity and quality of class participation

• Write a paper applying econometrics

• Present written work in class

• Use statistical package to analyze economic data

• Use computer technologies to enhance written and oral communication
Econ 4520: Industrial Organization and Public Policy
4 Units

Catalog Description: Factors determining industrial organization and economic behavior; operation of antitrust laws; public regulation.

Prerequisites: ECON 3000 or 3551.

Times Offered: Varies

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Critically assess the efficacy of current industrial policy using microeconomic theory.
- Explain the costs and benefits of regulation and antitrust policy.
- Effectively communicate the structure, conduct, performance paradigm and its shortcomings and extensions.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to industrial policy
- Present written work in class
- Use computer technologies to enhance written and oral communication
Catalog Description: Application of economic analysis to past/contemporary economic issues. With department permission, may be repeated once for credit with a different instructor or different topics.

Prerequisites: ECON 2301 and 2302 or consent of instructor.

Times Offered: Summer, day.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Learn how to think critically about public policy issues
• Understand how microeconomic concepts can be applied to the analysis of a variety of public policy issues
• Understand how empirical research methods can be applied to a variety of public policy issues
• Understand the forces that shape the way in which public policy decisions are actually made

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to an economic issue
• Present written work in class
• Use computer technologies to enhance written and oral communication
Catalog Description: Comprehensive coverage of the modern theory of international trade, foreign investment, the nature and effects of protection, multinational enterprise, world economic growth and international trading systems.

Prerequisites: ECON 2301, 2302.

Times Offered: Fall every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand the various reasons why countries engage in international trade, including the direction and volume of trade between nations.

• Use models of trade to demonstrate the gains from exchange as well as the effects on income distribution within countries due to trade with foreign nations.

• Understand how international factor mobility affects an economy.

• Analyze current issues and policies using the concepts of international trade theory.

• Understand the role key international institutions play in affecting trade flows across the world.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises

• Exercises: Problem sets and essay questions probing students to apply principles

• Quantity and quality of class participation

• Write a paper applying economic theory to trade between countries

• Present written work in class

• Use computer technologies to enhance written and oral communication
Catalog Description: Comprehensive coverage of the organization, operation and theory of foreign exchange markets, Eurocurrency and offshore financial markets, balance of payments and international adjustment, international capital flows and different types of international monetary systems.

Prerequisites: ECON 2301, 2302.

Times Offered: Fall day, Spring, night (alternating years)

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand the accounting methods and concepts used by countries to keep track of international transactions.

• Understand the role of exchange rates and how they are determined in the short-run and long-run.

• Analyze how various policies, both domestic and foreign, may affect exchange rates and economic welfare.

• Understand the functioning of various exchange rate regimes, (such as gold standards and floating exchange rate mechanisms).

• Understand the role played by various international institutions with regards to exchange rate values and the flow on international assets.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to real-world issue of international finance
• Present written work in class
• Use computer technologies to enhance written and oral communication
Econ 4710: International Economic Development
4 Units

Catalog Description: Analyze the factors and theories underlying international economic development with a concentration on the nature and causes of development in Africa, Asia, Central and South America.

Prerequisites: ECON 2301.

Times Offered: Winter every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand the causes of underdevelopment in the Third World.
- Understand the role of agriculture, industry, and trade in the development process of the less developed countries.
- Understand the extent to which economic theories may be helpful in the design of development policies in the less developed countries.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to economic development of countries
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 4895: Workshop in Economic Research
1 Unit

Catalog Description: Workshop activity in the preparation, presentation, and evaluation of student and faculty research projects. Content varies. May be repeated each quarter for credit.

Prerequisites: At least Junior standing.

Times Offered: Fall, Winter Day

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Learn how to quickly appreciate and critically assess cutting edge research knowledge in economics
• Learn how to coherently pose interesting questions to speakers presenting their research
• Gain exposure to and appreciation of a wide range of styles for the presentation of information in a seminar setting
• Have the opportunity to experience the academic interaction among several faculty members and visiting luminaries as they discuss and debate the fine points of path-breaking new research

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Quantity and quality of class participation
• Attendance at multiple seminars on a variety of economic topics
• Relevant oral participation at workshops in economic research
• Optional critical essays
Catalog Description: Students develop an economic research paper that demonstrate their ability to: 1) think critically, analytically, and creatively; 2) gather, recognize, interpret and communicate data.

Prerequisites: Senior standing.

Times Offered: Spring Day

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Define an economic problem
• Review some relevant literature related to the problem
• Use economic data and analysis to describe or explain the problem
• Present a conclusion or resolution
• Practice and display competence in the use of technology in the oral presentation of an economic argument
• Communicate economic ideas orally and in writing, using appropriate computer technologies

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Quantity and quality of class participation
• Mandatory oral presentations
• Mandatory written paper
• Mandatory use of computer technologies to communicate economic ideas
Econ 4950: Advanced Statistical Packages for Data Analysis
4 Units

Catalog Description: Programming and applying computer packages (e.g., SAS, S+). Data preparation and transformation, macros, descriptive statistics. Topics from diagnostics, t-procedures, ANOVA; nonparametrics; cross-tabulation, chi-squared, correlation, regression. Report writing.

Prerequisites: STAT 3502 or STAT 2010 and ECON 2301.

Times Offered:
CROSSLISTED WITH STAT 4950

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

• STAT DEPARTMENT DEVELOPED

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• STAT DEPARTMENT DEVELOPED
Econ 6051: Graduate Introduction to Economics for Managers
4 Units

Catalog Description: Micro-economic theories as applied to business situations to facilitate managerial decision-making relevant to the domestic and international marketplaces.

Prerequisites: MATH and STAT proficiencies for the MBA program.

Times Offered: Fall, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Apply economic principles to management decisions.
• Understand the basic forces governing the operation of competitive markets.
• Analyze the implications of various elasticities of consumer demand for pricing and location decisions.
• Characterize consumer and worker preferences and constraints. Analyze implications for employee compensation packages.
• Quantify the determinants of consumer demand.
• Characterize the conditions necessary for efficient input usage.
• Characterize an efficient scale of operation.
• Distinguish relevant from irrelevant costs for economic decision-making.
• Characterize the conditions under which a loss-making enterprise should continue to operate in the short run and long run.
• Characterize the conditions under which an enterprise should shut down in the short run and long run.
• Articulate the conditions that give rise to pricing power and determine how a firm with pricing power should exercise it.
• Analyze possible strategies in the event a firm is one of just a few companies in a market.
• Analyze the factors that determine the supply and demand for productive inputs.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write assignments or a paper analyzing some aspect of economics
• Write assignments or a paper on an economic topic
• Present written work in class
• Use computer technologies to enhance written and oral communication
Econ 6101: Seminar: Microeconomic Theory I  
4 Units

[Two course sequence]

Module 1 (Econ 6101):
Catalog Description: First of two-quarter sequence: Selected topics in periodical literature in consumer behavior; price determination; and resource allocation patterns in a decentralized economy.

Prerequisites: ECON 3005 and ECON 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Winter, night.

Course Sequence Learning Objectives:

Upon successful completion of the course sequence a student will be able to:

- Understand all aspects of intermediate microeconomic theory (Econ 3000).
- Have the ability to teach Principles of Microeconomics (Econ 2301).
- Have a familiarity with the seminal literature in the field of microeconomic theory.
- Have the economic knowledge necessary to take PhD-level economic courses grounded in microeconomic thinking without remediation.
- Apply microeconomic theory to a variety of real-world business and public policy situations.
- Relate economic analysis in speaking, in writing, in mathematical models and in diagrams.
- Critically understand and analyze (correct and incorrect) economic analysis, as presented by academics, journalists, public policy makers, business leaders, and elected officials.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper analyzing a critical component of microeconomic theory
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 6102: Seminar: Microeconomic Theory II
4 Units

[Two course sequence]

Module 2 (Econ 6102):
Catalog Description: Second of two-quarter sequence: Selected topics in periodical literature in general equilibrium; welfare theory and economic efficiency; capital theory.

Prerequisites: Econ 6101.

Times Offered: Spring, night.

Course Sequence Learning Objectives:

Upon successful completion of the course sequence a student will be able to:
• Understand all aspects of intermediate microeconomic theory (Econ 3000 and Econ 4000).
• Have the ability to teach Principles of Microeconomics (Econ 2301).
• Have a familiarity with the seminal literature in the field of microeconomic theory.
• Have the economic knowledge necessary to take PhD-level economic courses grounded in microeconomic thinking without remediation.
• Apply microeconomic theory to a variety of real-world business and public policy situations.
• Relate economic analysis in speaking, in writing, and in mathematical and diagrams.
• Critically understand and analyze (correct and incorrect) economic analysis, as presented by academics, journalists, public policy makers, business leaders, and elected officials.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper analyzing a critical component of microeconomic theory
• Present written work in class
• Conduct a short class in introductory economics in which a concept is explained and demonstrated.
• Use computer technologies to enhance written and oral communication
Econ 6105: Seminar: Macroeconomic Theory
4 Units

Catalog Description: Review of periodical literature on inflation, employment and economic growth.

Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Fall, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand and forecast major interest rate swings.
• Understand and forecast major macroeconomic trends.
• Understand macroeconomic data, including the unemployment rate, the inflation rate, the growth rate of real GDP, interest rates, and the net change in business inventories.
• Understand the known causes of business cycles and be able to think critically about additional causes that are not yet known.
• Understand the determinants of long-term economic growth.
• Understand the relationship between the government budget deficit/surplus, the national debt, and the foreign trade deficit/surplus.
• Understand the relationship between real GDP, interest rates, international capital flows, international trade flows, and the exchange rate.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper analyzing some aspect of macroeconomic theory
• Present written work in class
• Use computer technologies to enhance written and oral communication
Econ 6106: Macroeconomics For Business
4 Units

[Course instruction is the same as for Econ 3150, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Understanding the nature and causes of fluctuations in business cycles, employment and unemployment, the price level and inflation, interest rates, exchange rates, and the effects of fiscal and monetary policies on the business environment. Interpreting and analyzing the government's and Fed's role in the economy.

Prerequisites: ECON 2302, with grade no lower than a "C". Units may not be counted toward the MA in Economics degree, excepting the Option for Teachers.

Times Offered: Fall, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand the structure and decision-making authority of the Federal Reserve and the U.S. Treasury, respectively.
• Understand the factors determining gross domestic product, employment, the general level of prices and interest rates.
• Measure living standards, inflation, and unemployment for use as economic indicators.
• Analyze the determinants of the relative strengths of fiscal and monetary policy for affecting gross domestic product.
• Learn the determinants of long-term economic growth, including the role of saving and investment on the rate of growth.
• Understand the role of international trade in affecting living standards.
• Analyze the factors that determine currency exchange rates and the impact of changes in exchange rates on exports and imports.
• Learn to access national and international macroeconomic data.
• Learn how to access and interpret forecasts using macroeconomic data.
• Write a paper, of at least twenty pages, with correct grammar, spelling and construction, and that is both informative and persuasive, on an assigned topic in macroeconomics for business.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Paper applying economic theory to macroeconomic issues
• Present written work in class
• Use of computer technologies to enhance written and oral communication
6107: Global Economic Analysis
4 Units

[Course instruction is the same as for Econ 3150, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Analysis of the microeconomics and macroeconomics of global trade, investment, foreign exchange markets and international capital movements including global competitiveness, economic growth and global development.

Prerequisites: ECON 2301, with a grade no lower than a "C". Units may not be counted toward the MA in Economics degree, excepting the Option for Teachers.

Times Offered: F, W, Sp

Course Learning Objectives:

Upon successful completion of this course, a student will be able to:

- Use their understanding of international trade and finance models to better identify the impact on the global operations of firms from changes in macroeconomic, international trade and investment policies.
- Understand how interest rates, inflation rates, asset prices and exchange rates are determined and affect each other so as to use this knowledge in practical decision making.
- Understand the workings and roles of various international economic institutions, (such as the International Monetary Fund, the World Bank and the World Trade Organization), and how they may impact the global operation and decision making of firms.
- Use their knowledge about financial instruments, macroeconomic policy and the mechanics of finance to develop optimal hedging, speculation, risk management, and portfolio allocation strategies.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Written paper applying economic principles to business decision making in a global environment
- Oral presentation of written work in class
- Use computer technologies to enhance written and oral communication
Econ 6150: Economic History of the United States
4 Units

[Course instruction is the same as for Econ 3150, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: The development of the American economy and economic institutions; emphasis on factors affecting economic growth, problems, and policies. Not open to those with credit for ECON 3150.

Prerequisites: ECON 3005 and one of the following: ECON 3000, 3551, or consent of instructor.

Times Offered: Fall every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand the pace and course of American economic development.
- Understand the development of American economic institutions and policies.
- Apply economic theory to understand the sources of American economic growth.
- Apply economic theory to understand the economic dimensions of social and political issues in American history.

Assessment Methods:

A variety of methods will be used to assess student learning, including:

- Midterm and final examinations employing a mixed format of essay and multiple choice questions
- Quantity and quality of class participation
- Required written research papers on topics in American economic history
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 6170: History of Economic Thought
4 Units

[Course instruction is the same as for Econ 3170, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: The key theories and individuals in the history of economic thought including Adam Smith, David Ricardo, John Stuart Mill, and Karl Marx.

Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics

Times Offered: Fall, day or night in alternating years.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand the evolution of modern economic theories.
• Understand the sources of controversies in modern economics.
• Appreciate well-developed economic theories and distinguish them from inconsistent ones.
• Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in economic thought.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper presenting and critiquing an economic theory
• Present written work in class
• Use computer technologies to enhance written and oral communication
Econ 6190: Market Processes-Theory and Applications
4 Units

[Course instruction is the same as for Econ 3190, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Austrian School analysis of socio-economic phenomena including methodology of the social sciences, theory of subjective value, entrepreneurship, competition as a discovery procedure, spontaneous orders, the division of knowledge, the capital structure, and trade cycles. Historical applications used throughout.

Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Winter every other year, alternating day and night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

- Articulate, orally and in writing, the differences between market process analysis and the more conventional comparative statics analysis of neoclassical economics.
- Articulate, orally and in writing, the history and development of the Austrian School of economics.
- Articulate, orally and in writing, the differences between Austrian school methodology and the more conventional methodology of positive economics used in neoclassical economics.
- Articulate, orally and in writing, the notion of competition as a discovery procedure in contrast to the neoclassical notion of competition as the fulfillment of a set of ideal circumstances.
- Articulate, orally and in writing, how standard neoclassical economics and market process economics are complementary.
- Articulate, orally and in writing, the key role of entrepreneurship in real world market processes.
- Articulate, orally and in writing, the "discovery theory of justice" in contrast to more conventional theories of justice.
- Articulate, orally and in writing, the "perils of regulation" from a market process perspective, and how that approach complements the neoclassical analysis of regulation.
- Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in market process analysis.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying theories of market processes
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 6200: Seminar: Comparative Economic Systems
4 Units

Catalog Description: Selected problems and approaches to resource allocation, income distribution, economic development, and planning in alternative economic systems.

Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Fall every other year, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand the nature of an economic system; varieties of economic systems.
- Understand various possible criteria for judging the success of economic systems.
- Understand the relationships among the concepts of "market failure," "government failure," property rights, transaction costs, and culture.
- Understand the nature of anarchy and possible explanations for the emergence of government.
- Understand the nature of minimal-state libertarianism and its assumptions about government failure; the northern United States before the American Civil War.
- Understand the nature of classical liberalism and its assumptions about market failure and economic inequalities; capitalism and historians of the "Industrial Revolution" and the Great Depression.
- Understand the nature of social democracy and its assumptions about the systematic effects of empowering the state to confiscate some people's assets and incomes for the benefit of others.
- Understand classical and modern versions of Marxism.
- Understand the famous "calculation debate" concerning the feasibility and potential of socialism.
- Understand the assumptions of market socialism; realities of Hungary pre-1989.
- Understand the economics of syndicalism; realities of the former Yugoslavia.
- Understand the nature of centrally-planned economies; Mao Zedong's China and the former Soviet Union; the relationship between economic freedom and political freedom.
- Understand the nature of efforts to transform Russia and China.
- Understand the dynamics of democratic, "mixed or middle-way economies".
- Read and interpret economic literature on economic systems.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic of economic systems
- Present written work in class
- Use computer technologies to enhance written and oral communication
Catalog Description: Benefit-cost analysis applied to resource allocation and planning. Applications to such areas as education, manpower programs, medical care, transportation, and non-profit enterprises.

Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Summer, night every other year.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand the theory and practice of project evaluation.
- Explain the conceptual basis of cost-benefit analysis.
- Understand the tradeoffs between economic efficiency and equity.
- Use cost-benefit analysis and cost-effectiveness analysis to assess a public or private project.
- Use risk, uncertainty, and sensitivity analysis to enhance a typical project evaluation.
- Design a simple evaluation.
- Know the different definitions of costs (and benefits) and how their use can influence cost-benefit estimations.
- Use statistical techniques (e.g., regression analysis) to estimate costs and biases.
- Understand the data needs and problems associated with implementing a cost-benefit analysis.
- Understand the role of externalities, consumer and producer surplus and public goods in assessing policy.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying theories and methods to project evaluation
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 6306: Environmental Economics
4 Units

[Course instruction is the same as for Econ 4306, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Readings, reports and discussion on economic aspects of environmental problems and alternative proposed solutions: pollution, congestion, population.

Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Spring, day.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

- Understand how basic principles of economics can be applied to environmental issues.
- Understand how something can be both "environmentally destructive" and "economically optimal"; how something can be environmentally beneficial and economically suboptimal.
- Understand the relationship between economic development and population growth; how population growth affects economic development; how economic development affects population growth; the economics of traffic congestion.
- Explain basic economic models pertaining to the use of depleteable resources; depleteable vs. renewable resources.
- Understand risk-benefit analysis; the economics of nuclear power.
- Understand the economics of solid-waste disposal and recycling.
- Understand the economics of water conservation; the impact of alternative property rights structures.
- Understand the economics of forests and fisheries; whaling; bioeconomic models; applications to other forms of wildlife.
- Understand basic approaches to pollution control; "optimal" pollution and optimal pollution control.
- Understand the economics of controlling air pollution from stationary vs. mobile sources.
- Understand the economics of water pollution; toxic wastes.
- Understand the economics of climate change.
- Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic applying economic theories to environmental issues and problems.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to environmental issues and problems
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 6310: Money, Banking, and Financial Intermediaries
4 Units

[Course instruction is the same as for Econ 3310, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Essentials of commercial and central banking; financial intermediaries; monetary policy.

Prerequisites: ECON 3005; ECON 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Fall and Spring day, Winter night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand the importance of the financial sector in directing the use of scarce capital.
- Understand the concepts of present value and internal rate of return.
- Explain the determinants of interest rates.
- Understand the term structure of interest rates.
- Understand the likely path of interest rates in the aftermath of a change in monetary policy.
- Understand the impact of inflation on interest rates.
- Understand various concepts of yield or rate of return.
- Understand the concept of duration and its implications for the magnitude of changes in asset prices following changes in interest rates.
- Explain various ways to hedge interest rate risk.
- Explain facts about various money market instruments.
- Understand how monetary and fiscal policy affects the financial system.
- Explain the components of the balance of payments, the factors that determine currency exchange rates, and ways to cope with exchange rate risk.
- Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in money and banking.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to money and banking
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 6315: Seminar: Monetary Theory
4 Units

Catalog Description: Review of periodical literature on static and dynamic issues of the supply and demand for money.

Prerequisites: Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics

Times Offered: Fall night, every other year.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand various concepts of money and money substitutes.
• Understand the sources of money and money substitutes.
• Explain and anticipate the consequences of changes in the quantity of money on such economic variables as interest rates, inflation, the exchange rate, and unemployment.
• Apply knowledge of the seminal literature in monetary theory.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying monetary theory
• Present written work in class
• Use computer technologies to enhance written and oral communication
Econ 6370: Seminar: Public Sector Economics
4 Units

Catalog Description: Economic analysis as applied to the public sector including public finance, welfare economics, public expenditure evaluation, theories of taxation, analysis of the U.S. tax structure, public choice, and policy issues.

Prerequisites: Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Spring, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Critically assess the current motivations for and the efficacy of government interventions in the economy.

• Effectively communicate the essence of taxation theory, including tax incidence, tax efficiency, and tax equity.

• Apply knowledge of the seminal literature in the areas of public goods, externalities, public choice, and taxation.

• Critically analyze alternative taxation schemes.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises

• Exercises: Problem sets and essay questions probing students to apply principles

• Quantity and quality of class participation

• Write a paper applying economic theories to public sector issues

• Present written work in class

• Use computer technologies to enhance written and oral communication
Econ 6375: Public Choice: The Economics of Politics
4 Units

[Course instruction is the same as for Econ 3375, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Economic theory applied to political institutions and decision-making within governments. Allocations under various property right systems; coalitions and voting behavior; theory of constitutions; theory of bureaucracy; political economy of income redistribution, crime, violence, discrimination, federalism, nationalism, anarchy. Economic theory applied to political institutions and decision-making within governments. Allocations under various property right systems; coalitions and voting behavior; theory of constitutions; theory of bureaucracy; political economy of income redistribution, crime, violence, discrimination, federalism, nationalism, anarchy.

Prerequisites: ECON 3005; ECON 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Fall every other year, altering day and night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

• Articulate, both verbally and in writing, how it is possible that even when a majority of voters is opposed to a policy, politicians will adopt the policy.
• Articulate, both verbally and in writing, the concepts of the form of government and the scope of government. For example, the form may be democracy, but if the scope is unlimited – i.e., if a majority can enact whatever it wants without constitutional restraint – we have what Jefferson called an "elective despotism."
• Articulate, both verbally and in writing, the historical and logical implications of different property rights regimes.
• Articulate, both verbally and in writing, the phenomenon called the "tragedy of the commons" and the implications of the variety of solutions that have been offered to this problem.
• Articulate, both verbally and in writing, how economic theory can be applied in a wide variety of areas other than business – e.g., crime, the family, education, traffic congestion, and constitutional design.
• Write a paper, of at least twenty pages, with correct grammar, spelling and construction, and that is both informative and persuasive, on an assigned topic in public choice

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to political decision making
• Present written work in class
• Use computer technologies to enhance written and oral communication
Catalog Description: Statistical analysis of economic relationships. Regression analysis, multi-equation models and time series analysis.

Prerequisites: ECON 3005; ECON 3000 or 3551; STAT 2010; MGMT 6110 (Effective Fall 2005, MGMT is no longer a course prerequisite).

Times Offered: Winter, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand how to analyze economic data,
• Understand the statistical tools economists use in empirical research.
• Understand the assumptions underlying the statistical tools economists use and the consequences of violating those assumptions.
• Apply the statistical tools that economists use to analyze data.
• Understand existing data available for empirical research in economics.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying econometrics
• Present written work in class
• Use statistical package to analyze economic data
• Use computer technologies to enhance written and oral communication
Econ 6500: Urban Economics
4 Units

[Course instruction is the same as for Econ 3500, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Economic analysis of the forces determining an urban area's income, employment, land use, industrial structure, and public sector. Applications to issues such as housing, central city-suburban relationships, transportation, and neighborhood economic development.

Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Winter, day or night in alternating years.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Trace the evolution of cities and urban areas, including the economic incentives for their development.
- Explain the economic need for different sized cities, using microeconomic theory.
- Understand the economic factors determining the location of urban centers.
- Assess the impact of city ordinances (e.g., zoning, growth controls) on urban economic development, within a microeconomic and benefit-cost framework.
- Understand the development of regional metropolitan economies and the noneconomic constraints to their development.
- Assess the market for housing, including federal, state, and local policies that influence price, quality, and quantity of housing.
- Assess the economic underpinnings and issues of selected urban problems (e.g., poverty, transportation, education, employment).
- Read the seminal literature in urban economics.
- Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in urban economics.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to urban issues and problems
- Present written work in class
- Use computer technologies to enhance written and oral communication
Catalog Description: Selected topics in industrial organization and public policy including antitrust policy.

Prerequisites: Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Winter, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Explain the seminal literature in industrial organization.
- Critically assess the efficacy of past and current industrial policy.
- Evaluate the structure, conduct, performance paradigm and its shortcomings and extension.
- Integrate various theories, problems, and perspectives to begin the process of developing an innovative research agenda.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to antitrust policy
- Present their written work in class
- Use computer technologies to enhance written and oral communication
Econ 6590: Selected Topics in Economic Analysis
4 Units

[Course instruction is the same as for Econ 4590, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Application of economic analysis to past/contemporary economic issues. With department permission, may be repeated once for credit with a different instructor or different topics.

Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics

Times Offered: Summer, day.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Learn how to think critically about public policy issues.
- Understand how microeconomic concepts can be applied to the analysis of a variety of public policy issues.
- Understand how empirical research methods can be applied to a variety of public policy issues.
- Understand the forces that shape the way in which public policy decisions are actually made.
- Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in market process analysis.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to a particular public policy issue
- Present written work in class
- Use computer technologies to enhance written and oral communication
**Econ 6680: Seminar: Labor Economics**
**4 Units**

**Catalog Description:** Theoretical and empirical analysis of labor market operations with applications to public policy. Topics include investment in human capital, wages and wage determination, labor supply, employment and unemployment.

**Prerequisites:** Prerequisites: ECON 3005 and 3000 or 3551; and the math admission requirements for the M.A. in Economics.

**Times Offered:** Summer night, every other year

**Course Learning Objectives:**

Upon successful completion of the course a student will be able to:

- Explain labor market operations using different theories within labor economics.
- Explain labor market trends using data about the labor market.
- Explain labor supply for an individual and society.
- Augment neoclassical labor supply using the theory of allocation of time.
- Explain returns to schooling, on the job training, migration, employer-sponsored health care, and education using human capital theory.
- Explain labor demand for firms operating in competitive and monopolistic markets using marginal productivity theory.
- Understand wage and employment in bilateral monopolies and perfect competition.
- Explain wage schemes and structures within firms using "personnel economics".
- Understand the historical and present day impact of unions on labor market operations.
- Explain a variety of constraints on labor mobility and operations (e.g., policies, labor institutions, job search).
- Read and critique the literature in a specific topic area in labor economics.

**Assessment Methods:**
A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theories to the labor market
- Present their written work in class
- Use computer technologies to enhance written and oral communication
Catalog Description: Selected topics in the modern theory of international trade and investment, multinational enterprise, commercial policy and international trading systems and methods.

Prerequisites: ECON 3005; ECON 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Fall night, every other year

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand the various reasons why countries engage in international trade, including the direction and volume of trade between nations.
- Use models of trade to demonstrate the overall gains from trading as well as the effects on income distribution within countries due to trade with foreign nations.
- Understand how international factor mobility affects an economy.
- Analyze current issues and policies using the concepts of international trade theory.
- Understand the role key international institutions play in affecting trade flows across the world.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to issues of trade between countries
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 6705: International Finance
4 Units

[Course instruction is the same as for Econ 4705, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Comprehensive coverage of the organization, operation and theory of foreign exchange markets, Eurocurrency and offshore financial markets, balance of payments and international adjustment, international capital flows and different types of international monetary systems.

Prerequisites: ECON 3005; ECON 3000 or 3551; and the math admission requirements for the M.A. in Economics.

Times Offered: Fall day and Spring night, alternating years

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

• Understand the accounting methods and concepts used by countries to keep track of international transactions.
• Understand the role of exchange rates and how they are determined in the short-run and long-run.
• Analyze how various policies, both domestic and foreign, may affect exchange rates and economic welfare.
• Understand the functioning of various exchange rate regimes, (such as gold standards and floating exchange rate mechanisms).
• Understand the role played by various international institutions with regards to exchange rate values and the flow on international assets.
• Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in economic thought.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to international finance
• Present written work in class
• Use computer technologies to enhance written and oral communication


**Econ 6710: Seminar: Economic Development**  
**4 Units**

**Course Description:** Selected topics in the theory and practice of international economic development with a focus on the nature and causes of development in specific areas and nations of the world.

**Prerequisites:** ECON 3005; ECON 3000 or 3551; and the math admission requirements for the M.A. in Economics.

**Times Offered:** Winter night, every other year.

**Course Learning Objectives:**

Upon successful completion of the course a student will be able to:

- Understand the causes of underdevelopment in the Third World.
- Understand the role of agriculture, industry, and trade in the development process of the less developed countries.
- Understand the extent to which economic theories may be helpful in the design of development policies in the less developed countries.
- Write an informative and persuasive paper of approximately 20 pages, with correct spelling, grammar, and construction in an area of international economic development.

**Assessment Methods:**

A variety of methods might be used to assess student learning, including:

- **Examinations:** Concepts and problem solving exercises
- **Exercises:** Problem sets and essay questions probing students to apply principles
- **Quantity and quality of class participation**
- **Write a paper applying economic theory to economic development of countries**
- **Present written work in class**
- **Use computer technologies to enhance written and oral communication**
Econ 6715: International Law and Economics
4-5 Units

[Course only offered in our international programs.]

Catalog Description: The role of legal systems in supporting and supplementing economic and business activity globally; the role of property rights; contracts; tort law; environmental and health/safety regulation; price and entry regulation; antitrust laws; GATT law and the WTO; the regulation of import competition and unfair trade practices; cross-border mergers and acquisitions; international protection of intellectual property; advertising and ethical issues; international labor and employment discrimination law.

Prerequisites: Graduate standing

Times Offered: Varied

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Perform basic economic analysis of markets and regulations
• Articulate the role of property rights in economic development
• Point out cases where property rights are truncated and be able to explain the consequences of incomplete property rights
• Discuss the economic tradeoffs inherent in environmental and health/safety regulation
• Use both static and dynamic analyses of antitrust laws
• Understand the legal environment of international business
• Understand international sales, credits, and commercial transactions
• Understand international and U.S. trade law
• Understand regulation of the international marketplace
• Understand the essential structure of the WTO
• Discuss the rationale for “anti-dumping” and other rules regarding “unfair” trade practices
• Be conversant with the concept of optimal patent lives and the practical difficulties of protecting intellectual property
• Analyze the impact of both free trade and protected markets on the wages of unskilled workers
• Understand some of the reasons for wage differentials across national borders and ethnic groups

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problem solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to international law
• Present written work in class
• Use computer technologies to enhance written and oral communication
Econ 6720: The European Union, Its Institutions, and International Trade
4-5 Units

[Course only offered in our international programs.]

Catalog Description: An economic analysis of the institutional evolution of European legal, cultural, and political integration, and competition from Eastern Europe. The leading institutions of the European Union: their tasks, procedures, and effects on business regulations, industrial policy, and international trading systems.

Prerequisites: Graduate standing

Times Offered: Varied

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand the evolution of the legal and political institutions of the European Union.
- Understand the basic structure of pan-European commercial law.
- Understand European Union competition policy.
- Understand European Union trade policy.
- Understand the role of member governments vs. decisions made in Brussels and Strasbourg.
- Understand the conditions under which Central and Eastern European countries may become members of the European Union.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to the European Union
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 6725: Money, Banking, and International Finance
4-5 Units

[Course only offered in our international programs.]

Catalog Description: A theoretical and applied analysis of international monetary policies, commercial and central banking, international capital markets, capital flows, and exchange rates determination. A comprehensive coverage of the most important international financial institutions, their structures, network operations, and socioeconomic tasks.

Prerequisites: Graduate standing

Times Offered: Varied

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand the time value of money.
- Understand the major factors that influence short-term and long-term interest rates.
- Explain the structure of bonds and the determinants of their value.
- Understand the ways to manage assets to lessen interest-rate risk.
- Explain the characteristics and uses of various money market instruments.
- Understand what determines the fundamental value of stocks.
- Develop an awareness of basic elements of venture capital financing.
- Understand developments in online finance.
- Develop an understanding of the operations and the impact of central banks and finance ministries on financial markets.
- Explain the determinants of currency exchange rates, the impact of changing exchange rates on the profitability of international business, and methods to lessen currency risk.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to international money and banking
- Present written work in class
- Use computer technologies to enhance written and oral communication
Econ 6751: Managerial Economics  
4 Units  

[Course only offered in our international programs.]

Catalog Description: Selected topics in the socioeconomic application of intermediate micro-economic theory with an emphasis on the needs of the international business community.

Prerequisites: Graduate standing

Times Offered: Varied

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

- Understand the basic principles that govern the operation of competitive markets.
- Understand various elasticities of product demand and supply—price and cross-price elasticities, income elasticity, advertising elasticity.
- Understand the nature of costs-implicit and explicit costs, fixed costs vs. variable costs, marginal cost, average costs; incremental costs; avoidable and sunk costs; relevant and irrelevant costs for decision-making.
- Use cost concepts to determine optimal long-run scale of operation; when to operate in the short run even when suffering losses.
- Understand the distinction between price-takers and price-searchers and the role of the price elasticity of demand in setting prices and production levels; the inverse elasticity pricing rule.
- Understand how to segment a market and practice third-degree price discrimination and quality discrimination to increase profits; how to practice two-part pricing; block pricing; price and product bundling; peak-load pricing; multi-product and joint pricing; transfer pricing, etc.
- Understand basic concepts of regression analysis; use of Microsoft Excel to perform regressions.
- Understand basic principles of forecasting; forecasting customer demand.
- Understand microeconomic conditions under which advertising is likely, or unlikely, to be successful.
- Understand the application of linear programming principles to deal with company capacity constraints.
- Understand the use of microeconomic concepts in industry analysis and competitor analysis; Michael Porter’s "5 forces".
- Understand and apply the concepts of incremental cost-benefit analysis to diverse socio-economic systems.
- Understand and apply the economics of information and the internet.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to managerial decision making
- Present written work in class
- Use computer technologies to enhance written and oral communication
- Simulation exercises to apply concepts using hands-on tools
- Case analyses and presentations to contextually understand and apply principles
Econ 6896: Research Methods
5 Units

Catalog Description: Research methodologies, data analysis, and report writing. Provides students with analytic and research tools to increase their capacity to pose, answer, and critically evaluate research questions. Culminates in research project that synthesizes research methods, statistical analysis, and reporting of empirical results.

Prerequisites: ECON 6101, 6105, 6400, and at least one graduate seminar in Economics and co-enrollment or completion of 6102.

Times Offered: Spring, night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

- Understand the difference between an hypothesis and a problem statement.
- Determine whether an hypotheses or problem statement is testable.
- Define and operationalize a variable.
- Understand the relationship between a concept and variable.
- Understand the difference between causation and correlation.
- Understand the difference between a population and sample.
- Understand the elements of a good research design, its purpose, and its relationship to the hypothesis/problem statement.
- Understand the difference between random assignment and random sampling.
- Distinguish between experimental and nonexperimental designs.
- Understand validity and sampling concerns in research design.
- Distinguish between primary and secondary data and understand the advantages and disadvantages of each.
- Understand the alternative levels of measurement available for data collection and select the appropriate level.
- Prepare data for analysis.
- Know how to report research results.
- Critically evaluate research proposed or performed by others.
- Understand ethical issues arise in conducting economic research and strategies for resolving them.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
- Examinations: Concepts and problem solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a extensive research paper using both economic theory and methods
- Present written work in class
- Use computer technologies to enhance written and oral communication
SECTION V: ECONOMIC LEARNING OUTCOMES: SUMMARY

This section of the report explicitly links the aggregate learning outcomes for the Department and degree programs to individual courses, at both the bachelor's and master's level, to illustrate their coverage in courses. Two sets of materials provide this linkage. First, courses are mapped against the program and learning objectives to show how the degree programs build desired skills. Second, rubrics are provided to show how learning is assessed.
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I  =  instruction is provided in the course
A =  is applied/used in the course
P =  mentioned in passing in the course

Highlighted are required courses
## Economic Learning Outcome Coverage Grid: Master's Level Courses

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</tbody>
</table>

I = instruction is provided in the course
A = is applied/used in the course
P = mentioned in passing in the course

Highlighted are required courses
MA Economics Comprehensive Exam Rubric

Grader: __________________________

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

<table>
<thead>
<tr>
<th></th>
<th>High Pass</th>
<th>Pass</th>
<th>Low Pass</th>
<th>Fail</th>
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</thead>
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<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Theories correct</strong></td>
<td>A high level of economic principles and theories is used and is used correctly.</td>
<td>Economic principles and theories are used and mostly used correctly.</td>
<td>Some economic principles and theories are used and used correctly.</td>
<td>Economic principles are frequently misused or not used.</td>
</tr>
<tr>
<td><strong>Math correct</strong></td>
<td>All math is accurate and specific to the topic and demonstrates a true understanding of the topic.</td>
<td>Most math is accurate and specific to the topic with a clear overview of the mechanics.</td>
<td>Some math is accurate but errors create inconsistencies.</td>
<td>Math errors are sometimes fatal and do not always lead to a solution appropriate to the topic.</td>
</tr>
<tr>
<td><strong>Graphs correct</strong></td>
<td>All graphs are accurate and specific to the topic and demonstrate a true understanding of the topic.</td>
<td>Most graphs are accurate and specific to the topic with a clear overview of the mechanics.</td>
<td>Some graphs are accurate but errors create inconsistencies.</td>
<td>Graphing errors are sometimes fatal and do not always lead to a solution appropriate to the topic.</td>
</tr>
<tr>
<td><strong>Analysis correct</strong></td>
<td>Superior defense of the economic analysis is demonstrated.</td>
<td>A solid defense of the economic analysis is demonstrated.</td>
<td>Passable defense of the economic analysis is demonstrated.</td>
<td>Minimal defense of the economic analysis is demonstrated.</td>
</tr>
</tbody>
</table>

Comments:
### MA Economics Oral Communication Rubric

**Grader:** __________________________

**Instructions:** Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

<table>
<thead>
<tr>
<th>Category</th>
<th>Proficient 2</th>
<th>Barely Proficient 1</th>
<th>Not Proficient 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication of Economics</td>
<td>Economic principles and theories were communicated accurately and correctly.</td>
<td>Some economic principles and theories were communicated correctly.</td>
<td>Few economic principles were used or were communicated incorrectly.</td>
</tr>
<tr>
<td>Organization</td>
<td>Presentation is organized, informative, and maintains the audience's attention.</td>
<td>Presentation is somewhat organized and informative.</td>
<td>Presentation is disorganized and provides little information.</td>
</tr>
<tr>
<td>Oral Skills</td>
<td>Presenter(s) show command of presentation: eye contact, voice, and body language.</td>
<td>Presenter(s) show only some command of presentation: eye contact, voice, and body language.</td>
<td>Presenter(s) show little command of presentation: eye contact, voice, and body language.</td>
</tr>
<tr>
<td>Group preparation</td>
<td>Most group members are prepared and participate. Transition between group members is smooth.</td>
<td>Only some group members are prepared and participate. Transition between group members is rough.</td>
<td>Few group members are prepared and participate. Transition between group members is labored.</td>
</tr>
<tr>
<td>Assignment followed</td>
<td>Presentation mostly adheres to requirements of the assignment and stays within the time limitation.</td>
<td>Presentation is consistent with the requirements of the assignment and may exceed time limitation slightly.</td>
<td>Presentation is not consistent with the assignment and strays over the time limitation.</td>
</tr>
<tr>
<td>Use of technology</td>
<td>Technology is used and enhances the presentation.</td>
<td>Technology is used, but does not enhance the presentation.</td>
<td>Technology is not used, used incorrectly, or detracts from the presentation.</td>
</tr>
</tbody>
</table>

**Comments:**

---

Department of Economics
January 2004 - Accepted by department January 12, 2004
**BA Economics Oral Communication Rubric**

**Grader:** _______________________

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

<table>
<thead>
<tr>
<th></th>
<th>Proficient 2</th>
<th>Barely Proficient 1</th>
<th>Not Proficient 0</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication of Economics</td>
<td>Economic principles were communicated accurately and correctly.</td>
<td>Some economic principles were communicated correctly.</td>
<td>Few economic principles were used or were communicated incorrectly.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Presentation is organized, informative, and maintains the audience's attention.</td>
<td>Presentation is mostly organized and informative.</td>
<td>Presentation is disorganized and provides little information.</td>
<td></td>
</tr>
<tr>
<td>Oral skills</td>
<td>Presenter(s) show command of presentation: eye contact, voice, and body language.</td>
<td>Presenter(s) show some command of presentation: eye contact, voice, and body language.</td>
<td>Presenter(s) show little command of presentation: eye contact, voice, and body language.</td>
<td></td>
</tr>
<tr>
<td>Group preparation</td>
<td>Most group members are prepared and participate.</td>
<td>Some group members are prepared and participate.</td>
<td>Few group members are prepared and participate.</td>
<td></td>
</tr>
<tr>
<td>Assignment followed</td>
<td>Presentation mostly adheres to requirements of the assignment and stays within the time limitation.</td>
<td>Presentation is consistent with the requirements of the assignment and may exceed time limitation.</td>
<td>Presentation is not consistent with the assignment and strays over the time limitation.</td>
<td></td>
</tr>
<tr>
<td>Use of technology</td>
<td>Technology is used and enhances the presentation.</td>
<td>Technology is used, but does not enhance the presentation.</td>
<td>Technology is not used, used incorrectly, or detracts from the presentation.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
**BA Economics Written Communication Rubric**

Grader: ____________________________

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

<table>
<thead>
<tr>
<th></th>
<th>Proficient 2</th>
<th>Barely Proficient 1</th>
<th>Not Proficient 0</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication of Economics</td>
<td>Economic principles were communicated accurately and correctly.</td>
<td>Some economic principles were communicated correctly.</td>
<td>Few economic principles were used or were communicated incorrectly.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Paper is organized, informative, and maintains the reader's attention.</td>
<td>Paper is mostly organized and informative.</td>
<td>Paper is unorganized and provides little new information.</td>
<td></td>
</tr>
<tr>
<td>Written Skills</td>
<td>Writer shows command of the written language: syntax, grammar, references, and style.</td>
<td>Writer shows command of the written language with few errors in syntax, grammar, references, and style.</td>
<td>Writer shows little command of the written language with errors in syntax, grammar, references, and style.</td>
<td></td>
</tr>
<tr>
<td>Sense of Audience</td>
<td>Conveys an accurate sense of target audience with appropriate use of economic language.</td>
<td>Mostly conveys a sense of the target audience.</td>
<td>Inconsistent sense of audience and/or uses language inappropriate to the targeted audience.</td>
<td></td>
</tr>
<tr>
<td>Assignment followed</td>
<td>Paper mostly adheres to requirements of the assignment and stays within the page limitation.</td>
<td>Paper is consistent with the requirements of the assignment and may exceed or shirk the page limitation.</td>
<td>Paper is not consistent with the assignment and strays over or shirks the page limitation.</td>
<td></td>
</tr>
<tr>
<td>Use of technology</td>
<td>Technology is used and enhances the paper.</td>
<td>Technology is used, but does not enhance the paper.</td>
<td>Technology is not used, used incorrectly, or detracts from the paper.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
November 21, 2005

External Review Report

of

Department of Economics
California State University, East Bay

Tom Means, Ph.D.
Director, Center for Economic Education
San Jose State University
I. Introduction

The site visit to review the California State University, East Bay Department of Economics took 1.5 days starting on November 10, 2005. I met with nine faculty members, Department Chair Nan Maxwell, Dean Kohl, and Associate Dean Baird of the Business School, visited a lower division and upper division class, and met a few graduate students.

I also received and reviewed several documents/reports prior to my visit:

Self Study and Plan  
Mission, Goal, and Objectives  
Faculty Vita  
Course Syllabi  
Economic Department Programs at CSUEB: The Student Perspective  
.... The Employer Perspective  
.... The Alumni Perspective  
Employment Outcomes ....

II. Comments/Observations

The Department is in a similar situation that existed in my own department 5 years ago. It is a department of only tenured full professors and some lecturers. I believe my comments and observations can provide some help in improving this situation.

Faculty/Student Statistics

The Self Study and Plan (p. 13) provides a summary of department statistics comparing the years 2000 with 2004. The number of majors increased, FTES increased slightly, while FTEF declined over this period. The result of these changes is an
extremely high SFR of 55.6 for undergraduate and 24.9 for graduate courses. The increase in these ratios is due to faculty movement to administrative and outside positions, with no new tenure track hiring since 1991. The decrease in available faculty has led to an increase in teaching by lecturers. For introductory classes this may be acceptable, but not for upper division or graduate courses. The report notes that they are overstaffed on paper but not in the classroom and do not anticipate hiring in the near future. I would agree with the report that they need to move faculty back into the classroom. I would caution against hiring fulltime lecturers given the current collective bargaining rules on hiring lecturers.

Curriculum

The Economics Department revised both the bachelor’s and master’s level curricula in the last five years. A writing requirement was imposed and starting in Fall 2006 all entering students are required to pass an exit exam.

The department added an Option in Accounting and offers three more options for the major. A lot of electives are listed and I was assured that there is no problem in terms of the timing of course offering and students completing the major requirements.

The B.A. degree is designed for daytime students while the graduate program is a nighttime program. The department might want to consider whether they have the resources to offer a B.A degree for nighttime students. I talked with one student who took a leave from his job in order to finish his degree.

The department does not offer a B.S. degree and might want to consider this possibility with some of their degree options. Our department offers this option by requiring more math and statistics.
The graduate program offers several options, which I found to be appropriate for a CSU campus. The options for the most part are geared towards applied economics and not towards preparing students for a doctorate. Applied economic degrees compete well in the marketplace. Potential doctorate students should be advised that they would need to increase their mathematical skills if they intend to pursue a higher degree.

**Faculty**

I met with nine full-time members along with the chair and the Associate Dean Charles Baird. I also reviewed the faculty vitae and course syllabi. I found the contents of the course syllabi appropriate for the student level at a CSU campus. Textbook content, lecture coverage, and current journal content, was all at the appropriate level. Most of the faculty members have exceptionally strong publication records and professional involvement in areas outside of the department.

Three members of the department direct research centers. Similarly, two other members administer an international and local off campus MBA program. For a small department this is a lot of assigned time away from teaching on campus. On the plus side, programs and centers improve the visibility of the campus locally and internationally. I serve as a director for our own Center for Economics Education and can attest to the national reputation of Professor Lopus and her center. On the down side, this means that five faculty members are assigned outside of the department and reduce the number of tenured members teaching in the department. I would suggest that the department re-evaluate the amount of assigned time for outside activities and see whether it is possible to make sure that all economics faculty teach on campus at some point during the academic year.
I am also interested in the area of Sport Economics and was excited to meet like-minded faculty members. Professors Kahane, Lima, and Shamanske have produced a nice body of research in this area. Professor Kahane also serves as co-editor for the *Journal of Sports Economics*. It might be interesting to see if this core of faculty could develop programs or joint degrees with other departments on campus (e.g. a recreation/leisure studies or a sports management program).

Several members of the department have been successful in bringing external funding into the University.

*Students*

I attended a lower division micro class and an upper division monetary theory class and spent about 15 minutes talking to majors in the theory course. They were pleased with their choice of major (Economics vs. Business) and preferred the conceptual/abstract problem solving nature of economics. Some suggested and preferred more course offerings in the micro area.

Overall, these students were very enthusiastic about their courses and the department faculty. They talked about the relevance of their courses to the world around them and to their daily lives, and the dedication and enthusiasm of the faculty for what they teach. They showed some concern whether their economics degree would enable them to find a good job when they graduate but were still happy with their economics training.

Both classrooms I attended were equipped with the appropriate technology to use in today’s classroom.

*Administrative Structure*
The CBE reorganized its staff structure in Fall 2000 by closing department offices and centralizing services for faculty and students. In my discussions with the faculty, they believe a department office and secretary should be re-established for the Economics department. On the one hand, technology has reduced the demand for direct faculty-staff interaction. However, most faculty members felt that economics students did not receive adequate advising from the Student Services Center since it was geared more for business majors. As a result, faculty felt that the lack of a department office and staff led to more time interacting with students on matters that could easily be handled at a department office level. Faculty/student contact is important but a department secretary can resolve a lot of issues before contact with a faculty member is required.

III. Recommendations

Based on my observations, meetings, and discussions, I make the following recommendations:

1. Reduce SFR’s to an acceptable level.
   My main concern here is for upper division and graduate courses. One way to achieve this goal would be to move more faculty members onto campus.

2. Restore department office and secretary.
   Most faculty members believe centralizing staff did not work and want a return to a department office.

3. Consider the possibility of offering a B.S. degree and a nighttime B.A. program.
   I would look at the more mathematical or rigorous degree options to see if they would qualify for a B.S. degree. A nighttime B.A. offering would require some careful planning but might attract more commuter students who work fulltime during the day.
4. Re-evaluate assigned time for outside programs and start to move faculty back on campus. The department is too small to have five programs/centers where some members do not even teach on campus. Additionally, some movement back to campus would reduce SFR’s that are too high.

5. Continue to focus teaching and degree options on applied areas.

Admittedly, my CSUEB sample is small, but my own experience at SJSU confirms the responses I received from these students. They want economics to be applied and focus on the problem solving nature of the field. Most prefer economics for this reason but still want to have practical skills to compete in the job market.
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## Academic Review Outcome Team Recommends Assessment Plan Rubric

**Revised CAPR May 2005**

### STUDENT LEARNING OUTCOMES

#### ASSESSMENT PLAN RUBRIC Economics

<table>
<thead>
<tr>
<th>The plan should...</th>
<th>Definitions of terms</th>
<th>Rubric:</th>
<th>Score</th>
<th>Page number</th>
</tr>
</thead>
</table>
| A. state the department or program mission in terms of educational purpose or goals | These are broad statements of purpose in philosophical terms often describing values and aspirations. | 4 = very clearly stated  
3 = stated with some clarity  
2 = stated, but generally lacking clarity  
1 = not stated | 4 | Page 2  
Economics Department Mission, goals, and Assessment Report  
Appendix V |
| B. relate the department or program’s mission/goals to the University mission. | These statements explain how the program’s goals support the University’s mission. | 4 = relationship(s) very clearly stated  
3 = relationship(s) stated with some clarity  
2 = relationship(s) stated, but generally lacking clarity  
1 = relationship(s) not stated | 4 | Appendix V  
Economics Department Mission, goals, and Assessment Report |
| C. describe program in content-centered terms. | These statements describe essential educational content covered in order to achieve the program mission/goals. They identify in content-centered terms (e.g., concepts, theories, paradigms, etc.) the knowledge and skills the program aims to convey. | 4 = content very clearly stated  
3 = content described stated with some clarity  
2 = content described, but generally lacking clarity  
1 = content not described | 4 | Appendix V  
Economics Department Mission, goals, and Assessment Report |
| D. state intended student-centered objectives at the program level in measurable or observable terms. | Student-centered objectives describe intended student learning outcomes in terms of what students will be able to do and/or what changes in knowledge, attitudes or behavior will occur as a result of the program. | 4 = has student-centered objectives consistently stated in measurable or observable terms  
3 = has student-centered objectives but only some are stated in measurable or observable terms  
2 = has student-centered objectives but none are stated in measurable or observable terms  
1 = offers no student-centered objectives | 4 | Appendix V  
Economics Department Mission, goals, and Assessment Report |

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**CAL STATE HAYWARD WASC PLANNING PROCESS**

1
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.</td>
<td>link program level student-centered objectives to specific course level student-centered objectives in measurable or observable terms.</td>
<td>4 = linkage(s) very clearly described 3 = linkage(s) described with some clarity 2 = linkage(s) described, but lacking clarity 1 = linkage(s) are not described</td>
</tr>
<tr>
<td>F.</td>
<td>describe assessment methods for student-centered objectives (D) at the program level.</td>
<td>5 = method(s) very clearly described, appear appropriate, and are consistently linked to specific objectives 4 = method(s) very clearly described, appear appropriate, but inconsistently linked to specific objectives 3 = method(s) as described are clearly inappropriate 2 = method(s) named but are insufficiently described to ascertain appropriateness and/or linkage to objectives 1 = no methods are described</td>
</tr>
<tr>
<td>G.</td>
<td>describe assessment methods for student-centered objectives at the course level.</td>
<td>5 = method(s) very clearly described, appear appropriate, and are consistently linked to specific objectives 4 = method(s) very clearly described, appear appropriate, but inconsistently linked to specific objectives 3 = method(s) as described are clearly inappropriate 2 = methods(s) are named but are insufficiently described to ascertain appropriateness and/or linkage to objectives 1 = no methods are described</td>
</tr>
<tr>
<td>H.</td>
<td>present results of assessment activities as summaries of actual student learning outcomes data that have been collected by the unit.</td>
<td>Y = yes, actual results from assessment activities are presented in the documentation (2) N = none are presented (0) 2 - Yes</td>
</tr>
<tr>
<td>I.</td>
<td>describe and present results of other measures relating to program quality or effectiveness.</td>
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<tr>
<td>J.</td>
<td>offer well-reasoned conclusions concerning what action should be taken given the results of H and I above.</td>
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<tr>
<td>K.</td>
<td>describe how conclusions drawn from assessment data are or will be used in academic planning processes for the program.</td>
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<tr>
<td>L.</td>
<td>describe an overall plan or process for program evaluation.</td>
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</tr>
<tr>
<td>M.</td>
<td>discuss student learning outcomes in the context of other planning or operational goals (e.g. resource, staffing, logistical, etc.).</td>
<td></td>
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</table>

**Using Assessment Results**

<table>
<thead>
<tr>
<th>Academic Review Outcome Team Recommends Assessment Plan Rubric</th>
<th>Revised CAPR May 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>These typically include surveys, exit interviews, focus groups and other non-instructional assessment measures.</td>
</tr>
<tr>
<td>J.</td>
<td>This section should present a logical analysis of the results (H and I) as they relate to intended and unintended program outcomes.</td>
</tr>
<tr>
<td>K.</td>
<td>This section should describe how the results of assessment activities will be or have been used to inform its curricular, instructional, and/or strategic planning and implementation activities (e.g., program or course modifications, faculty development, advisement, or need for additional assessment data.)</td>
</tr>
<tr>
<td>L.</td>
<td>This goes beyond F and G above to describe an overall plan for action in terms of how the unit will determine whether the program is meeting its goals and objectives (e.g. process, personnel, methods, timelines, etc.).</td>
</tr>
<tr>
<td>M.</td>
<td>These descriptions relate to additional activities or resources needed in order for programs or courses to achieve stated goals.</td>
</tr>
</tbody>
</table>

**Evaluation**

| I. | 4 = such description is explicitly offered 3 = such description is at least implied 2 = description not apparent, but it is possible that the document intended to do this 1 = no such description offered |
| J. | 4 = conclusions are clearly supported by the data 3 = conclusions are only partially supported by the data 2 = conclusions are not supported by the data 1 = no conclusions are offered |
| K. | 4 = such description is explicitly offered 3 = such description is at least implied 2 = description not apparent, but it is possible that the document intended to do this 1 = no such description offered |
| L. | 4 = such description is explicitly offered 3 = such description is at least implied 2 = description not apparent, but it is possible that the document intended to do this 1 = no such description offered |
| M. | 4 = such description is explicitly offered 3 = such description is at least implied 2 = description not apparent, but it is possible that the document intended to do this 1 = no such description offered |

**Appendix V**

- Economics Department Mission, goals, and Assessment Report
- Page 14
- Page 15
### Academic Review Outcome Team Recommends Assessment Plan Rubric
**Revised CAPR May 2005**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.</td>
<td>show credible results of assessment activities in terms of their representation of student learning outcomes?</td>
<td>4= totally credible, 3= mostly credible, 2= somewhat credible, 1= not very credible or none offered</td>
</tr>
<tr>
<td>O.</td>
<td>show how the unit's use of student learning outcomes data is an effective part of that program's curriculum and course development and revision activities</td>
<td>4= definitely, 3= probably, 2= possibly, but uncertain, 1= definitely not</td>
</tr>
</tbody>
</table>

### Synthesis: Overall quality of plan

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>P. Sum of scores out of possible 66</td>
<td>60 out of 60</td>
</tr>
<tr>
<td>Q. Average</td>
<td></td>
</tr>
</tbody>
</table>

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*CAL STATE HAYWARD WASC PLANNING PROCESS*

4
<table>
<thead>
<tr>
<th>The plan should...</th>
<th>Definitions of terms</th>
<th>Rubric:</th>
<th>Score</th>
<th>Document location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. state the department or program mission in terms of educational purpose or goals</td>
<td>These are broad statements of purpose in philosophical terms often describing values and aspirations.</td>
<td>4 = very clearly stated 3 = stated with some clarity 2 = stated, but generally lacking clarity 1 = not stated</td>
<td>4</td>
<td>Page 2</td>
</tr>
<tr>
<td>B. relate the department or program's mission/goals to the University mission.</td>
<td>These statements explain how the program's goals support the University's mission.</td>
<td>4 = relationship(s) very clearly stated 3 = relationship(s) stated with some clarity 2 = relationship(s) stated, but generally lacking clarity 1 = relationship(s) not stated</td>
<td>3</td>
<td>Page 2</td>
</tr>
<tr>
<td>C. describe program in content-centered terms.</td>
<td>These statements describe essential educational content covered in order to achieve the program mission/goals. They identify in content-centered terms (e.g., concepts, theories, paradigms, etc.) the knowledge and skills the program aims to convey.</td>
<td>4 = content very clearly stated 3 = content described stated with some clarity 2 = content described, but generally lacking clarity 1 = content not described</td>
<td>4</td>
<td>Pages 4-7</td>
</tr>
<tr>
<td>D. state intended student-centered objectives at the program level in measurable or observable terms.</td>
<td>Student-centered objectives describe intended student learning outcomes in terms of what students will be able to do and/or what changes in knowledge, attitudes or behavior will occur as a result of the program.</td>
<td>4 = has student-centered objectives consistently stated in measurable or observable terms 3 = has student-centered objectives but only some are stated in measurable or observable terms 2 = has student-centered objectives but none are stated in measurable or observable terms 1 = offers no student-centered objectives</td>
<td>4</td>
<td>Pages 31-41</td>
</tr>
<tr>
<td>E. link program level student-centered objectives to specific course level student-centered objectives in measurable or observable terms.</td>
<td>These are lists, tables, or other schema showing intended student learning outcomes within courses or sequences of courses as they relate to overall program student learning objectives (e.g., showing hierarchical programmatic connections and/or explaining how courses fit together within degree programs and other course sequences such as options, minors, credentials, or concentrations, etc.).</td>
<td>4 = linkage(s) very clearly described 3 = linkage(s) described with some clarity 2 = linkage(s) described, but lacking clarity 1 = linkage(s) are not described</td>
<td>4</td>
<td>Pages 31-41</td>
</tr>
<tr>
<td></td>
<td>2. Developing and Implementing Assessment Methods</td>
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<tr>
<td>F.</td>
<td>describe assessment methods for student-centered objectives (D) at the program level.</td>
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<tr>
<td></td>
<td>This section identifies and describes specific strategies and methods the faculty will use to determine whether students have achieved the program’s intended student-learning outcomes (as listed in E).</td>
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<td>5 = method(s) very clearly described, appear appropriate, and are consistently linked to specific objectives</td>
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<td>4 = method(s) very clearly described, appear appropriate, but inconsistently linked to specific objectives</td>
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<td>3 = method(s) as described are clearly inappropriate</td>
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<td>2 = method(s) named but are insufficiently described to ascertain appropriateness and/or linkage to objectives</td>
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<td></td>
<td>1 = no methods are described</td>
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<td>4 Pages 31-41</td>
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<tr>
<td>G.</td>
<td>describe assessment methods for student-centered objectives at the course level.</td>
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<td></td>
<td>This section uses course syllabi to illustrate specific strategies and methods the faculty use to determine whether students have achieved the intended student-learning outcomes within the courses that constitute the program.</td>
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<td>5 = method(s) very clearly described, appear appropriate, and are consistently linked to specific objectives</td>
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<td></td>
<td>2 = method(s) are named but are insufficiently described to ascertain appropriateness and/or linkage to objectives</td>
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<td>1 = no methods are described</td>
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<td>5 Pages 31-41</td>
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<tr>
<td>H.</td>
<td>present results of assessment activities as summaries of actual student learning outcomes data that have been collected by the unit.</td>
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<td></td>
<td>This section summarizes the results (using narrative, qualitative, quantitative, or mixed methods) from surveys, exams, or other direct measures of program or student learning outcomes.</td>
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<td>Y = yes, actual results from assessment activities are presented in the documentation (2)</td>
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<td>N = none are presented (0)</td>
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<tr>
<td>I.</td>
<td>describe and present results of other measures relating to program quality or effectiveness.</td>
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<td></td>
<td>These typically include surveys, exit interviews, focus groups and other non-instructional assessment measures.</td>
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<td>4 = such description is explicitly offered</td>
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<td>2 = description not apparent, but it is possible that the document intended to do this</td>
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<td></td>
<td>1 = no such description offered</td>
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<td>Y Page 40</td>
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</table>

Separate employer survey.
| J. | offer well-reasoned conclusions concerning what action should be taken given the results of H and I above. | This section should present a logical analysis of the results (H and I) as they relate to intended and unintended program outcomes. | 4 = conclusions are clearly supported by the data  
3 = conclusions are only partially supported by the data  
2 = conclusions are not supported by the data  
1 = no conclusions are offered | 4 | Page 40 |
| K. | describe how conclusions drawn from assessment data are or will be used in academic planning processes for the program. | This section should describe how the results of assessment activities will be or have been used to inform its curricular, instructional, and/or strategic planning and implementation activities (e.g., program or course modifications, faculty development, advisement, or need for additional assessment data.) | 4 = such description is explicitly offered  
3 = such description is at least implied  
2 = description not apparent, but it is possible that the document intended to do this  
1 = no such description offered | 4 | Page 40 |
| L. | describe an overall plan or process for program evaluation. | This goes beyond F and G above to describe an overall plan for action in terms of how the unit will determine whether the program is meeting its goals and objectives (e.g., process, personnel, methods, timelines, etc.). | 4 = such description is explicitly offered  
3 = such description is at least implied  
2 = description not apparent, but it is possible that the document intended to do this  
1 = no such description offered | 4 | Page 31-41 |
| M. | discuss student learning outcomes in the context of other planning or operational goals (e.g. resource, staffing, logistical, etc.). | These descriptions relate to additional activities or resources needed in order for programs or courses to achieve stated goals. | 4 = such description is explicitly offered  
3 = such description is at least implied  
2 = description not apparent, but it is possible that the document intended to do this  
1 = no such description offered | 4 | Pages 31-41 |
| N. | show credible results of assessment activities in terms of their representation of student learning outcomes? | This is a composite judgment based on whether the measures appear valid (measure what they purport to measure) and reliable (measure it consistently) and whether the analyses of the data were done correctly. | 4 = totally credible  
3 = mostly credible  
2 = somewhat credible  
1 = not very credible or none offered | 1 | Not yet available |
### Synthesis: Overall quality of plan

<table>
<thead>
<tr>
<th>4. Synthesis</th>
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<th>Page 40</th>
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<tbody>
<tr>
<td>4. Synthesis</td>
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<tr>
<td>O. show how the unit’s use of student learning outcomes data is an effective part of that program’s curriculum and course development and revision activities</td>
<td>This section should present a well-developed and coherent assessment plan that includes continuous and well-integrated linkage among assessment, planning, and implementation activities.</td>
<td>4 = definitely 3 = probably 2 = possibly, but uncertain 1 = definitely not</td>
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<td>4</td>
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### Total

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<tbody>
<tr>
<td>Sum of scores out of possible 60</td>
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<td>55</td>
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<td>Average</td>
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</table>
CAPR Report Evaluation Response Form

Program __________________________  Date: ______________________

1. Self-Study
1.1. Previous Review and Plan
   Is the previous plan summarized?
   __ Not at All
   __ Partially (Question: )
   __X__ Adequately See page 12 of self study.
   __ Exemplary (Comment: ________________________________ )

   Is progress in implementing the previous Plan, including what remains to be completed, discussed?
   __ Not at All
   __ Partially (Question: ________________________________ )
   __X__ Adequately  See page 12 of self study.
   __ Exemplary (Comment: ________________________________ )

1.2. Tenure-track Position Applications
   Are copies attached?
   __ Yes
   __X__ No  None applied for. Overstaffed technically. Problematic for future sustainability of the programs and proper mentoring of new faculty.

   Is progress in achieving these appointments discussed?
   __ Not at All
   __ Partially (Question: Not applicable but the issue of the future looms large.)
   __X__ Adequately
   __ Exemplary (Comment: ________________________________ )

1.3. Outcomes Assessment (See Attached Rubric)
   __ Not at All
   __ Partially (Question: ________________________________ )
   __X__ Adequately  Outstanding plan but little data collected other than surveys. They do have documented curricular changes from the assessment process.
   __ Exemplary (Comment: ________________________________ )

1.4. Program Statistics
   Are copies of IR&A-supplied tables attached?
   __X__ Yes
   __ No

   Is the impact on program quality of enrollment trends discussed?
   __ Not at All
   __ Partially (Question: ________________________________ )
   __X__ Adequately
   __ Exemplary (Comment: ________________________________ )
Is the impact on program quality of trends in student-faculty ratio (SFR) discussed?
___ Not at All
___ Partially (Question: ____________________________)
X Adequately
___ Exemplary (Comment: ____________________________)

Is the impact on program quality of trends in percentage of courses taught by regular faculty discussed?
___ Not at All
___ Partially (Question: ____________________________)
X Adequately However, there is lack of coverage by regular faculty.
___ Exemplary (Comment: ____________________________)

Is the impact on program quality of trends in number of majors discussed?
___ Not at All
___ Partially (Question: ____________________________)
X Adequately
___ Exemplary (Comment: ____________________________)

Other statistical trends and impact on program quality discussed, if any: Economics took a careful look at itself, its growth, its shortcomings and what it wants to accomplish. Many tables are included for ease of understanding of their programs.

(Comment/Question: No plan for collecting and analyzing the assessment data is laid out; however, it is clear that the expertise is present among the faculty.)
___ Exemplary (Comment: ____________________________)

1.5. Comparative Review
___ Not at All
___ Partially (Question: ____________________________)
X Adequately Tabular display of requirements at CSUEB and other locations.
___ Exemplary (Comment: ____________________________)

1.6. Other Program Achievements
___ Not at All
___ Partially (Question: ____________________________)
X Adequately
___ Exemplary

1.7. Extra Units Justification, if required: Not required.
___ Partially (Question: ____________________________)
___ Adequately
2. Five-Year Plan

2.1. Curriculum

Are envisioned changes for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?

- Not at All
- Partially (Question: ________________________ )
- Adequately
  - Exemplary (Comment: See page 16 and the careful analysis.)

2.2. Students

Are envisioned changes for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?

Number of majors:

- Not at All
- Partially (Question: ________________________ )
- Adequately
  - Exemplary (Comment: Focus on quality and elements of surveys.)

Total enrollments:

- Not at All
- Partially (Question: ________________________ )
- Adequately Changes in CBE curriculum discussed.
  - Exemplary (Comment: ________________________ )

Student characteristics:

- Not at All
- Partially (Question: ________________________ )
- Adequately Including scheduling needs.
  - Exemplary (Comment: ________________________ )

Student career opportunities:

- Not at All
- Partially (Question: ________________________ )
- Adequately
  - Exemplary (Comment: ________________________ )

Program-level student learning outcomes:

- Not at All
- Partially (Question: ________________________ )
- Adequately
  - Exemplary (Comment: A careful analysis of the goals and objectives is carried out. A data collection plan is missing and the current data is surveys with exit exams planned for 2007 on.)

Outreach plans:

- Not at All
- Partially (Question: Mentioned on page 16 but tactics not detailed.)
- Adequately
Retention strategy:
- Not at All
- Partially (Question: Advising)
- Adequately
- Exemplary (Comment: 

Class scheduling:
- Not at All
- Partially (Question: 
- Adequately
- Exemplary (Comment: Carefully detailed the needs of the students.)

Resources to Support Student Learning:
- Not at All
- Partially (Question: 
- Adequately Serious needs include secretarial support.
- Exemplary (Comment: 

2.3. Faculty
Are envisioned changes for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?
- Not at All
- Partially (Question: No middle level or junior faculty. Serious depletion in a short time can be expected.)
- Adequately
- Exemplary (Comment: 

Are anticipated new tenure-track applications discussed and justified:
- Not at All
- Partially (Question: As above)
- Adequately
- Exemplary (Comment: 

2.4. Other Resources
Are envisioned changes for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?

Staff:
- Not at All
- Partially (Question: 
- Adequately Dire shortfall.
- Exemplary (Comment: 

Equipment:
- Not at All
- Partially (Question: 
- Adequately
___ Exemplary (Comment:__________________________________________)

Library:
   _X_ Not at All
   ___ Partially (Question:__________________________________________)
   ___ Adequately
   ___ Exemplary (Comment:__________________________________________)

Travel:
   _X_ Not at All
   ___ Partially (Question:__________________________________________)
   ___ Adequately
   ___ Exemplary (Comment:__________________________________________)

Other resource needs discussed, if any:

(Comment/Question:__________________________________________)
   ____________________________________________________________
   ___ Exemplary (Comment:__________________________________________)

3. Outside Reviewer’s Report
   _X_ Adequately Not as thorough as the self study. Lacking in vision.
   ___ Exemplary (Comment:__________________________________________)

4. Program Response to Outside Reviewer’s Report
   _X_ Adequately Provided some vision and insight into planning and curriculum.
   ___ Exemplary (Comment:__________________________________________)

5. Additional CAPR Response Comments, Concerns, or Questions:
   Major concern is lack of new faculty. All faculty at CSUEB over 15 years. Last hires 1990, 1987, 1983 and before. While faculty is active and vibrant, there is a need to begin the replacement process as retirements loom large on the horizon.
Response to External Reviewer  
Department of Economics  
Winter 2006

The external review of the Economics Department at CSUEB generally provided positive feedback on the Department and its programs. The Reviewer notes:

- The number of majors and FTES has increased since the last review.
- Content of course syllabi, textbook content, lecturer coverage, current journal content is at the appropriate level.
- Faculty members have exceptionally strong publications records and professional involvement in areas outside the Department.
- Three members direct research centers and two others administer an international and local off campus MBA program, all of which improve the visibility of the campus locally and internationally.
- The Department has a nice synergy in the area of Sports Economics, housing a journal and faculty with research publications in the area.
- Students were very enthusiastic about their courses and Department faculty.

Still, the reviewer made several recommendations about our faculty, students, curriculum, and external activities. We respond to each of their recommendations below.

1. **Reduce SFR’s to an acceptable level. (especially in upper division and graduate coursework)**  
   Agreed. The Department too is concerned about high levels of SFRs. Because of the Senate-mandated cap of 45 upper division coursework, we have reduced class size in this area (with dean support). Unfortunately, reduction in SFR is a dean’s level decision. We only hope that additional resources will be provided to lower class size in graduate and lower division level coursework as well.

2. **Restore Department office and secretary.**  
   Agreed. This, like #1, is a dean’s level decision. The College is currently is recruiting for a secretary to be shared with Accounting/CIS and Marketing/Entrepreneurship. Whether or not 1/3 time secretary support will be sufficient will be answered in upcoming years.

3. **Consider the possibility of offering a B.S. degree and a nighttime B.A. program.**  
   The Department offered its BA degree at night and in the day until the 2004-2005 academic year. At that point it had resources cut so severely that it could barely offer enough elective courses to house a day time BA degree. (In fact, all electives were cut from the schedule during one quarter in 2003-2004). Until the Department receives enough resources for daytime students to complete their degree in a timely manner, it does not feel it can commit to offering its degree at both day and night. Of note, our survey of current students during Spring 2005—when the Department was offering its BA only during the day—showed that one of students’ primary concerns was the limited availability of courses and classes. This comment indicates to us that we do not have the capacity to extend our program for day and night offerings.

Unlike the external reviewer, the Department does not see a need to offer a BS degree in addition to its BA degree. The Department already offers four options (Accounting, General Economics, Social Science Economics, Statistical Economics), which is appropriate given its 11 tenured (and one FERP) faculty. It feels its BA in Statistical Economics, which may be technical enough to be considered equivalent to a BS degree, should satisfy the audience wanting to pursue a more intense degree and is more appropriate, given the overstretched faculty. (The overstretched faculty is one of the concerns noted by the reviewer).
4. Re-evaluate assigned time for outside programs and start to move faculty back on campus.  
[Of note: since the reviewer's visit, program director of one international program, who received full release time from Department teaching, has resigned from the position and will return to the classroom full time starting in Fall 2006.]

This, like #1 is a dean's level decision, for most of the assigned time in the Department falls under the purview of the College. Currently faculty receive release time for serving as Department Chair (2 courses a quarter), College or University level Center Directors (one course a quarter), CBE TEMBA program director (full release time), and CBE Outcome Assessment Coordinator (overload without additional pay). The Department does grant a two-course per year release time for the student advisor (both undergrad and graduate students), which seems to be far below the time assigned for duties performed in similarly sized departments outside CBE.

The Department agrees with the reviewer's statement that "The department is too small to have five programs/centers where some members do not even teach on campus." However it disagrees with the conclusion that "Additionally, some movement back to campus would reduce SFR's that are too high." Reducing faculty release time would certainly reduce the number of part timers in our classes, but would not reduce SFRs. Past precedent suggests that reducing release time would merely increase faculty workload, or eliminate programs.

5. Continue to focus teaching and degree options on applied areas.  
Agreed.