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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<sup>1</sup> 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 vitas, 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.

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<sup>1</sup> 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**

COURSES	BACHELOR OF ARTS IN ECONOMICS				MINOR
	ACCOUNTING ECONOMICS OPTION	GENERAL ECONOMICS OPTION	SOCIAL SCIENCE OPTION	STATISTICAL ECONOMICS OPTION	
<b>Math</b>					
1130: College Algebra	*	*	R	*	R
1304: Calculus I	S	S	--	R	--
1305: Calculus II	--	--	--	R	--
1810: Mathematics for Business and Social Sciences I	R	R	--	--	--
<b>Statistics</b>					
1000: Elements of Probability and Statistics	R	R	R	--	R
2010: Elements of Statistics for Business and Economics	S	S	S	--	--
3401 (3402): Introduction to Probability Theory I, II	--	--	--	R (E)	--
3502 (3503): Statistical Inference I, II	--	--	--	R (E)	--
3900: Data Analysis Using Statistical Packages	--	--	--	R	--
4601: Regression	--	--	--	S	--
<b>Accounting</b>					
2251: Financial Reporting and Analysis I	R	--	--	--	--
2253: Accounting for Management Decision-Making	R	--	--	--	--
3170: Information Technology in Business	R	--	--	--	--
3211, 3212, 3213: Intermediate Accounting I, II, III	R	--	--	--	--
3220: Federal Income Tax Accounting	R	--	--	--	--
4220: Advanced Studies in Taxation	S	--	--	--	--
4704: Financial Reporting Systems-Design and Implementation	S	--	--	--	--
<b>Economics</b>					
2301: Principles of Microeconomics	R	R	R	R	R
2302: Principles of Macroeconomics	R	R	R	R	R
3000: Micro-Economic Theory	R	R	R	R	R
3005: Macro-Economic Theory	R	R	R	R	R
3006: Macroeconomics for Business	S	E	S	S	S
3107: Global Economics	E	E	E	E	E
3150: Economic History of the United States	E	E	E	E	E
3170: History of Economic Thought	E	E	E	E	E
3190: Market Processes—Theory and Applications	E	E	E	E	E
3200: Comparative Economic Systems	E	E	E	E	E
3310: Money, Banking, and Financial Intermediaries	R	R	R	E	R
3370: Public Sector Economics	R	E	E	E	E
3375: Public Choice: The Economics of Politics	E	E	E	E	E
3500: Urban Economics	E	E	E	E	E
3551: Managerial Economics and Business Strategy	--	--	--	--	S
3680: Labor Economics	E	E	E	E	E
4000: Mathematical Economics	E	R	E	R	E
4306: Environmental Economics	R	E	E	E	E
4315: Monetary Theory	E	E	E	E	E
4400: Introduction to Econometrics	R	R	E	R	E
4520: Industrial Organization and Public Policy	E	E	E	E	E
4590: Selected Topics in Economic Analysis	E	E	E	E	E
4700: Seminar: International Trade	R	E	E	E	E
4705: International Finance	E	E	E	E	E
4710: International Economic Development	E	E	E	E	E
4895: Workshop in Economic Research	E	R	E	E	E
4950: Advanced Statistical Packages for Data Analysis (cross listed with Statistics)	E	E	E	E	E
<b>Total units</b>	<b>92-93</b>	<b>64</b>	<b>60-61</b>	<b>67-68</b>	<b>37</b>

**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. 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 2: Required Coursework for Graduate Programs Supported by the Economics Department**

COURSES	MASTER OF ARTS IN ECONOMICS						
	GEN. ECON. OPTION	COMP SYST. OPT.	INT'L ECON. OPT.	LABOR ECON. OPT.	MONET. ECON. SYST.	PUBLIC SECT. OPT.	OPTION FOR TEACHERS
<i>Math</i>							
1130 College Algebra	--	--	--	--	--	--	*
1810, 1820: Mathematics for Business and Social Sciences I, II	*	*	*	*	*	*	--
Econ 4000: Mathematical Economics	S	S	S	S	S	S	--
<i>Statistics</i>							
1000: Elements of Probability and Statistics	*	*	*	*	*	*	*
2010: Elements of Statistics for Business and Economics	S	S	S	S	S	S	S
<i>Management</i>							
6110: Business and Economic Forecasting	R	R	R	R	R	R	--
<i>Economics</i>							
2301: Principles of Microeconomics	*	*	*	*	*	*	*
2302: Principles of Macroeconomics	*	*	*	*	*	*	*
3000: Micro-Economic Theory	*	*	*	*	*	*	R
3005: Macro-Economic Theory	*	*	*	*	*	*	R
6101: Seminar: Micro-Economic Theory I	R	R	R	R	R	R	E
6102: Seminar: Micro-Economic Theory II	R	R	R	R	R	R	E
6105: Seminar: Macro-Economic Theory	R	R	R	R	R	R	E
6150: Economic History of the United States	E	E	E	E	E	E	E
6170: History of Economic Thought	E	E	E	E	E	E	E
6180: Selected Topics in Economic Thought	E	E	E	E	E	E	E
6190: Market Processes—Theory and Applications	E	E	E	E	E	E	E
6200: Seminar: Comparative Economic Systems	E	R	E	E	E	E	E
6250: Seminar: Project Analysis	E	E	E	R	E	E	E
6306: Environmental Economics	E	E	E	E	E	E	E
6310: Money, Banking, and Financial Intermediaries	E	E	E	E	R	E	E
6315: Seminar: Monetary Theory	E	E	E	E	R	E	E
6370: Seminar: Public Sector Economics	E	E	E	E	E	R	E
6375: Public Choice: The Economics of Politics	E	E	E	E	E	R	E
6400: Seminar: Econometrics	R	R	R	R	R	R	E
6500: Urban Economics: Survey	E	E	E	E	E	E	E
6520: Seminar: Industrial Organization and Public Policy	E	E	E	E	E	E	E
6590: Selected Topics in Economic Analysis	E	E	E	E	E	E	E
6680: Seminar: Labor Economics	E	E	E	R	E	E	E
6700: Seminar: International Trade	E	E	R	E	E	E	E
6705: International Finance	E	E	R	E	E	E	E
6710: Seminar: International Economic Development	E	R	E	E	E	E	E
6896: Research Methods	R	R	R	R	R	R	--
6899: Project	--	--	--	--	--	--	R
6910: University Thesis	S	S	S	S	S	S	--
<b>Total units</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>

**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.<sup>2</sup> The Department's annual course schedule is posted on the CBE website ([http://telcot.csueastbay.edu/cbe\\_Schedule.asp?DepartmentID=3&ViewType=Annual](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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<sup>2</sup> 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,<sup>3</sup> 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**

	<b># Classes</b>
<b>Total Classes</b>	<b>25</b>
<i>Undergraduate Classes</i>	22
Required Bus Ad, Econ, & meets GE (principles)	4
Required Econ only	5
Required Bus Ad only	7
Required Econ & Bus Ad (macroeconomics)	6
<i>Graduate Only</i>	2
<i>MBA Foundation Course</i>	1
<b>Faculty Status of Classes Taught</b>	
Tenured	12
FERP	3
2-year lecturer	6
Part time	4

<sup>3</sup> 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**

<b>TENURED FACULTY</b>	<b>RANK/POSITION</b>	<b>SPECIALITIES</b>
James C.W. Ahiakpor	Professor	<ul style="list-style-type: none"> <li>• Monetary Economics</li> <li>• History of Economic Thought</li> <li>• Development Economics</li> </ul>
Charles W. Baird	Professor, Associate Dean	<ul style="list-style-type: none"> <li>• Law and Economics of Labor Relations</li> <li>• Austrian Economics</li> <li>• Public Choice</li> </ul>
Gregory B. Christainsen	Professor	<ul style="list-style-type: none"> <li>• Philosophy and Economics</li> <li>• Law and Economics</li> <li>• Environmental Economics</li> <li>• Comparative Economic Systems</li> <li>• Monetary Theory</li> </ul>
Leo H. Kahane	Professor, graduate and undergraduate advisor	<ul style="list-style-type: none"> <li>• International Trade</li> <li>• Econometrics</li> <li>• Industrial Organization</li> <li>• Sports Economics</li> </ul>
Shyam J. Kamath	Professor	<ul style="list-style-type: none"> <li>• International Economics</li> <li>• Business Strategy</li> <li>• Development Economics</li> <li>• Economic Theory and Methodology</li> <li>• Comparative Economic Systems</li> </ul>
Anthony K. Lima	Professor	<ul style="list-style-type: none"> <li>• Macroeconomics</li> <li>• Econometrics</li> <li>• Industrial Organization</li> </ul>
Jane E. Lopus	Professor	<ul style="list-style-type: none"> <li>• Economic Education</li> <li>• Transition Economics</li> <li>• Macroeconomics</li> <li>• Public Sector Economics</li> </ul>
Nan L. Maxwell	Professor, Chair	<ul style="list-style-type: none"> <li>• Labor and Policy Analysis</li> <li>• Human Capital</li> <li>• Demographic Economics</li> </ul>
Lynn C. Paringer	Professor	<ul style="list-style-type: none"> <li>• Health Economics</li> <li>• Human Capital</li> </ul>
Stephen Shmanske	Professor	<ul style="list-style-type: none"> <li>• Microeconomic Theory</li> <li>• Industrial Organization</li> <li>• Price Discrimination</li> </ul>
David J. St. Clair	Professor	<ul style="list-style-type: none"> <li>• Comparative Economic History</li> <li>• Urban Transportation History</li> </ul>
Jay L. Tontz	Professor Emeritus	<ul style="list-style-type: none"> <li>• Macroeconomics</li> </ul>
<b>ONE YEAR LECTURERS</b>		
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

Change Outlined in 2001 Plan	Outcome
<i>Curriculum</i>	
• Add an Option in Accounting for our BA	Done, effective Fall 2004
• Streamline elective courses	Removed hard-to-staff electives from offering
• Discontinue options not attracting students	Changes too new to discern this
<i>Students</i>	
• Develop publicity for programs	<ul style="list-style-type: none"> <li>Developed web site (<a href="http://www.cbe.csueastbay.edu/econ/">http://www.cbe.csueastbay.edu/econ/</a>)</li> <li>Developed brochure for undergraduate students</li> <li>Developed advising handbooks</li> </ul>
• Distribute undergraduate publicity materials to community colleges	Regularly (at least once a quarter) visit community colleges as part of University effort to recruit students
• Highlight new MA option to teachers	<ul style="list-style-type: none"> <li>Developed brochure for MA, Option for teachers</li> <li>Distributed brochures to teacher training programs</li> </ul>
• Develop Economics Website	Done
• Develop and implement Exit Surveys and Outcome Assessment Plan	Done (see Mission, goals, and Assessment plan report)
• Increase majors with changes in curriculum	Programs have seen enrollment growth
<i>Faculty</i>	
• One-year lecturer positions replace part timers	No approval
<i>Resources</i>	
• Publicity costs	Received modest funding
• Department staff	No approval (despite prodding)
• Faculty time (release)	No new release time received

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:

- number of degrees awarded,
- number of undergraduate and graduate majors,
- number of courses and sections taught,
- average section size,
- FTES, FTEF, and SFR for lower division, upper division, undergraduate and graduate courses, and
- 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**

Characteristic	Undergraduate		Graduate	
	2000	2004	1999	2004
Number Majors	44	79	38	55
Sections Taught	25.7	26.9	5.3	3.1
Section Size				
FTES	293.3	306.3	29.5	18.2
FTEF (teaching)	9.6	6.2	Combined	
% lecturer by FTES	27.4	34.4	Combined	
SFR	37.3	55.6	17.2	24.9
% female students	22.7	34.2	43.6	32.7
Ethnicity				
% Amer. Indian	4.5	0.0	0.0	1.8
% Asian/PI/F	27.3	35.4	15.8	25.5
% African Amer.	9.1	6.3	5.6	5.5
% Latino	6.8	6.3	0.0	5.5
% White	22.7	22.8	15.8	21.8

**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 Vitas), 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. Changes made in our program in the last year bring in more in line with other schools.

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**

Expected Change	Expected Probability	Time Line (beginning)	Person Responsible	Anticipated Costs
<i>Curriculum</i>				
• Redesign capstone course (BA) to increase writing and oral communication	.9	Spring 2007	Shmanske	Prep time
• Pursue possibility of option in Finance in BA	.6	Fall 2006	Maxwell	Time
• Update course descriptions and titles	.9	Fall 2006	Maxwell	Time
• Increase writing assignments	.8	Fall 2005	All	Time
• Monitor options for enrollment	.9	Continuous	Maxwell	Time
• Build electives to business students	.6	Fall 2006	Maxwell/Kahane	Time
• Increase offerings of MA core courses	.3	Fall 2008	Maxwell	More sections
• Integrate MGMT 6110 into econometrics/ research sequence in MA program	.8	Fall 2008	Maxwell/Kahane	Time
<i>Students</i>				
• More proactive advising	.8	Fall 2005	Kahane	Time
• More coordinated scheduling	.9	Fall 2006	Maxwell	Time
• Increase majors	.5	Fall 2005	Maxwell/Kahane	Time
<i>Faculty</i>				
• Decrease reliance on part time faculty	.8	Fall 2006	Dean	Reduce assign time
• Increase publications	.8	Fall 2006	Dean/Maxwell	Increase assign time
• Hire tenure track faculty	.2	Fall 2009	Dean/Maxwell	Money
<i>Resources</i>				
• Support Staff	.8	Winter 2006	Dean	Money
• Money for faculty hire and publicity	.2	Fall 2008	Dean	Money
• Assigned time for development	.2	continuous	Dean	Money

**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 the 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**

Category	Item	FALL QUARTER					
		1999	2000	2001	2002	2003	2004
Enrollment History	Number of Majors (Total)		82	76	129	120	134
	Undergraduate		44	44	63	69	79
	Graduate		38	32	66	51	55
	FTES generated		322.8	329.9	360.8	347.6	324.5
	Number of sections offered		36	33	34	33	21
	Average section size		34	38	40	40	59
	Number of students on wait list						
	Degrees Granted (Total)		8	19	14	23	34
	Undergraduate		7	8	12	14	17
Graduate		1	11	2	9	17	
Staffing	Headcounts of TT faculty		13	13	12	13	12
	FERP FTEF						
	Total TT FTEF		7.0	7.0	6.3	5.1	4.2
	Lecturer FTEF		2.6	1.6	2.7	2.9	2.1
	Total FTEF		9.6	8.6	9.0	8.0	6.2
	Total Teaching FTEF						
	% Lecturer by FTEF (reported)		27.0%	18.6%	29.8%	36.8%	33.2%
	% Lecturer by FTES (reported)		27.4%	23.5%	36.1%	45.3%	34.4%
% Sections taught by lecturers							
Capacity Utilization	SFR for TT faculty		33.5	36.0	36.6	37.7	51.0
	SFR for lecturers		34.2	48.5	48.7	53.5	54.0
	Overall SFR		33.7	38.3	40.2	43.5	52.0
	System SFR						
	% capacity utilization*						
Cost Factors	Total TT faculty cost						
	TT faculty Gen. Fund assigned time and leave cost						
	TT faculty grant release time cost						
	Actual TT Faculty instructional cost						
	Cost per FTES for TT faculty						
	Total lecturer cost						
	Lecturer assigned time and leave cost						
	Actual lecturer instructional cost						
Cost per FTES for lecturers							

Majors, FTES, FTEF and SFR Through the Current Year		FALL QUARTER					
		1999	2000	2001	2002	2003	2004
Student Faculty Ratio	Lower Division						
	FTES		86.9	86.7	112.3	89.3	68.5
	FTEF		2.5	1.9	2.2	1.8	1.1
	SFR		35.5	45.4	52.2	49.4	61.7
	Upper Division						
	FTES		206.3	208.3	195.7	215.1	237.8
	FTEF		5.4	5.5	5.4	4.8	4.4
	SFR		38.1	38.0	36.3	44.6	53.9
	Undergraduate						
	FTES		293.3	294.9	308.0	304.4	306.3
	FTEF		7.9	7.4	7.5	6.6	5.5
	SFR		37.3	40.0	40.8	45.9	55.6
	Graduate						
	FTES		29.5	34.9	52.8	43.2	18.2
	FTEF		1.7	1.2	1.4	1.4	.07
	SFR		17.2	28.6	36.9	31.5	24.9
	Total						
	FTES		322.8	329.9	360.8	347.6	324.5
	FTEF		9.6	8.6	9.0	8.0	6.2
SFR		33.7	38.4	40.2	43.5	52.0	

Courses, Sections, Average Section Size		FALL QUARTER					
		1999	2000	2001	2002	2003	2004
Courses	Lower Division						
	Upper Division						
	Undergraduate						
	Graduate						
	Total						
Sections	Lower Division			6.0	7.0	6.0	4.0
	Upper Division			19.7	18.5	17.7	12.9
	Undergraduate						
	Graduate			5.3	4.5	6.3	3.1
	Total			31.0	30.0	30.0	20.0
Average Section Size	Lower Division			54.2	60.1	55.8	64.3
	Upper Division			43.4	40.8	51.6	72.5
	Undergraduate						
	Graduate			24.6	30.3	24.0	31.0
	Total			42.4	44.8	49.2	66.1
Section Enrollment	Lower Division			325	421	335	257
	Upper Division			790	749	828	912
	Undergraduate						
	Graduate			131	198	162	68
	Total			1246	1368	1325	1237

Student Data		FALL QUARTER					
		1999	2000	2001	2002	2003	2004
Undergraduates Enrolled	Major						
	Minor						
	Other Degree						
	Female		10	15	22	27	27
	Male		34	29	41	42	52
	American Indian		2	1	0	0	0
	Asian/PI/F		12	17	22	23	28
	African American		4	1	3	2	5
	Latino		3	1	3	4	5
	White		10	10	14	16	18
	Other/Unknown (including international)		13	14	21	24	23
	Average GPA		2.84	2.78	2.84	2.89	2.75
	Average Student Age		26	24	25	25	25
	Graduates Enrolled (includes post- baccalaureate students <sup>4</sup> )	Female		17	12	34	19
Male			21	20	32	32	37
American Indian			0	0	0	0	1
Asian/PI/F			6	3	7	11	14
African American			2	3	3	3	3
Latino			0	0	1	0	3
White			6	7	10	10	12
Other/Unknown (Includes international)			24	19	45	27	22
Average Student Age			33	33	31	32	31
Average GPA			3.48	3.48	3.56	3.48	3.34

<sup>4</sup> Includes post-baccalaureate students for everything except average age and average GPA.



# Appendix III: Comparison of Economics Programs

## BA Economics Degree Programs

CSEB Requirements	Fall 2006	CSUB	CHICO	CSUDH	FRES	CSUF	HUMB	CSULB	CSULA	CSUN	POM	SAC STATE	CSUSB	SDSU	SFSU	SJSU	SLO	CSUSM	SONOMA	STANIS	UCBB	UCD
<b>Major in Econ</b>																						
College Algebra	MTH 1130						X			X			X									
Math for Business and Social Science (Calc I)	MTH 1810	X	X	X		X		X	X		X			X	X		X	X			X	X
Math for Business and Social Science (Calc II)																						
Elements of Statistics for Business and Economics I,II	STAT 2010/1000	X	X	X		X	X	X	X	X	X,X	X	X	X	X,X	X	X,X	X	X		X	X
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
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
Intermediate Micro Theory I	3000	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X
Intermediate Micro Theory II								X											X		X	
Macroeconomic Theory	3005	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X		X
History of Economic Thought		X			X						X	X	X							X		
Money and Banking	3310						X		X		X						X					
Econometrics	4400	X			X	X			X								X		X		X	
Business Communication I, II						X,X			X	X	X											
Workshop in Economic Research						X						X										
Elective 1	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
Elective 3	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	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Elective 5	X		X	X				X	X	X	X	X	X	X	X	X	X	X	X		X	X
Elective 6								X	X		X	X	X	X		X	X	X				X
Elective 7													X			X	X					X
<b>Other Schools Requirements</b>																						
Senior Seminar/Project		X			X		X		X		X,X				X		X		X,X	X		
Economic Literature			X,X																			
Computer Applications			X			X			X													
Quantitative Economic Analysis				X			X		X	X		X	X	X			X			X		X
Mathematical Economics	4000								X		X											
Accounting I, II						X		X	X		X,X			X			X,X					
Price Theory and Applications										X												
Distribution of Income											X											
Economic History of the U.S.												X										
Information and Decision Systems														X								
Development of Economic Analysis																	X					
Consumers and Exchange																		X				
Employment, Income, and Prices																		X				
Production & Exchange																		X				
International Economics																		X				
Business Law																	X					
Intro to Economics																						X
<b>TOTAL UNITS</b>	<b>64</b>	<b>36-55</b>	<b>41-57</b>	<b>36-40</b>	<b>39</b>	<b>50-55</b>	<b>37-38</b>	<b>114</b>	<b>76-84</b>	<b>42</b>	<b>96</b>	<b>42</b>	<b>61</b>	<b>45</b>	<b>42</b>	<b>42</b>	<b>102</b>	<b>43</b>	<b>42-44</b>	<b>51</b>	<b>46-52</b>	<b>61-64</b>
(type units)	qtr	qtr	sem	sem	sem	sem	sem	sem	qtr	sem	qtr	sem	qtr	sem	sem	sem	qtr	sem	sem	sem	sem	qtr

Channel Islands, Monterey Bay, and Maritime Academy do not have BA in Economics programs

### Unique Features of BA Programs

<b>CSU, EAST BAY</b>	options in accounting, statistical economics, social science
<b>CSU, BAKERSFIELD</b>	minor is required in either mathematics or other minor depending on future career goals
<b>CSU, CHICO</b>	must complete one option in either: economics, environmental econ, or international econ
<b>CSU, DOMINGUEZ HILLS</b>	must complete concentration: either General Econ or Quantitative Econ
<b>CSU, FRESNO</b>	no concentration or minor required, but is encouraged
<b>CSU, FULLERTON</b>	
<b>HUMBOLDT STATE UNIVERSITY</b>	choose from 5 pathways (options) 1. Econ, Politics, Society; 2. Analytical Tools/Methods; 3. Environmental; 4. Business Econ, 5. Individually Designed
<b>CSU, LONG BEACH</b>	option recommended: Mathematical Economics & Economic Theory
<b>CSU, LOS ANGELES</b>	must complete one option: Applied Economics or Social and Behavioral Sciences
<b>CALIFORNIA MARITIME ACADEMY</b>	n/a
<b>CSU, CHANNEL ISLANDS</b>	n/a
<b>CSU, MONTEREY BAY</b>	n/a
<b>CSU NORTHRIDGE</b>	no option or minor required
<b>CAL POLY POMONA</b>	choose between Track A (option A) or Track B (option B): includes one more econ class, and one more math class
<b>CSU, SACRAMENTO</b>	no concentration or minor required
<b>CSU, SAN BERNADINO</b>	no concentration or minor required
<b>SAN DIEGO STATE U.</b>	pick emphasis in: international econ, preprofessional studies or quantitative analysis
<b>SAN FRANCISCO STATE U.</b>	no concentration or minor required
<b>SAN JOSE STATE U.</b>	minor in a field recommended by advisor
<b>CAL POLY-SLO</b>	concentrations: Business & Industrial Econ, International Trade & Development, or concentration from Social Sciences or Political Science departments
<b>CSU, SAN MARCOS</b>	no option or minor required
<b>SONOMA STATE UNIVERSITY</b>	concentrations: Business Economics, Computer Applications in Econ, International Econ
<b>CSU, STANISLAUS</b>	no concentration or minor
<b>UC BERKELEY</b>	no concentration or minor
<b>UC DAVIS</b>	no concentration or minor required

## Economics Minors

CSEB Requirements	CSUEB	CSUB	CHICO	CSUDH	FRES	CSUF	HUMB.	CSULB	CSULA	CSUN	POM	SAC STATE	CSUSB	SDSU	SFSU	SJSU	SLO	CSUSM	SONOMA	STANIS	UCD	CSUCI
<b>Minor in Econ</b>																						
College Algebra	MATH 1130																				X	
Elements of Probability and Statistics	STAT 1000																				X	
Principles of Microeconomics	2301	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
Intermediate Micro Theory I	3000			X	X	X		X			X				X				X		X	X
Intermediate Macroeconomic Theory	3005			X				X			X			X					X		X	X
Money and Banking	3310										X											
Elective 1	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
Elective 3	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X
Elective 4			X									X	X		X	X	X			X		
Elective 5																X						
<b>Other Schools Requirements</b>																						
Calculus for Business and Economics						X		X														X
Advanced Business Communications						X																
Price Theory and Applications										X												
History of Economic Thought													X									
Principles of Economics														X								
Consumers and Exchange																					X	
Employment, Income, and Prices																					X	
Production and Exchange																					X	
International Economics																					X	
<b>TOTAL UNITS</b>	<b>37</b>	<b>20</b>	<b>21</b>	<b>18</b>	<b>18</b>	<b>24</b>	<b>16</b>	<b>24</b>	<b>20</b>	<b>18</b>	<b>32</b>	<b>21</b>	<b>28</b>	<b>24</b>	<b>21</b>	<b>17</b>	<b>24</b>	<b>21</b>	<b>20</b>	<b>18</b>	<b>20-28</b>	<b>24</b>
(type units)	qtr	qtr	sem	sem	sem	sem	sem	sem	qtr	sem	qtr	sem	qtr	sem	sem	sem	qtr	sem	sem	sem	qtr	sem

UC Berkeley, Monterey Bay, and Maritime Academy do not have minors.

## MA Economics Degree Programs

CSEB Requirements	Fall 2006	CSUF	CSULB	CSULA	POMONA	SAC STATE	SDSU	SFSU	SJSU	Santa Cruz
<b>Prerequisites</b>										
Math for Business and Social Science (Calc I)	MATH 1810	X				X		X	X	X
Math for Business and Social Science (Calc II)	Math Econ or Calc II					X			X	X
Elements of Statistics for Business and Economics I,II	STAT 2010	X						X,X	X	
Principles of Microeconomics	2301	X							X	
Principles of Macroeconomics	2302	X							X	
Intermediate Micro Theory I	3000	X						X		
Intermediate Macroeconomic Theory	3005	X						X		
<b>Other Schools Prerequisites</b>										
Elective 1		X								
<b>Program</b>										
Macroeconomics	6105	X	X	X	X	X		X	X	
Microeconomics I	6101	X	X	X	X	X	X	X	X	X
Microeconomics II	6102						X			X
Econometrics I	6400	X	X	X	X	X	X	X		X
Econometrics II			X	X	X	X	X	X		X
Forecasting	MGMT 6110			X						
Research Methods or Thesis	6896	X					X	X		
Seminar I	X			X				X		X
Seminar II	X			X						X
Seminar III	X			X						
Elective I	X	X	X	X	X	X	X	X	X	X
Elective II	X	X	X		X	X	X	X	X	X
Elective III	X	X	X		X	X	X		X	X
Elective IV		X	X		X					X
Elective V			X		X					
Elective VI			X		X					
Elective VII			X		X					
Elective VIII			X							
Elective IX			X							
<b>Other Schools Program Requirements</b>										
Advanced Economic Theory		X		X	X	X	X	X	X	
Economic Thesis or Comprehensive Exam						X				
Cost Benefit Analysis							X			
Internship in Economics									X	
Economic Decision Making									X	
Workshop in Policy Analysis										
Finance										X
Workshop in Applied Economics										X
Mathematical Economics		X	X	X				X	X	
Independent Study										X

Schools not listed do not have a master's program.

### Unique Features of MA Programs

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

## 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

ELEMENT NEEDED	CURRENT VERSION	MEETS SPECS?	NEEDED CHANGES
<b>Mission Statement</b>	<p>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.</p> <p>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.</p>	Yes	No
<b>Program Objectives (PO)</b>  <b>And</b>  <b>Assessment</b>	<p>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.</p> <p><i>Assessment:</i> A survey every five years to current students.</p> <p>2. Students graduating with a BA in Economics will be able to locate employment in their chosen field and or further their economics education.</p> <p><i>Assessment.</i> 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.</p>	Yes	No



<p><b>Student Learning Objectives (SLOs)</b></p> <p><b>And</b></p> <p><b>Assessment</b></p>	<p><b>1.</b> Undergraduate students will demonstrate a basic understanding of microeconomic and macroeconomic theory and econometrics.</p> <p><i>Assessment:</i> 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.</p> <p><b>2.</b> Undergraduate students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.</p> <p><i>Assessment:</i> Rubric-guided assessment in Econ 4000 will determine if students are proficient in communicating oral economic arguments.</p> <p><b>3.</b> Undergraduate students will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.</p> <p><i>Assessment:</i> Rubric-guided assessment in Econ 4000 will determine if students are proficient in communicating written economic arguments.</p> <p><b>4.</b> Undergraduate students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.</p> <p><i>Assessment:</i> Rubric-guided assessment in Econ 4000 will determine if students are proficient in using technology.</p>	<p>Yes</p>	<p>No</p>
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**Course Mapping of SLOs FOR BA: Effective Fall 2006**

Course	SLO 1 Micro Theory	SLO1 Macro Theory	SLO 1 Econo- metrics	SLO 2 Oral economic arguments	SLO 3 Written economic arguments	SLO 4 Computer technologies	PO 1 Mix theory, applications, methods	P) 2 Career
1000								
2301	I						I	
2302	A	I					I	
3000	I			A	A	A	I	
3005	A	I			A	P	I	
3150	A	A			A	P	I	
3170	A	A			A	P	I	
3190	A	A			A	P	I	
3200	P	P			A	P	I	
3310	A	A			A	P	I	
3370	A		P		A	P	I	
3375	A		P		A	P	I	
3500	A	P	P		A	P	I	
3551	A		A		A	P	I	
3680	A	P	P		A	P	I	
4000	I		P		A	P	I	
4306	A				A	P	I	
4315	A	I	P		A	P	I	
4400	A	A	I	A	A	I	I	P
4520	A		P		A	P	I	
4590	P	P	P		A	P	I	
4700	A		P		A	P	I	
4705		A	P		A	P	I	
4710	A	A	P		A	P	I	
4895	P	P	P	P	P	P	I	I
4896	A	A	A	I	I	I	I	I

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

<b>CONCERN/ RECOMMENDATION</b>	<b>SOURCE and DATE of FEEDBACK</b>	<b>ACTION TAKEN</b>
Not enough rigor in courses	<i>Current Survey of Students 2005</i>	Revised curriculum to require math economics of general economics and statistical economics option students
Econ 3170 least value for money	<i>Current Survey of Students 2005</i>	Dropped course from requirements, left as an elective
Course availability inadequate	<i>Current Survey of Students 2005</i>	<p data-bbox="708 541 1490 604">Added more flexibility in some options (e.g., moved specific courses from requirements to electives in Accounting option)</p> <p data-bbox="708 636 1490 737">Developed a course "Macroeconomics for business" and allowed students choice with 3005 in all options but general option</p> <p data-bbox="708 768 1490 831">Moved program to day only to allow more elective offerings during the day</p>
Lack of real world applications	<i>Current Survey of Students 2005</i>	<p data-bbox="708 957 1463 1058">Developed an applied macroeconomics course "Macroeconomics for business" and allowed students a choice with 3005 in all options but general option</p> <p data-bbox="708 1089 1463 1146">Redesigned 4400 (Econometrics) to increase applications and computer use</p>
Oral and written communication poor	<i>Survey of Employers, Focus Group of Employers, 2005</i>	<p data-bbox="708 1241 1442 1304">Reduced class sizes (cap of 45) and increased writing requirement in all upper division courses</p> <p data-bbox="708 1335 1442 1367">Introduced oral and written requirements into Econ 4000</p>
Advising inadequate	<i>Current Survey of Students, 2005</i>	<p data-bbox="708 1398 1414 1461">Developed listserv for communicating information with students</p> <p data-bbox="708 1482 1414 1514">Redesigned handbooks to incorporate more material</p>
Instructors not teaching classes/ poor quality of some instructors	<i>Current Survey of Students, 2005</i>	College working on reducing assigned time out of the classroom
Accounting students too narrowly focused. Can be trained in accounting need broader thinkers	Accounting faculty interviews with employers, 2002	Developed an option in the BA for accounting that meets coursework requirements for CPA exam

## **Assessment Plan Progress**

<b>ELEMENT</b>	<b>Approval History</b>		
	Department Approval	College Approval	Dean Review
<b>Mission Statement</b>	2002 (2004)	June 2, 2004	December 2004
<b>Program Objectives (PO)</b>	2002 (2004)	June 2, 2004	December 2004
<b>Assessment PO</b>	2002 (2004)	June 2, 2004	December 2004
<b>Student Learning Objectives (SLOs)</b>	2002 (2004)	June 2, 2004	December 2004
<b>Assessment SLOs</b>	2002 (2004)	June 2, 2004	December 2004
<b>Course Mapping</b>	2002 (2004)	June 2, 2004	December 2004

Initial approval and (last revised)

### **Data Collection**

	<b>Piloted</b>	<b>Data Collected</b>	<b>Analyzed</b>
PO 1: Opportunity to learn theory	Yes	Spring 2005	
PO 2: Locate employment	Yes	Spring 2005	
SLO 1: Learn theory	Yes	Yes	No
SLO 2: Research	Yes	Spring 2005	
SLO 3: Oral communication	Yes	Spring 2005	
SLO 4: Written communication	Yes	Spring 2005	

### **Stakeholder Involvement**

<b>Stakeholder</b>	<b>Method</b>	<b>Dates</b>
Students	Exit Surveys	Annually since 1979
	Survey of current students	Spring 2000, 2005
	Email mission, PO's, SLO's to students	Spring 2005
Alumni	Survey of alumni	Spring 2000, 2005
Employers	Survey of employers using CDC	Spring 2005

**Assurance of Learning**  
**Program Assessment Plan: 2005-2006**  
 MA Economics

ELEMENT NEEDED	CURRENT VERSION	MEETS SPECS?	NEEDED CHANGES
<b>Mission Statement</b>	<p>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.</p> <p>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.</p>	Yes	No
<b>Program Objectives (PO)</b>  <b>And</b>  <b>Assessment</b>	<p>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.</p> <p><i>Assessment:</i> A survey every five years to current students.</p> <p>2. Students graduating with a MA in Economics will be able to locate employment or further their economics education.</p> <p><i>Assessment:</i> 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.</p>	Yes	No

<b>Student Learning Objectives (SLOs)</b>	<b>1. Graduate students will demonstrate an advanced understanding of microeconomic and macroeconomic theory.</b>	<b>Yes</b>	<b>No</b>
<b>And Assessment</b>	<p><i>Assessment:</i> Rubric-guided assessment of comprehensive theory exams will determine if students are proficient in economic knowledge.</p> <p><b>2. Graduate students will be able to apply economic theory and methods at an advanced level to selected economic topics through independent research.</b></p> <p><i>Assessment:</i> 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.</p> <p><b>3. Graduate students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.</b></p> <p><i>Assessment:</i> 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.</p> <p><b>4. Graduate students will demonstrate the ability to present in writing a coherent, logical economic argument grounded in economic theory and methods in writing.</b></p> <p><i>Assessment:</i> 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.</p> <p><b>5. Graduate students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.</b></p> <p><i>Assessment:</i> 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.</p>		

### Course Mapping of SLOs FOR MA

Course	SLO 1 Micro Theory	SLO1 Macro Theory	SLO 2 Apply theory to research	SLO 3 Oral economic arguments	SLO 4 Written economic arguments	SLO 5 Computer technologies	PO 1 Mix theory, applications, methods	PO 2 Career
6051	I	I					I	
6101/6102	I				A	P	I	I
6105	A	I			A	P	I	
6150	A	A	P		A	P	I	
6170	A	A	P		A	P	I	
6190	A	A	P		A	P	I	
6200	P	P	P		A	P	I	
6250	A		A		A	P	I	
6306	A		P		A	P	I	
6310	A	A	P		A	P	I	
6315	A	I	P		A	P	I	
6370	A		P		A	P	I	
6375	A		P		A	P	I	
6400	A	A	A	A	A	A	I	
6500	A	P	P		A	P	I	
6520	A		P		A	P	I	
6590	P	P	P		A	P	I	
6680	A	P	P		A		I	
6685	A		P		A	P	I	
6700		A	P		A	P	I	
6705	A	A	P		A	P	I	
6710	A	A	I	I	I	I	I	I
6896	I	I					I	

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***

<b>CONCERN/ RECOMMENDATION</b>	<b>SOURCE and DATE of FEEDBACK</b>	<b>ACTION TAKEN</b>
Advising inadequate	<i>Current Survey of Students, 2005</i>	Developed listserv for communicating information with students  Redesigned webpages to provide more extensive information  Redesigned handbooks to incorporate more material  (Planned) Hold program introduction and questioning at beginning of winter quarter (in addition to fall quarter)  Increase assigned time and duties of program advisor
Course rigor lacking (especially theory courses)	<i>Current Survey of Students, Course Evaluations 2005</i>	Moved Sues (from Statistics department) into Econometrics and changed instructors in theory courses
Students not proficient at economics comp	Rubric assessed comps, 2004-2005	Developed remediation plan for students failing exams  Redesigned website to more fully explain nature of comps, including positing of past comps and reading lists  Moved offering time from week after finals to first week of classes to allow more time for studying
Course availability and scheduling inadequate	<i>Current Survey of Students, 2005</i>	Posted annual course scheduling on web with listserv notification to students
Written, oral and technology communication poor	<i>Rubric assessed SLO, 2004 Survey of Employers, 2005 Focus Group of Employers, 2005</i>	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
Needed more application and "real world" applications	<i>Current Survey of Students 2005</i>	Working to integrate statistics/applied research sequence of coursework (MGMT 6110, ECON 6400, 6896)
Instructors not teaching classes/ poor quality of some instructors	<i>Current Survey of Students, 2005</i>	College working on reducing assigned time out of the classroom
Needed more application and "real world" applications English language abilities of students too low	<i>Exit Surveys Pre 2000 Course Evaluations and Exit Surveys 2000-2002</i>	Replaced third (field) comprehensive exam requirement with a Research Methods Course  Increased entrance requirements (raised TOEFL score)
Not enough subject matter knowledge of economics, but they don't have the math background to pursue degree	<i>Trainings with teachers 2000-2003</i>	Developed an MA option for teachers that requires only college algebra



## **Assessment Plan Progress**

<b>ELEMENT</b>	<b>Approval History</b>		
	Department Approval	College Approval	Dean Review
<b>Mission Statement</b>	2002 (2004)	June 3, 2004	December 2004
<b>Program Objectives (PO)</b>	2002 (2004)	June 3, 2004	December 2004
<b>Assessment PO</b>	2002 (2004)	June 3, 2004	December 2004
<b>Student Learning Objectives (SLOs)</b>	2002 (2004)	June 3, 2004	December 2004
<b>Assessment SLOs</b>	2002 (2004)	June 3, 2004	December 2004
<b>Course Mapping</b>	2002 (2004)	June 3, 2004	December 2004

Initial approval and (last revised)

### **Data Collection**

	<b>Piloted</b>	<b>Data Collected</b>	<b>Analyzed</b>
PO 1: Opportunity to learn theory	Yes	Spring 2005	
PO 2: Locate employment	Yes	Spring 2005	
SLO 1: Learn theory	Yes	Yes	No
SLO 2: Research	Yes	Yes	No
SLO 3: Oral communication	Yes	Yes	No
SLO 4: Written communication	Yes	Yes	No
SLO 5: Use technology	Yes	Yes	No

### **Stakeholder Involvement**

<b>Stakeholder</b>	<b>Method</b>	<b>Dates</b>
Students	Exit Surveys	Annually since 1979
	Survey of current students	2000, 2005
	Email mission, PO's, SLO's to students	Spring 2005
Alumni	Survey of alumni	Spring 2000, 2005
Employers	Survey of employers using CDC	Spring 2005

**Summer 2005**

ECON

SUMMER 2005

2301

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	LOPUS J PARINGER L	TR	1000AM	1150AM	59
30	HAIMOR S	MW	0600PM	0750PM	50

2302

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	LOPUS J PARINGER L	TR	1200PM	0150PM	37

3005

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	AHIAKPOR J	MWF	0120PM	0230PM	34
02	CHRISTAINSEN G	TR	1000AM	1150AM	120
95	YAAR M	T	0630PM	1000PM	41

3150

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	ST CLAIR D	MWF	1000PM	0110PM	26

3310

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	LIMA A	MWF	1040AM	1150AM	30
02	HAIMOR S	MWF	1040AM	1150AM	33

### 3551

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	ST CLAIR D	MWF	0920AM	1030AM	119
30	YAAR M	MW	0600PM	0750PM	33
95	WOODS J	R	0630PM	1000PM	36

### 4900

Sec	Instructor1	Days	From Hr	To Hr	Enrl
02	LIMA A	TBA			1

### 6150

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	ST CLAIR D	MWF	1000PM	0110PM	7

### 6310

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	LIMA A	MWF	1040AM	1150AM	12

### 6680

Sec	Instructor1	Days	From Hr	To Hr	Enrl
30	PARINGER L	M	0630PM	1000PM	24

Summer, 2005

**Economics 2301 - 01****Principles of Microeconomics**

Tuesday - Thursday 10:00 AM - 11:50 AM; AE 271

Office Hours: Tues. 8:50 - 9:50 AM; Thurs. 2:00 - 3:00 PM

Dr. Jane Lopus  
Office: TR 656-B (behind MB)  
Phone: 510.885-3140  
jane.lopus@csueastbay.edu

Dr. Lynn Paringer  
Office: TR 657 A (behind MB)  
Phone: 510.885-3986  
lynn.paringer@csueastbay.edu

*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.

**1st Midterm: Tues. July 19 / 2nd Midterm: Thurs. August 18 / Final Exam: Tues. Aug. 30 10-11:50 AM**

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

<u>TOPIC</u>	<u>READING</u>
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.

<b>Course Information:</b>	Econ: 2301:Principle Microeconomics Section: 30 Time: MW 6:00-7:50 PM. <b>Final Exam: Monday, August 29, 2005</b>	Summer,2005
<b>Instructor:</b>	Dr. Said Haimor, Room (AE 305) Phone: (510) 885 3825 Ext. 2 (leave a message) E- mail; <a href="mailto:sefhay@hotmail.com">sefhay@hotmail.com</a> . Office Hours: M 5:00–6:00 PM.	
<b>Textbook:</b>	<b>Microeconomics:</b> Roger A. Arnold; 7th Edition; Southwestern, 2004.	
<b>Study Guide:</b>	Microeconomics, Roger A. Arnold, Sixth Edition, (Optional).	
<b>Course Objective:</b>	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.	
<b>Evaluation:</b>	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). <b>All exams are closed books.</b>	
	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. <b><u>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.</u></b>	
<b>Preparing For Exams:</b>	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.	
<b>Grading:</b>	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	
<b>Class Rules:</b>	<b><u>No food (soft drinks are O. K.). No cell phones. No pagers. Don't come late or leave early.</u></b>	

## Course Outline:

Selected section of the following chapters will be covered

1. Introductions and Key Principal Part I.
  - What is economics?
  - Economics activities: producing and trading
  - Supply and Demand: Theory
  - Supply and Demand: Practice
2. Microeconomics Fundamentals Part II.
  - Elasticity
  - Consumer Choice: Maximizing Utility and behavioral Economics
  - The Firms
  - Production and Costs
3. Product Markets and Policies Part III.
  - Perfect competition
  - Monopoly
  - Monopolistic Competition, Oligopoly, Game Theory
3. Factor Markets Part IV.
  - Interest, Rent, and Profit
3. Market Failure: Part V.
  - Externalities
  - Public Goods

Summer, 2005

Economics 2302 - 01

**Principles of Macroeconomics**

Tuesday - Thursday 12:00 noon - 1:50 PM; AE 271

Office Hours: Tues. 8:50 - 9:50 AM; Thurs. 2:00 - 3:00 PM

Dr. Jane Lopus  
Office: TR 656-B (behind MB)  
Phone: 510.885.3140  
jane.lopus@csueastbay.edu

Dr. Lynn Paringer  
Office: TR 657 A (behind MB)  
Phone: 510.885.3986  
lynn.paringer@csueastbay.edu

*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 1 12 noon - 1:50 PM**

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

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

**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](mailto:james.ahiakpor@csueastbay.edu)

Summer 2005

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 ( <b><i>Comprehensive</i></b> ) | 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 while 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.  
Ahiakpor (2003a, *Classical Macroeconomics*), Chs. 1 & 13.  
Ahiakpor (1998) "Ch. 2: Keynes on the Classics: A Revolution Mainly in Definitions?"  
Froyen, R., Chs. 1, 2 & 3.
2. Labor Markets and Unemployment.  
See Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov))
3. Money, Credit, and the "Money Supply."  
Froyen, Ch. 17.  
Ahiakpor (2003a) "Ch. 3: On the Definition of Money: Classical vs Modern," esp. pp. 29–34, 50–56.
4. Money, Credit, Interest, and the Price Level.  
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, 12 & 18.  
Ahiakpor (2003a) "Ch. 10: Full Employment: Keynes's Mistaken Attribution to the Classics."

6. Fiscal Policy and Economic Growth.  
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. 9: The Classical Theory of Growth and Keynes's Paradox of Thrift."  
Ahiakpor (2003a) "Ch. 12: The Mythology of the Keynesian Multiplier."
7. The International Economy – Balance of Payments and the Exchange Rate.  
Froyen, Chs. 15 & 16.

Economics 3005  
Summer 2005  
gchrista@csu Hayward.edu

Prof. Christainsen  
MB 2113; 5-3301  
TR 12:00–1:00 PM

## 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

Federal Reserve, Beige Book, June 15, 2005, <http://www.federalreserve.gov>

Adam Smith—[http://en.wikipedia.org/wiki/Adam\\_Smith](http://en.wikipedia.org/wiki/Adam_Smith)

John Maynard Keynes—[http://en.wikipedia.org/wiki/John\\_Maynard\\_Keynes](http://en.wikipedia.org/wiki/John_Maynard_Keynes)

John Hicks—[http://en.wikipedia.org/wiki/John\\_Hicks](http://en.wikipedia.org/wiki/John_Hicks)

Milton Friedman—[http://en.wikipedia.org/wiki/Milton\\_Friedman](http://en.wikipedia.org/wiki/Milton_Friedman)

Robert Mundell—[http://en.wikipedia.org/wiki/Robert\\_Mundell](http://en.wikipedia.org/wiki/Robert_Mundell)

Friedrich Hayek—[http://en.wikipedia.org/wiki/Friedrich\\_Hayek](http://en.wikipedia.org/wiki/Friedrich_Hayek)

Robert J. Shiller, “Household Reaction to Changes in Household Wealth,” Cowles Foundation, Yale University, April 2004, [http://cowles.econ.yale.edu/P/au/d\\_shiller.htm](http://cowles.econ.yale.edu/P/au/d_shiller.htm)

James Gwartney and Robert Lawson, “Economic Freedom, Investment, and Growth,” in “Economic Freedom of the World: 2004 Annual Report,” chap. 2, Fraser Institute, Vancouver

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

John H. Makin, “Time for More Currency Flexibility,” American Enterprise Institute, Economic Outlook, December 2004, [http://www.aei.org/publications/pubID.21607/pub\\_detail.asp](http://www.aei.org/publications/pubID.21607/pub_detail.asp)

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: [jaar@yaarnet.com](mailto:jaar@yaarnet.com)  
**TEXTBOOK:** MACROECONOMICS, BY: GREGORY MANKIW, FIFTH EDITION.

**COOURSE**

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

## 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
<u>Final Course Grade</u>	<u>500 points</u>

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	July 5
Second Quiz	July 26
Third Quiz	August 9
Fourth Quiz	August 23
Final Exam	August 30; class time

**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? June 28
Assignment # 2:	Textbook problems 5, 6, 7, 8 in chapter 2 (pp 38-39); July 5
Assignment # 3:	Problems of CPI as a measure of cost of living and the Chain-weighted CPI, due July 12
Assignment # 4:	Latest U.S. unemployment Report; July 19
Assignment # 5	Latest U.S. inflation Report, due July 26

- 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@csu Hayward.edu](mailto:dstclair@csu Hayward.edu)

### Text and Readings:

- Gary M. Walton and Hugh Rockoff, History of the American Economy, 10<sup>th</sup> ed. (2005) ISBN 0-324-25969-7 (*Required for both classes*)
- Jeremy Atack and Peter Passell, A New Economic View of American History, 2<sup>nd</sup> ed. (1994) ISBN 0-393-96315-2 (*Required for Econ 6150 – Recommended for Econ 3150*)
- 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.

Economics 3310/6310	Tony Lima
Money & Banking	Office: RO 241
Summer, 2005	Hours: Monday, Wednesday, Friday 9:30 - 10:30 a.m.
Phone: (510) 885-3889	and by appointment
tony.lima@csueastbay.edu	

### SYLLABUS

**BOOK:** The required text is Fabozzi, Jones, Modigliani and Ferro, *Foundations of Financial Markets and Institutions* (third edition)

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

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 web site. 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)	leave
2.	ID number (4 digits)	this side
3.	All telephone numbers	blank
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.csu Hayward.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.

COURSE OUTLINE		
Week of:	Topic:	Reading:
June 20	Introduction: What is Money?	Chs. 1, 2, 3
June 27	Depository Institutions	Chs. 4, 5, 6
July 6	Financial Markets	Chs. 7, 8, 9
THE UNIVERSITY WILL BE CLOSED JULY 4 FOR THE INDEPENDENCE DAY HOLIDAY		
July 11	Interest Rates and Asset Prices	Chs. 10, 11
MIDTERM #1: Wednesday, July 13		
July 18	The Term Structure of Interest Rates	Chs. 12, 13
July 25	Organization and Structure of Markets	Chs. 14, 15
August 1	Markets for Government Debt	Chs. 16, 17
MIDTERM #2: Wednesday, August 3		
August 8	Markets for Corporate Securities: Stock Markets	Chs. 18, 19
August 15	Markets for Corporate Securities: Bond Markets	Chs. 20, 21
TERM PAPER AND TERM PROJECT DUE: August 17, 12:00 noon.		
August 22	Securitized Asset Markets	Chs. 23, 24, 25
FINAL EXAM: Wednesday, August 31, 11:00 a.m. - 1:00 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.)		

## Syllabus

Economics 3310-012  
 Money and Banking  
 Summer 2005  
 Phone: (510) 885 3825 Ext 2 (leave a message)  
 Time: MWF: 10:40-11:50  
 Room: RO 119

Said Haimor  
 Office: AE 305  
 Office hours: Monday 9:40-10:40  
 E-mail: [sefhay@hotmail.com](mailto:sefhay@hotmail.com)

**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.

**Text Book:** The Economy of Money, Banking and Financial Markets; Fredric S. Mishkin; Addison/Wesley; 2004;.ISBN 321-12235-6.

**Study Guide:** (Optional) Frederic S. Mishkin & others; ISBN 0-321-19416-0

**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**

Chapter	Title
1,2,3	Introduction
4,5,6,7	Financial Markets
8,9,10,11,12,13	Financial Institutions
14,15	The Federal Reserve System
19	The foreign Exchange Market
20,21	The international Financial System
27	Money and Inflation
28	Rational Expectations

Economics 3551  
Managerial Economics and Strategy

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](mailto:dstclair@csuhayward.edu)

#### Text and Readings:

- J. Brickley, C. Smith, and J. Zimmerman, Managerial Economics and Organizational Architecture 3<sup>rd</sup>. ed. (2004) ISBN 0-07-282809-9
- 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.)**

Comment [DJS1]:

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: 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 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.

**Economics 3551-30  
Summer 2005**

**Managerial Economics and Strategy  
MW; 6:00-7:50 PM; AE 293**

**Instructor:** Dr. D. Yaar  
**Office:** AE 305  
**Phones:** (510) 885-3825  
**E-mail:** [yaar@yaarnet.com](mailto:yaar@yaarnet.com)  
**Office Hours:** M 5:00-5:55 PM, and by Appointment  
**Textbook:<sup>1</sup>** Managerial Economics, Mark Hirschey, 10<sup>th</sup> Ed.  
**Supplement:** Study Guide to Managerial Economics (required)  
**Req. Work Tool:** Calculator: Texas Instruments BA II Plus  
**Course Activities:** Lectures, Business Problem-Solving, Homework Assignments, Tests, and Reading Assignments

**I. 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 can you 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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<sup>1</sup> 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
<b>July 04:</b>	<b>4<sup>th</sup> of July Holiday</b>
July 06:	Chapter 3: Demand and Supply
July 11:	Chapter 4: Demand Analysis
<b>July 13:</b>	<b>First Test (Chapters 1, 2, 3)</b>
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
<b>Aug 03:</b>	<b>Second Test (Chapters 4, 7, 8)</b>
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
<b>Aug 22:</b>	<b>Third Test (Chapters 10, 11, 12)</b>
Aug 24:	Chapter 14: Risk Analysis
<b>Aug 29:</b>	<b>Final Exam, 7:00-8:50 PM</b>

## 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, P.2.9, 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 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 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 be 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.

# **SAMPLE TITLE PAGE**

**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:**

Mansfield Edwin, W. Bruce Allen, Neil A. Doherty and Keith Weigelt, Managerial Economics, Fifth Edition, 2002, Norton Publishers.

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 =  $\frac{\text{Total Points Earned}}{\text{Total Possible Points}}$

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 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](mailto:lparinge@csuhayward.edu)

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

Text: Hyclak, T., G. Johnes, and R. Thornton, Fundamentals of Labor Economics, (New York: Houghton-Mifflin) 2005.

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 (5minute) presentation (10% of your grade). Make-ups will only be given upon presentation of a physician's excuse.

Textbook Readings	Chapters
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	July 25, 2005
V. Internal Labor Markets and Personnel	10, 11
VI. Discrimination, Unemployment	13, 14
VII. Inequality, Poverty, Social Security	15
Final Exam	

**Spring 2005**

# ECON

## SPRING 2005

### 2301

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	LIMA A	MWF	0920AM	1030AM	120

### 2302

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	AHIAKPOR J	MWF	1040AM	1150AM	62
02	AHIAKPOR J	TR	1200PM	0150PM	39

### 3005

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	TONTZ J	MWF	1040AM	1150AM	59
02	AHIAKPOR J	TR	1000AM	1150AM	50
30	HAIMOR S	MW	0600PM	0750PM	52
90	YAAR M	S	0930AM	0100PM	34

### 3310

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	HAIMOR S	MWF	0800AM	0910AM	38

### 3370

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	YAAR M	TR	1200PM	0150PM	22



### 3551

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	YAAR M	MWF	1200PM	0110PM	41
02	KAMATH S	TR	1200PM	0150PM	48
30	ST CLAIR D	M	0630PM	1000PM	175
95	WOODS J	T	0630PM	1000PM	46

### 4000

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	PARINGER L	TR	0200PM	0350 PM	27

### 4306

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	LIMA A	MWF	1200PM	0110PM	32

### 4590

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	PARINGER L	TR	1000AM	1150AM	21

### 4705

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	HAIMOR S	MWF	0920AM	1030AM	26

### 4895

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	BAIRD C	W	0245PM	0430PM	22

### **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.csu Hayward.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.

<b>Course Outline</b>		
<b>Week:</b>	<b>Topic:</b>	<b>Reading:</b>
March 28	Introduction	Ch. 1
April 4	Scarcity and Choice	Ch. 2
April 11	Supply and Demand	Ch. 3
April 18	Consumer Choice	Chs. 4, 5
<i><b>MIDTERM #1: Wednesday, April 20</b></i>		
April 25	Production and Cost	Ch. 6
May 2	Output, Price and Profit	Ch. 7
May 9	Perfect Competition	Chs. 8, 9
<i><b>MIDTERM #2: Wednesday, May 11</b></i>		
May 16	Monopoly	Ch. 10
May 23	Oligopoly and Monopolistic Competition	Ch. 11
CLASS WILL NOT BE HELD MONDAY, MAY 30 (MEMORIAL DAY HOLIDAY)		
June 1	Market Failure	Chs. 12, 19
<b>FINAL EXAM: Wednesday, June 8, 9:00 – 11:00 a.m.</b>		
(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**

Spring 2005

Prof: Dr. James Ahiakpor  
 Office: MB 2119  
 Phone: 885-3137  
 E-mail: [Jahiakpor@csuhayward.edu](mailto: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*, 10<sup>th</sup> 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 ( <b>Comprehensive</b> ) | 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.
2. Disagreements in Macroeconomics: Keynes, the Classics, and Modern Macroeconomics: Ahiakpor, J. (1998) *Keynes and the Classics Reconsidered*, Chapter 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.  
Text, Chs. 4, 13, and pages 58–67 in Ahiakpor (2003), *Classical Macroeconomics: Some Modern Variations and Distortions*.
6. Money, the Price Level, and Inflation.  
Text, Ch. 14, 15; Special Topic 7; Ahiakpor (1997) “Full Employment: A Classical Assumption or Keynes’s Rhetorical Device?” *Southern Economic Journal*, July, or Chapter 10 & pages 68–76 in Ahiakpor (2003), *Classical Macroeconomics: Some Modern Variations and Distortions*.
7. Government and Economic Activity.  
Text, Chs. 5, 11, 12; Special Topic 1; Ahiakpor (2001) “On the Mythology of the Keynesian Multiplier,” *American Journal of Economics and Sociology*, October, or Chapter 12 in Ahiakpor (2003), *Classical Macroeconomics: Some Modern Variations and Distortions*.
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.

**Text:** N. Gregory Mankiw: *macroeconomics*, 5<sup>th</sup> edition, Worth Publishing, 2003, ISBN: 0-7167-5237-9

**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

Date	Topic	Chapter
March 28	Introduction	1
March 30	Macro Data	2,
April 1	National Income	3
April 4	Money & Inflation	4
April 6	Unemployment	6
April 8	Review	
April 11	Review	
April 13	Exam #1	
April 15	Economic Growth	7
April 18	Economic Growth	8
April 20	Economic Fluctuations	9
April 22	Aggregate Demand	10
April 25	Review	
April 27	Review	
April 29	EXAM # 2	
May 2	Aggregate Demand	11
May 4	Aggregate Demand, Open Economy	12
May 6	Aggregate Supply	13
May 9	Open Economy	5
May 11	Review	

Econ 3005, Macroeconomic Theory  
 Professor: Dr. James Ahiakpor  
[jahiakpor@csuhayward.edu](mailto:jahiakpor@csuhayward.edu)

Spring 2005

Office: MB 2119  
 Phone: (510) 885-3137  
 Office Hours: R 4:00–5:00 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 ( <i>Comprehensive</i> ) | 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.

### **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.  
Ahiakpor (2003a, *Classical Macroeconomics*), Chs. 1 & 13.  
Ahiakpor (1998) "Ch. 2: Keynes on the Classics: A Revolution Mainly in Definitions?"  
Froyen, R., Chs. 1, 2 & 3.
2. Labor Markets and Unemployment.
3. Money, Credit, and the "Money Supply."  
Froyen, Ch. 17.  
Ahiakpor (2003a) "Ch. 3: On the Definition of Money: Classical vs Modern," esp. pp. 29–34, 50–56.
4. Money, Credit, Interest, and the Price Level.  
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."
6. Fiscal Policy and Economic Growth.  
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. 9: The Classical Theory of Growth and Keynes's Paradox of Thrift."  
Ahiakpor (2003a) "Ch. 12: The Mythology of the Keynesian Multiplier."

7. The International Economy – Balance of Payments and the Exchange Rate.  
Froyen, Chs. 15 & 16.

## Syllabus

Spring, 3005

- Course Information: **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: Macroeconomics; N. Gregory Mankiw; Fifth Edition; worth Publishers; 2003.
- 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:** **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**

Selected topics from the following chapters will be covered.

- |   |                      |
|---|----------------------|
| 1. The Science of Macroeconomics                        | Part I. Ch.1.        |
| 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.   |
| 5. Business Cycle Theory: The economy in the short run. | Part IV. 9,10,11,12. |
| 6. Macroeconomic Policy Debates.                        | Part V. Ch. 14, 15.  |

ECONOMICS 3005-90  
Spring 2005  
CC270

MACROECONOMIC THEORY  
Saturday 9:30 AM-1:00 PM;

**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: [jaar@yaarnet.com](mailto:jaar@yaarnet.com)  
**TEXTBOOK:** MACROECONOMICS, BY: GREGORY MANKIW, FIFTH EDITION.

**COOURSE**

**SUPLEMENTS:** 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.

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

## 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
<u>Final Course Grade</u>	<u>500 points</u>

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 # 9: A Report on the Latest Beige Report; due June 4(read the report at <http://www.federalreserve.gov/FOMC/BeigeBook/2003/>)
- 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 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

## Syllabus

Economics 3310-01  
 Money and Banking  
 Spring 2005  
 Phone: (510) 885 3825 Ext 2 (leave a message)  
 Time: MWF: 8:00-9:10AM  
 Room: 239

Said Haimor  
 Office: AE 305  
 Office hours: M 10:40-11:40 AM  
 E-mail: [sefhay@hotmail.com](mailto:sefhay@hotmail.com)

**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.

**Text Book:** The Economy of Money, Banking and Financial Markets; Fredric S. Mishkin; Addison/Wesley; 2004;.ISBN 321-12235-6.

**Study Guide:** (Optional) Frederic S. Mishkin & others; ISBN 0-321-19416-0

**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

**Course Outline:**

**Selected section of the following chapters will be covered**

Chapter	Title
1,2,3	Introduction
4,5,6,7	Financial Markets
8,9,10,11,12,13	Financial Institutions
14,15	The Federal Reserve System
19	The foreign Exchange Market
20,21	The international Financial System
27	Money and Inflation
28	Rational Expectations

**Economics3370-01**  
**Spring 2005**

**Public Sector Economics**  
**T, TH; 12:00 PM-1:50 PM; AE 142**

Instructor: Dr. D. Yaar  
Office: AE 305  
Office Hour: T 10:55 AM-11:55 AM, and by Appointment  
Phone: (510) 885-3825  
E-mail: [yaar@yaarnet.com](mailto:yaar@yaarnet.com)  
Textbook: Public Finance: A Contemporary Application of Theory to Policy, by: David N. Hyman, 8<sup>th</sup> Ed., 2005.  
Supplement: Study Guide to Public Finance, by David Hyman, 2005.  
Readings-  
Book: Beyond Politics: Markets, Welfare, and the Failure of Bureaucracy, by William C. Mitchell and Randy T. Simmons, 1994.  
Activities: Lectures; Class Discussions; Homework Assignments; Group Presentations (based on topics discussed in Mitchell and Simmons); Individual Research Paper; Midterm Tests; and Comprehensive Final Examination.

#### **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):

Mar 29:	Preparatory Explanation of the Course Plan; Introduction to Econ 3370; Chapter 1: Individuals and Government (Hyman)
<b>Mar 31:</b>	<b>No Class Meeting (Holiday)</b>
Apr 05:	Chapter 2: Efficiency, Markets, and Governments (Hyman) Chapter 1: Market Failure and Government Intervention (Mitchell and Simmons); Chapter 1 Review-Summary-Report due <sup>1</sup>
Apr 07:	Chapter 3: Externalities and Government Policy (Hyman)
Apr 12:	Chapter 4: Public Goods (Hyman)
Apr 14:	Chapter 5: Public Choice and the Political Process (Hyman)
<b>Apr 19:</b>	<b>First Test (Textbook Chapters 1, 2, 3, 4);</b> Chapter 2: Political Presuppositions of the Idealized State (Mitchell and Simmons); Chapter 2 Review-Summary-Report due
Apr 21:	Chapter 10: Introduction to Government Finance Hyman); Chapter 3: Unromantic Side of Democracy (Mitchell and Simmons); Chapter 3 Review-Summary-Report due
Apr 26:	Chapter 11: Taxation, Prices, Efficiency, and Distribution of Income (Hyman)
Apr 28:	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
<b>May 03:</b>	<b>Second Test (Textbook Chapters 5, 10, 11)</b>
May 05:	Chapter 14: Taxation of Personal Income in the United States (Hyman)
May 10:	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

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<sup>1</sup> All chapter summary -reports are based on the chapters of the class readings book Beyond Politics, by Mitchell and Simmons.



May 12:	Chapter 16: Taxes on Consumption and Sales (Hyman)
May 17:	<b>Third Test (Textbook Chapters 12, 14, 15);</b> 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:	<b>Fourth Test (Textbook Chapters 16, 17)</b>
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	<b>Final Examination</b>

### 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<sup>2</sup>:

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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<sup>2</sup> The mini-research reports are expected to provide a concise, clear, and well-organized picture of the information and data 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 or 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 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 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

**Economics 3551-01  
Spring 2005**

**Managerial Economics and Strategy  
MWF; 12:00 PM-1:10 PM; AE 293**

**Instructor:** Dr. D. Yaar  
**Office:** AE 305  
**Phones:** (510) 885-3825  
**E-mail:** [yaar@yaarnet.com](mailto:yaar@yaarnet.com)  
**Office Hours:** M 1:10-1:50 PM-, F 10:55-11:55 AM and by Appointment  
**Textbook:<sup>1</sup>** Managerial Economics, Mark Hirschey, 10<sup>th</sup> Ed.  
**Supplement:** Study Guide to Managerial Economics (required)  
**Req. Work Tool:** Calculator: Texas Instruments BA II Plus  
**Course Activities:** Lectures, Business Problem-Solving, Homework Assignments, Tests, and Reading Assignments

**I. 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 can you 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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<sup>1</sup> 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
<b>Apr 20:</b>	<b>First Midterm Test (Chapters 1, 2, 3)</b>
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:	<b>Second Midterm Test (Chapters 4, 7, 8)</b>
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:	<b>Third Midterm (Chapters 10, 11, 12)</b>
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:	<b>Final Exam, Noon to 1:50 PM</b>

## 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 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 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!

# **SAMPLE TITLE PAGE**

**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

EE 3551-02

California State University, East Bay  
College of Business and Economics

**Economics 3551**  
Spring 2005

**Managerial Economics**  
Office: MB 2599

Instructor

Professor Shyam J. Kamath  
(B.A. (Hons.), MBA, MA, Ph.D.)  
University Professor of International Economics &  
Business, College of Business & Economics, CSUEB  
Executive Director, Global Programs/TEMBA Program, CSUEB

Texts

Paul G. Keat and Philip K.Y. Young Managerial Economics: Economic Tools for Today's Decision Makers, (4<sup>th</sup> Edn.). New Jersey: Prentice Hall, 2003.

Shyam J. Kamath, Executive Economics: A Primer, Xeroxed Articles & Cases.

Course Description

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:

Expected Learning Outcomes:	Methods of Assessment of Learning Outcomes				
	In-class and take home assignments	Oral and written Analysis of Cases	Mid-term Exam	Final Exam	Quiz at the Beginning & End of Class
Develop an understanding of the major concepts, tools and analytical techniques of global economic analysis	X	X	X	X	X
Understand concepts and techniques of:					
Demand and Supply analysis	X	X	X	X	X
Elasticity analysis	X	X	X	X	
Economic Value Analysis	X	X	X	X	X
Cost analysis	X	X	X	X	X
Market structure analysis	X	X		X	X
Pricing analysis	X	X		X	
Industry analysis	X	X		X	
Competitor analysis					
International trade models	X	X		X	X

<b>3. Use statistical software to understand and apply concepts and techniques of:</b>					
-Simple regression analysis	X	X		X	X
-Multiple regression analysis	X	X		X	X
-Time series forecasting	X	X	X	X	X
-Exponential Smoothing	X	X	X	X	X
-Econometric Forecasting	X	X	X	X	X
-Cost estimation	X	X	X	X	X
- Cost-benefit analysis	X	X	X		X
- Capital budgeting	X	X	X		X
<b>4. Understand concepts and techniques of information economics and analysis</b>	X	X		X	X
<b>5. Understand concepts of economics of strategy</b>	X	X		X	
<b>6. Understand concepts and tools of cost-benefit analysis</b>	X	X		X	X
<b>7. Understand concepts of global economic analysis</b>	X	X		X	X
<b>Understand basic concepts of international economics and finance</b>	X	X		X	X
<b>9. Develop competency in written communication</b>	X	X	X	X	

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 to 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:

<u>Date</u>	<u>Topic</u>	<u>Recommended Reading</u>
Week1	Introduction: Fundamental Concepts and The Goals of the Business Firm <ul style="list-style-type: none"> <li>- Fundamental Concepts</li> <li>- The Firm and Its Goals</li> <li>- Optimization Analysis for Business</li> <li>- Supply and Demand</li> </ul>	Keat & Young: Chapters 1, 2 & 3 Appendix 2A
Week2	Demand Analysis and Estimation <ul style="list-style-type: none"> <li>- Elasticity Analysis</li> <li>- Applications of Supply and Demand</li> <li>- Economic Value Analysis</li> </ul>	Keat & Young: Chapter 4 and Appendix 4A Kamath Primer: Tradeoffs (Reading #1)

<b>Week3 Demand Estimation</b>	<b>Keat &amp; Young: Chapter 5</b>
<ul style="list-style-type: none"> <li>- Simple Regression Model</li> <li>- Multiple Regression Model</li> <li>- Econometric Forecasting</li> </ul>	
<b>Week4 Business and Economic Forecasting</b>	<b>Keat &amp; Young: Chapter 6 and Appendix 6A</b>
<ul style="list-style-type: none"> <li>- Prerequisites of Forecasting</li> <li>- Types of Forecasts</li> <li>- Forecasting Techniques</li> </ul>	
<b>Week5 Production Analysis and Estimation</b>	<b>Keat &amp; Young: Chapter 7 &amp; Appendix 7A &amp; Appendix 7B</b>
<ul style="list-style-type: none"> <li>- Short-Run Production Decisions</li> <li>- Long-Run Production Decisions</li> <li>- Estimation of Production Functions</li> </ul>	
<b>Week6 Cost Analysis and Estimation</b>	<b>Keat &amp; Young: Chapter 8 and Appendix 8A and Appendix 8B</b>
<ul style="list-style-type: none"> <li>- Opportunity Cost Analysis</li> <li>- Short-run and Long-run Cost Analysis</li> <li>- Cost Estimation</li> </ul>	

### MID-TERM EXAM

<b>Week7 Market Structures and Decisions</b>	<b>Keat &amp; Young: Chapters 9 &amp; 10 and Appendix 9A and 9B</b>
<b>May 7 - Decisions in Price Takers Markets</b> <ul style="list-style-type: none"> <li>- Decisions in Price Searchers Markets</li> <li>- Competitive Forces Analysis</li> </ul>	<b>Kamath Primer: - How Competitive Forces Shape Strategy (Reading #2)</b> <ul style="list-style-type: none"> <li>- Industry Analysis: Structure and Dynamics (Reading #3)</li> <li>- Competitor Analysis (Reading #4)</li> </ul>
<b><u>Class Case:</u> Rescission of the Passive Restraint Standards</b>	
<b>Week8 Economics of Pricing</b>	<b>Keat and Young: Chapter 11</b>
<ul style="list-style-type: none"> <li>- Pricing in Price Takers Markets</li> <li>- Pricing in Price Searchers Markets</li> <li>- Special Topics in Pricing</li> </ul>	<b>Kamath Primer: -Pricing Strategies for Firms with Market Power (Reading #5)</b>

**Class Case: Webvan: Groceries on the Internet**

<b>Economics of the Internet</b>	<b>Keat &amp; Young: Chapter 12</b>
<ul style="list-style-type: none"> <li>- Basic Internet Economics</li> <li>- Internet Pricing</li> <li>- Ownership Models</li> </ul>	<b>Kamath Primer: -Pricing &amp; Market Making on the Internet (Reading #6)</b> <ul style="list-style-type: none"> <li>- Versioning (Reading #7)</li> </ul>

**Class Case: Priceline.com**

**Week9 Cost-Benefit Analysis**

- Incremental Analysis
- Methods of Project Evaluation
- Cost of Capital Analysis
- Valuation

**Keat & Young: Chapter 13 and Appendix 13A**

**Class Case: Ryanair A and B**

**Class Case: Ryanair (A&B)**

**Week10 Strategic Industry & Competitor Analysis**

- Dominant Economic Forces Analysis
- Driving Forces Analysis
- Competitive Forces Analysis
- Value Chain Analysis
- Strategic Cost Analysis
- Competitor Analysis
- Strategic Group Map Analysis
- Competitive Positioning Analysis
- Competitive Strategy Analysis
- Comparative SWOT Analysis
- Key Success Factors analysis
- Industry Attractiveness Analysis

**Kamath Primer: - Industry Analysis:**

**Structure & Dynamics (Reading #3)**

- Competitor Analysis (Reading #4)
- Market Analysis (Reading #8)
- Competitive Advantage of Nations (Reading #9)

**Groceries**

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.

1. Todd G. Buchholz, New Ideas from Dead Economists: An Introduction to Modern Economic Thought (Hammondsworth: Penguin Books, 1990)
2. Avinash Dixit and Barry Nalebuff, Thinking Strategically: The Competitive Edge in Business, Politics, and Everyday Life (New York: W.W. Norton, 1991)
3. Michael Porter, Competitive Strategy (New York: Free Press, 1980)
4. Michael Porter, Competitive Advantage (New York: Free Press, 1985)
5. Michael Porter, On Competition (Boston, MA.: Harvard Business School Press, 1999)
6. Thomas Nagle and Reed Holden, The Strategy and Tactics of Pricing: A Guide to Profitable Decision Making (Englewood Cliffs, NJ: Prentice Hall, 1995)
7. Paul Krugman, The Self-Organizing Economy (New York: Blackwell, 1996)
8. Lee W. McKnight and Joseph P. Bailey, Internet Economics (Cambridge, MA.: MIT Press, 1997)
1. Sharon Oster, Modern Competitive Analysis (New York: Oxford University Press, 1998)
10. Carl Shapiro and Hal Varian, Information Rules - A Strategic Guide to the Network Economy (Boston, MA.: Harvard Business School Press, 1999)
2. Liam Fahey, Outwitting, Outmaneuvering, and Outperforming Competitors (New York: Wiley, 1999)
3. Philip Evans and Thomas Wurster, Blown to Bits: How the New Economics of Information Transforms Strategy (Boston: MA.: Harvard Business School Press, 2000)
13. Garth Saloner, Andrea Shepard and Joel Podolny, Strategic Management (New York: Wiley, 2001)
14. Pankaj Ghemawat, Strategy and the Business Landscape: Core Concepts (Upper Saddle River, NJ: Prentice Hall, 2001)
15. David Aaker, Developing Business Strategies (New York: John Wiley, 1998)

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)**
- 12. Harvard Business Review (monthly)**

## **ECON 3551 – MANAGERIAL ECONOMICS GUIDELINES FOR CASE ANALYSIS**

### **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)

**I. MAIN ISSUES**

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:**

Mansfield Edwin, W. Bruce Allen, Neil A. Doherty and Keith Weigelt, Managerial Economics, Fifth Edition, 2002, Norton Publishers.

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: *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

$$\text{Final Grade Percentage} = \frac{\text{Total Points Earned}}{\text{Total Possible Points}}$$

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](mailto: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 Prentice Hall, Upper Saddle River, N.J.) 2005.

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	Chapters
I. Defining markets and supply/demand analysis	1, 2
II. Consumer choice and individual and market demand	3, 4
III. Uncertainty and consumer behavior	5
IV. Production and cost	6, 7
V. Perfect competition and competitive markets	8, 9
Midterm Exam	May 3, 2005
VI. Monopoly, monopsony and pricing strategies	10, 11
VII. Monopolistic competition, oligopoly and games	12, 13
VIII. Factor inputs and investment decisions	14, 15
Presentations	May 31, 2005
IX. Asymmetric information, externalities and public goods	17, 18
Final Exam	June 9, 2005

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.

**TEXT:** Tom Tietenberg, *Environmental and Natural Resource Economics* 6<sup>th</sup> edition

**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 web site 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 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.)

### **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.csu Hayward.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.

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

<b>Course Outline</b>		
<b>Week:</b>	<b>Topic:</b>	<b>Reading:</b>
March 28	Introduction	Ch. 1
April 4	Valuing the Environment	Chs. 2, 3
April 11	Economic Incentives Introduction to Sustainability	Chs. 4, 5 plus readings from <i>The Economist</i>
April 18	Population Growth	Ch. 6
<b>MIDTERM #1: Wednesday, April 20</b>		
April 25	Maximizing the Value of Resources	Ch. 7
May 2	Energy Choices The Laws of Thermodynamics	Ch. 8 assignment TBA
May 9	Recyclable and Replenishable Resources	Chs. 9, 10, 11
<b>MIDTERM #2: Wednesday, May 11</b>		
May 16	Biodiversity I: Forest Habitats Biodiversity II: Commercially Valuable Species	Chs. 12, 13
May 23	Resource Scarcity and Pollution Control	Chs. 14, 15, 16
<b>TERM PAPER AND TERM PROJECT DUE: May 25, 1:10 p.m.</b>		
June 1	Regional and Global Pollution Sustainability Revisited	Chs. 17, 19, 23
(May 31 is Memorial day. The university will be closed. There will be no class held.)		
<b>FINAL EXAM: Wednesday, June 8, 12:00 - 2:00 p.m.</b>		
<b>(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.)</b>		



EC 4590-01  
6590

Economics 4590  
Health Economics

Lynn Paringer  
Spring, 2005

### Course Outline

Office: TR657A

Office Hours: 1:00 – 2:00 Tuesday

Phone: 885-3986

5:30 – 6:30 Wednesday

E-mail: [lparinge@csuhayward.edu](mailto:lparinge@csuhayward.edu)

1:00 – 2:00 Thursday

Text: Henderson, James, Health Economics and Policy (Third Edition), (Southwestern; Cincinnati, OH), 2005.

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

Syllabus

Course Information: **International Finance** Spring 2005  
 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

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

Textbook: **International Economics: Robert J. Carbaugh; 10<sup>th</sup> Edition; Southwestern, 2005.**

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 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.**

\*\* **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

1.	Introduction: The International Economy	Ch.1
2.	The Balance of Payments	Ch.10
3.	Foreign Exchange	Ch.11
4.	Exchange Rate Determination	Ch.12
5.	Balance of Payments Adjustments	Ch.13
5.	Exchange Rate Adjustments and the Balance of Payments	Ch.14
6.	Exchange Rate Systems & Currency Crises	Ch.15
7.	Macroeconomic Policy in an Open Economy	Ch.16
8.	International Banking: Reserves, Debt, and Risk	Ch.17

**Workshop in  
Economic Research  
Economics 4895  
Spring 2005**

Prof. Charles W. Baird  
885-3275  
cbaird@csu Hayward.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	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. 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**

**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 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	Chapters 1-3
4/5: The Theory of Capitalism	Chapter 5
4/12: The Theory of Planned Socialism	Ch. 6
4/19: The Theory of Market Socialism	Chapter 7
4/26: Varieties of Market Capitalism	Chapters 8 -10
5/3: Performance and Decline of the Command Economies	Chapters 11, 13
5/10: The Case of China	Chapter 12
5/17: Introduction to Transition	Chapter 14
5/24: Varieties and Performance of Transition Economies	Chapter 16, 21
5/31: Alternative Paths of Developing Economies	Chapter 22

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@csu Hayward.edu

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

**TEXTS:** De Vaus, David. 2001. Research Design in Social Research. Thousand Oaks, CA: Sage Publications.

Gujarati, Damodar. 1995. Basic Econometrics. New York: McGraw Hill (or any other econometrics book).

**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.

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

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

**REQUIRED READINGS**  
(in reader)

**Assignments:**

- Bertrand, Marianne and Mullainathan, Sendhil. 2001. "Do People Mean What They Say? Implications for Subjective Survey Data." American Economic Review, Papers and Proceedings, May, Vol. 91 (2), pp. 67-72.
- Black, Thomas R. 1999. Doing Quantitative Research in the Social Sciences: An Integrated Approach to Research design, Measurement and Statistics. Thousand Oaks, CA: Sage Publications. Chapters 1-2 and 5.  
Chapter 1: The Nature of Enquiry  
Chapter 2: Beginning the Design Process  
Chapter 5: Identifying Populations and Samples
- Cooper, Donald R. and Pamela S. Schindeler. 2003. Basic Research Methods. NY: McGraw Hill, Chapter 4.
- Friedman, Milton. 1953 Essays in Positive Economics. Chicago: The University of Chicago Press
- Levi, Maurice. 1985. Thinking Economically: How Economic Principles Can Contribute to Clear Thinking. NY: Basic Books. Chapters 1 and 2.
- Lewis-Beck. 1995. Data Analysis: An Introduction. Thousand Oaks, CA: Sage Publications. Sections 1-4.

**Paper:**

<http://www.rich.frb.org/pubs/eq/pdfs/spring1995/webb.pdf> An Index of Leading Indicators for Inflation. (On Reserve in the Library).

<http://research.stlouisfed.org/publications/review/03/11/pakko.pdf> Burgernomics: A Big Mac Guide to Purchasing Power Parity (On Reserve in the Library).

<http://www.kc.frb.org/publicat/econrev/PDF/4q00shen.pdf> The P/E Ratio and Stock Market Performance. (On Reserve in the Library).

<http://www.federalreserve.gov/pubs/ifdp/2003/765/ifdp765.pdf> An Empirical Analysis of Inflation in OECD Countries. (On Reserve in the Library).

<http://www.kc.frb.org/Publicat/econrev/pdf/3q97bons.pdf> Does the Yield Spread Predict Real Economic Growth? (On Reserve in the Library).

<http://www.kc.frb.org/Publicat/econrev/pdf/4q97kozi.pdf> Predicting Real Growth and Inflation with the Yield Spread. (On Reserve in the Library).

<http://www.kc.frb.org/Publica/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/04/01/garrett.pdf> Casino Gaming and local employment trends.

<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.

<http://research.stlouisfed.org/publications/net/20031001/netpub.pdf> Rolling variance of GDP in the U.S. Should be done for selected other countries. From National Economic Trends. (On Reserve in the Library).

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.

1. Alm, James, Fitzroy Lee, and Sally Wallace. 2005. "How Fair? Changes in Federal Income Taxation and the Distribution of Income 1978 to 1998." Policy Analysis and Management, Vol. 24 (1) Winter, pp. 5-22.
2. Bakija, Jon M.; William G. Gale; and Joel B. Slemrod. 2003. "Charitable Bequests and Taxes on Inheritances and Estates: Aggregate Evidence from across States and Time." American Economic Review Papers and Proceedings, Vol. 93 (2), pp. 306-370.
3. Besley, Timothy and Robin Burgess. 2004. "Can Labor Regulation Hinder Economic Performance? Evidence from India." The Quarterly Journal of Economics. Vol. 119 (1), pp. 91-134.
4. Bifulco, Robert, William Duncombe, John Yinger. 2005. "Does Whole-School Reform Boost Student Performance? The Case of New York City." Policy Analysis and Management, Vol. 24 (1) Winter, pp. 47-72.
5. Bitler, Marianne P and Janet Currie. 2005. "Does WIC Work? The Effects of WIC on Pregnancy and Birth Outcomes." Policy Analysis and Management, Vol. 24 (1) Winter, pp. 73-90.
6. Clark-Kauffman, Elizabeth; Greg J. Duncan; and Pamela Morris. 2003. "How Welfare Policies Affect Child and Adolescent Achievement." American Economic Review Papers and Proceedings, Vol. 93 (2), pp. 299-303.
7. Costa, Dora L. and Matthew E. Kahn. 2003. "The Rising Price of Nonmarket Goods." American Economic Review Papers and Proceedings, Vol. 93 (2), pp. 227-232.
8. Fry, Richard and B. Lindsay Lowell, 2003. "The Value of Bilingualism in the U.S. Labor Market." Industrial and Labor Relations Review, Vol. 57 (1), pp. 128-140.
9. Gunther, Jeffery W. 2002. "Safety and Soundness and the CRA: Is there a Conflict?" Economic Inquiry. Vol. 40 (3), pp. 470-484.
10. Hall, Jane V.; Victor Brajer; and Frederick W. Lurmann. 2003. "Economic Valuation of Ozone-Related School Absences in the South Cost Air Basin of California." Contemporary Economic Policy, Vol. 21 (4), pp. 407-417.
11. Houseman, Susan; Arne L. Kalleberg; and George A. Erickcek. 2003. "The Role of Temporary Agency Employment in Tight Labor Markets." Industrial and Labor Relations Review, Vol. 57 (1), pp. 105-127.
12. Iceland, John. 2003. "Why Poverty Remains High: The Role of Income Growth, Economic Inequality, and Changes in Family Structure, 1949-1999." Demography, Vol. 40 (3), pp. 499-519.
13. Joyce, Ted. 2004. "Did Legalized Abortion Lower Crime?" Journal of Human Resources, Vol. 39 (1), pp. 1-49.
14. Longley, Neil. 2003. "Modeling the Legislator as an Agent for the Party: The Effects of Strict Party Discipline of Legislator Voting Behavior." Contemporary Economic Policy, Vol. 21 (4), pp. 490-499.
15. Neumark, David and William Wascher. 2002. "Do Minimum Wages Fight Poverty?" Economic Inquiry. Vol. 40 (3), pp. 315-333.
16. Smith, James P. 2003. "Assimilation across the Latino Generations." American Economic Review Papers and Proceedings, Vol. 93 (2), pp. 315-319.

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**

Winter 2002



# ECON

## WINTER 2005

### 2301

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	PARINGER L	MWF	1040AM	1150AM	65
02	DWYER W	TR	1000AM	1150AM	64

### 2302

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	HAIMOR S	MWF	1200PM	0110PM	63
02	TONTZ J	TR	1200PM	0150PM	43
30	RAMRATTAN L	MW	0600PM	0750PM	36

### 3000

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	LIMA A	TR	1200PM	0150PM	32

### 3005

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	ST CLAIR D	MWF	1040AM	1150AM	55
02	LIMA A	TR	0800AM	0950AM	170
30	RAMRATTAN L	MW	0600PM	0750PM	50
95	WOODS J	T	0630PM	1000PM	51

### 3310

Sec	Instructor1	Days	From Hr	To Hr	Enrl
30	HAIMOR S	MW	0600PM	0750PM	52
95	YAAR M	W	0630PM	1000PM	26

Economics 2301  
Microeconomic Theory

Lynn Paringer  
Winter, 2005

### Course Outline

Office: TR657A  
Phone: 510 885-3986  
E-mail: [lparinge@csu Hayward.edu](mailto:lparinge@csu Hayward.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.

Text: Krugman, Paul and Robin Wells, Microeconomics, (New York, Worth Publishers) 2005.

### Reading List

	Chapters
I. Principles and Tradeoffs	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** Winter 2005  
Section: 02, Time: T, Th 10:00-11:50 AM

Instructor: Professor William Dwyer (Room AE 305)  
Phone: (510) 885-3825 Ext 3 (leave a message)  
E-mail: [wswdwyer@comcast.net](mailto:wswdwyer@comcast.net). (Office Hours: Th 12:00-1:00)

Course Objective: *The Economic Way of Thinking*: Paul Heyne, Peter Boettke and David Prychitko (10<sup>th</sup> 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:

A	=	100-90	C+	=	69-65
A-	=	89-85	C	=	64-60
B+	=	84-80	C-	=	59-55
B	=	79-75	D+	=	54-50
B-	=	74-70	D	=	45-49
			F	=	44-0

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)  
 sefhay2hotmail.com  
 Time: MWF: 12:00-1:10PM

Said Haimor  
 Office: AE 305  
 Office hours:

E-mail:

**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.

**Text Book:** Principles Of Macroeconomics, John B. Talyor; Fourth Edition; Houghton Mifflin company; ISBN 0-618-23003-3

**Study Guide:** (Optional) Principles of Macroeconomics; David H. Papell & others; ISBN 0-618-23005-X.

**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:

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**

Chapter	Title
1,2,3	Introduction to Economics
4,5,6,7,8,9	Principles of Macroeconomics: Measuring the production, income, and spending of a nations; the spending allocation model; unemployment and inflation; productivity and economic growth, money and inflation
10,11,12,13,14,15	Economic fluctuations and macroeconomic policy: the nature and causes of economics fluctuation; the fluctuations model and its use; fiscal policy and monetary policy.
18	International trade policy

## 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.

**Text:** N. Gregory Mankiw: *Brief Principles of Macroeconomics*, 3<sup>rd</sup> edition, 2004, 3Thomsom, SouthWestern Publishing ISBE: 0-324-26941-2

**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

Date	Topic	Chapter(s)
January 4	Introduction	1,2
January 6	Lab work	
January 11	Gains from Trade	3
January 13	Supply & Demand , Measuring National Income	4,5
January 18	Review	
January 20	EXAM # 1	
January 25	Cost of Living, Production & Growth	6,7
January 27	The Financial System	8
February 1	Finance	9
February 3	Review	
February 8	EXAM #2	
February 10	Unemployment and Its natural Rate	10
February 15	Monetary System and Inflation	11.12
February 17	An Open Economy	13

February 22	Open Economy	14
February 24	Review	
March 1	EXAM #3	
March 3	Aggregate Demand & Supply & Gov. Policies	15,16
March 8	Short-run and Policy Debates	17,18
March 10	Review	
March 17	FINAL EXAM	

**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:** [jtontz@csuhayward.edu](mailto:jtontz@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](mailto:Lallram@netscape.net)  
Office: AE 214: 5:30-6:00 pm. MW (1/2 hr. before class).

**Reading Materials:**

The basic text and reading materials for this course: N. Gregory Mankiw, *Principles of Macroeconomics*, [The Dryden Press, 2004, Third or latest Edition, ISBN: 032 171 897]

**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 economies (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.

Description	Weights	Dates
First Quiz	25 Points	Jan., 12
Midterm	100 Points	Feb., 2
Second Quiz	25 Points	Feb., 16
Final	100 Points	Per University Schedule.
HW Assignments	2 Points Each	TBA

Economics 3000  
 Microeconomic Theory  
 Winter, 2005  
 Phone: (510) 885-3889  
 e-mail: tlima@csu Hayward.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*, 6<sup>th</sup> 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)	leave
2.	NetID or ID number (last 4 digits)	this side
3.	All telephone numbers	blank
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.csu Hayward.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.

<b>Course Outline</b>		
<b>Week:</b>	<b>Topic:</b>	<b>Reading:</b>
January 4	Introduction, Supply and Demand, Regression Basics	Chs. 1, 2 plus appendix (p. 675)
January 11	Consumers, Households and Demand	Chs. 3, 4. Ch. 5 optional
January 18	Production and Cost	Chs. 6, 7
January 25	Profit Maximization	Ch. 8
<b>MIDTERM #1: Thursday, January 27</b>		
February 1	Competition	Ch. 9
February 8	Market Power	Chs. 10, 11
February 15	Between Monopoly and Perfect Competition	Ch. 12
<b>MIDTERM #2: Thursday, February 17</b>		
February 22	Game Theory	Ch. 13
March 1	Factor Markets and Capital Markets	Chs. 14, 15
March 8	Information and Externalities	Chs. 17, 18. Ch. 16 optional
<b>FINAL EXAM: Thursday, March 17, 8:00 – 10:00 a.m.</b>		
<b>(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.)</b>		



Economics 3005  
Macroeconomic Theory

Dr. David J. St. Clair  
Winter 2005

## 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@csu Hayward.edu](mailto:dstclair@csu Hayward.edu)

### Texts:

- G. Clayton and M. Giesbrecht, A Guide to Everyday Economic Statistics (6<sup>th</sup> Ed.)
- 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

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

"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*, 9<sup>th</sup> edition (required)  
:  
*Study Guide* (strongly recommended)

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

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.csu Hayward.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.

<b>Course Outline</b>		
<b>Week:</b>	<b>Topic:</b>	<b>Reading:</b>
January 4	Introduction	Ch. 1
January 11	The Income-Expenditure Model	Chs. 2, 3
	National Income Accounting	
January 18	The IS-LM Model	Ch. 4
January 25	The IS-LM Model	Ch. 4, Ch. 5 appendix
<b>MIDTERM #1: Thursday, January 27</b>		
February 1	Using The IS-LM Model	Ch. 5
February 8	International Linkages	Ch. 6
February 15	Aggregate Demand	Ch. 7
<b>MIDTERM #2: Thursday, February 17</b>		
February 22	Aggregate Demand	Ch. 7
March 1	Aggregate Supply	Ch. 8
March 8	Aggregate Supply	Ch. 8
<b>FINAL EXAM: Thursday, March 17, 8:00 – 10:00 a.m.</b>		
<b>(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.)</b>		

**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](mailto:Lallram@netscape.net)  
 Office: AE 214: 5:30-6:00 pm. MW (and after class).

**Readings:**

The main text for the course is *Macroeconomics* by Rudiger Dornbusch, Stanley Fischer, and Richard Startz, McGraw-Hill/Irwin, 9<sup>th</sup> Edition, 2004 (ISBN:0072939176).

There will be a reader as well: *New Frontiers in Economics* by Michael Szenberg and Lall Ramrattan, Cambridge Press, 2004 (ISBN: 0521545366 (paperback))

**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 2<sup>nd</sup> quiz if the class does well on the midterm. The overall grade is based on the absolute scale.

Description	Weights	Dates
1. First Quiz	25	Jan., 12
2. Midterm	100	Feb., 2
3. Second Quiz	25	Feb., 16
4. Final	100	Per University Schedule.
5. Homework	2 each	TBA
6. Two Papers on the Reader	25 points each	One due at the Midterm; the other, at the Final

**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:**

Mankiw, N. Gregory, Macroeconomics, Fifth Edition, 2003, Worth Publishers.  
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 ext. 1  
E-mail: [jgw56@juno.com](mailto: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  
Exam 1
3. National Income: Where it Comes From and Where it Goes
6. Unemployment  
Exam 2
4. Money and Inflation
18. Money Supply and Money Demand  
Exam 3
9. Introduction to Economic Fluctuations
14. Stabilization Policy
15. Government Debt and Budget Deficits
5. The Open Economy  
Epilogue: What We Know, What We Don't
- Final Exam

*I hope you enjoy the course!*



## Syllabus

Economics 3310-30  
Money and Banking  
Winter 2005

Phone: (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: sefhay2hotmail.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.

**Text Book:** The Economy of Money, Banking and Financial Markets; Fredric S. Mishkin; Addison/Wesley; 2004; ISBN 321-12235-6.

**Study Guide:** (Optional) Frederic S. Mishkin & others; ISBN 0-321-19416-0

**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**

Chapter	Title
1,2,3	Introduction
4,5,6,7	Financial Markets
8,9,10,11,12,13	Financial Institutions
14,15	The Federal Reserve System
19	The foreign Exchange Market
20,21	The international Financial System
27	Money and Inflation
28	Rational Expectations

Economics 3310  
 Winter 2005  
 W 6:30 PM-10:00 PM

Money and Banking  
 Contra Costa Campus  
 Room: CCLB 151

Instructor: Dr. Yaar  
 Office: LB 240  
 Office Hour: W 5:25 PM-6:25 PM  
 Phone: 925-602-6700  
 E-mail: [yaar@yaarnet.com](mailto:yaar@yaarnet.com)  
 Text: *Money, the Financial System, and the Economy.*  
 R. Glenn Hubbard, 5<sup>th</sup> Edition.  
 Supplement: Study Guide to Money, the Financial System, and  
 the Economy.  
 Activities: Lectures, Class Discussions and Debates, Weekly  
 Diaries of U.S. and World Monetary Events, Tests

#### I. 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; <b>First Quiz (Chapters 1, 2, 3)</b>
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; <b>Second Quiz (Chapters 4, 5, 6, 7)</b>
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; <b>Third Quiz (Chapters, 12, 13, 14, 15)</b>
Mar 09:	Chapter 20: Monetary Policy Tools; Weekly Diary 9 due
Mar 16:	<b>Final Examination (comprehensive), 6:30 PM-8:30 PM;</b> 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:



- 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.

Economics 3500  
Winter 2005

Urban Economics  
MWF 12:00 PM-1:10 PM

Instructor: Dr Yaar  
Office: AE 305  
Office Hours: Monday, 10:55 AM-11:55 AM and by Appointment  
Phone: (510) 885-3825  
E-Mail: [yaar@yaarnet.com](mailto:yaar@yaarnet.com)  
Textbook: *Urban Economics*. Arthur O'Sullivan, 5<sup>th</sup> Ed.  
Readings: (See the Readings List Attached)  
Activities: Class Lectures; Research Projects/Class Discussions;  
Group Presentations; Two Quizzes; Final Examination

**I. What this Course is about:**

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? <b>First Test (Chapters 1, 2, 3)</b> ; 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; <b>Second Test (Chapters 4, 5, 6, 7)</b>
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).<sup>1</sup> For presentation purposes, in addition

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<sup>1</sup> 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, 5<sup>th</sup> edition, Part IX. For ideas about what a research paper in economics must contain (and not contain) consult: Economical Writing, by Deirdre N. McCloskey, 2<sup>nd</sup> 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:**

Your 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 or 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 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 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.

**Readings List**  
Economics 3500  
Dr. Yaar

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.

- Bairoch, Paul (1988). *Cities and Economic Development: From the Dawn of History to the Present*. Chicago: University of Chicago Press.
- Bartik, Timothy (1991). *Who Benefits from State and Local Economic Development Policies?* Kalamazoo, MI: W.E. Upjohn Institute for Employment Research.
- Berry, Brian, and William Garrison (1958). "A Note on Central Place Theory and the Range of a Good." *Economic Geography* 34: 304-311.
- Bingham, Richard D., and Deborah Kimble (1995). "The Industrial Composition of Edge Cities and Downtowns: The New Urban Reality." *Economic Development Quarterly* 9: 259-272.
- Boulding, Kenneth E. (1963). "The Deam of the City." In Handlin and Burchard (eds.) op.cit. 133-145.
- Cappoza, Dennis, and Robert Helsley (1989). "The Fundamentals of Land Prices and Urban Growth." *Journal of Urban Economics* 26: 295-306.
- Carlino, Gerald, and Edwin Mills (1987). "The Determinants of County Growth." *Journal of Regional Science* 227: 39-54.
- Coase, Ronald (1960). "The Problem of Social Cost." *Journal of Law and Economics* 3: 1-44.
- Cromwell, Brian (1991). "Public Sector Maintenance: The Case of Local Mass-transit." *National Tax Journal* 44: 199-212.
- Dowall, David (1996). "An Evaluation of California's Enterprise Zone Programs." *Economic Development Quarterly* 10: 352-368.
- Eaton, Jonathan, and Zvi Eckstein (1994). "Cities and Growth: Theory and Evidence from France and Japan." NBER Working Paper #4612. Cambridge, MA: National Bureau of Economic Research.
- The Economist, 29 July 1995. "Turn up the Lights: A Survey of Cities."
- Freeman, Richard, and Brian Hall (1987). "Permanent Homelessness in America." *Population Research and Policy Review* 6: 3-27.
- Garreau, Joel (1994). "Edge Cities in Profile." *American Demographics* 16: 24-33.
- Gottlieb, Paul (1994). "Amenities as an Economic Development Tool: Is There Enough Evidence?" *Economic Development Quarterly* 8: 270-285.
- Hubert, Franz (1993). "The Impact of Rent Control on Rents in the Free Sector." *Urban Studies* 30: 51-61.
- International Energy Agency (1993). *Car and Climate Change*. Paris: Organization for Economic Cooperation and Development/ International Energy Agency.
- Keating, W. Dennis (1994). *The Suburban Racial Dilemma: Housing and Neighborhoods*. Philadelphia: Temple University Press.
- Krugman, Paul (1995). *Development, Geography, and Economics Theory*. Cambridge, MA: MIT Press.

- Mieszkowski, Peter, and Mahlon Straszheim, eds. (1979). *Current Issues in Urban Economics*. Baltimore: John Hopkins University Press.
- Mills, Edwin, and John McDonald, eds. (1992). *Sources of Metropolitan Growth*. New Brunswick, NJ: Center for Urban Policy Research.
- Munnell, Alicia (1992). "Policy Watch: Infrastructure Investment and Economic Growth." *Journal of Economic Perspectives* 6: 189-198.
- Noyelle, Thiery, and Thomas Stanback, Jr. (1984). *The Economic Transformation of American Cities*. Totowa, NJ: Roman and Allenheld.
- Okner, Benjamin (1974). "Subsidies of Stadiums and Arenas." In: *Government and the Sports Business*. Roger Noll (ed.). Washington: Brookings Institution.
- Pogodzinski, J.M., and Tim Sass (1990). "The Economic Theory of Zoning: A Critical Review." *Land Economics* 66: 294-314.
- Rossi, Peter H. (1989). *Down and Out in America: The Origin of Homelessness*. Chicago: University of Chicago Press.
- Sassen, Saskia (2004). "The Global City: Strategic Site/New Frontier." In: *Global Tensions*. Lourdes Beneria and Savitri Bisnath (eds.). Routledge.
- Stull, William J. (1986). "The Urban Economics of Adam Smith." *Journal of Urban Economics* 20: 291-311.
- Wassmer, Robert (1993). "The Use and Abuse of Economic Development Incentives in a Metropolitan Area." *Proceedings of Eighty-Sixth Annual Conference, National Tax Association*. 146-157.
- White, Michelle (1986). "Property Taxes and Urban Housing Abandonment." *Journal of Urban Economics* 20: 312-330.
- Yinger, John (1979). "Prejudice and Discrimination in Urban Housing Market." In P. Mieszkowski and Straszheim (eds.) *op. cit.* 430-893.

**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
3. A Comparative Study of Urban Problems in the U.S., Great Britain, France, and Germany.
4. China's Urban Problems: Past, Present, and Future.
5. Effects of Urbanization on Natural and Environmental Resources.
6. Inner City Problems: San Francisco, New York, and Los Angeles.
7. The Housing Market in San Francisco-Bay Area.
8. Effects of Globalization on Urban Development: The Concept of Global City.
9. Cities of the Future.
10. Urbanization Trends and Problems in Less Developed Countries.
11. Homelessness in the United States.
12. Costs and Benefits of Urban Sprawl: Real-world Issues and Examples
13. European Cities and Urban Centers During the Middle Ages
14. Rent Controls in the United States: History and Pros and Cons.
15. City Planning and Management.
16. Urban Development and Transit Bottle-necks: Costs and Consequences.
17. Urbanization and Urban Problems in Mexico.
18. Urbanization and its Consequences in India.
19. A Comparative View of Urban Crime in New York, London, and Paris.
20. Segregation and Discrimination in the Housing Market.
21. Enterprise Zones: Costs and Effects.
22. The Effects of Sport Stadiums on City Growth: Pro and Cons.
23. Economics of Zoning: Theory and Evidence.
24. Urban Issues and Problems from the Perspective of Classical Economists.
25. A Survey of the History of Urban Economics.
26. The Mega Cities of the World: Problems and Challenges they Face.



# 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:

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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 \_\_\_\_

- **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 \_\_\_\_

**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:

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**Brief Description of the Research Agenda and Methodology:**

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**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 \_\_\_\_\_

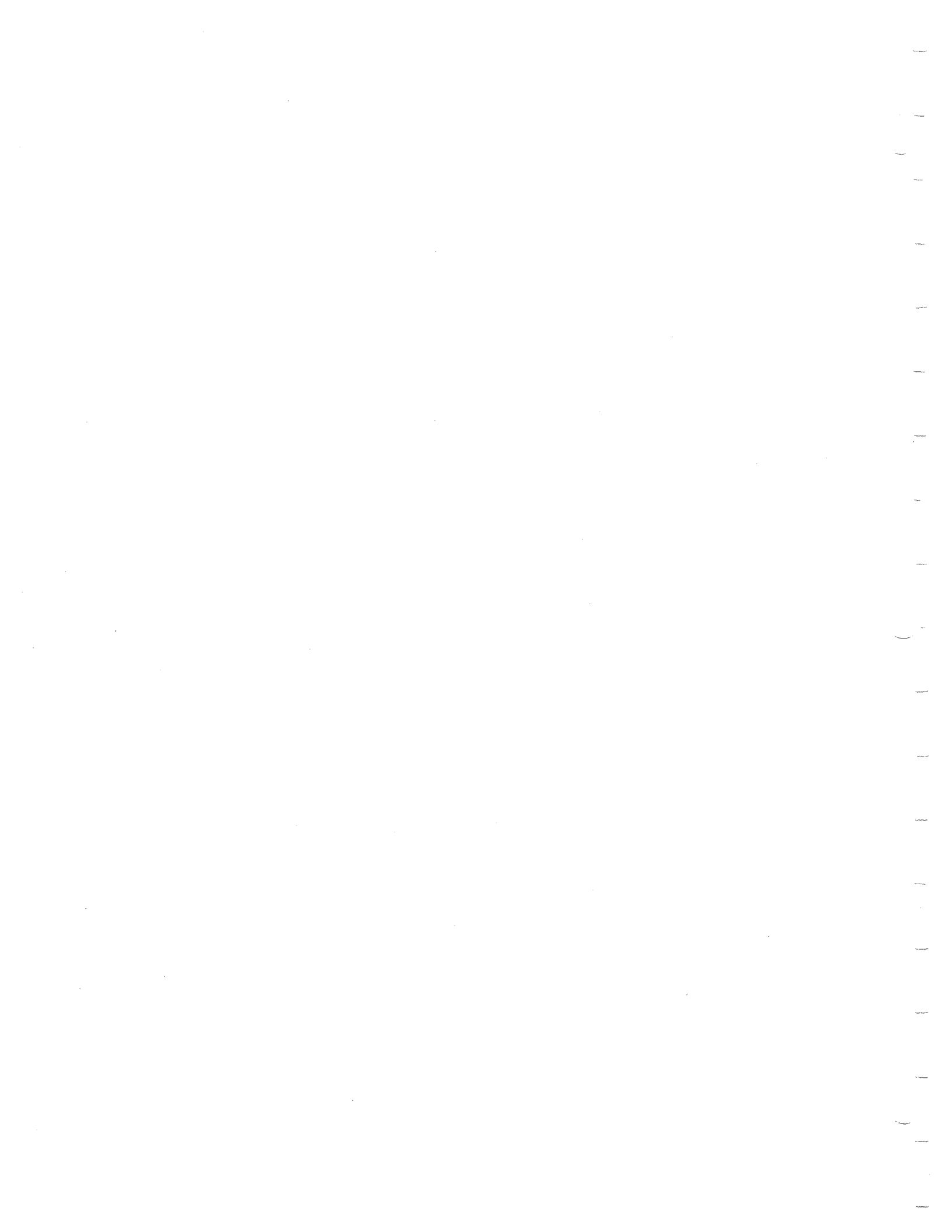
**Assessment of the Overall Performance:**

### 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



Economics 3551  
Managerial Economics  
Professor: Dr. James Ahiakpor  
[jahiakpor@csuhayward.edu](mailto:jahiakpor@csuhayward.edu)

Winter 2005

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.

**TEXT:** Edwin Mansfield, W. Bruce Allen, Neil A. Doherty, Keith Weigelt, *Managerial Economics* 5th ed., (New York: W.W. Norton) 2002.

**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 ( <i>comprehensive</i> ) | 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.

## **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.
2. Concepts and Techniques of Optimization: Text Ch. 2.
3. Demand Theory: Text, Ch. 3.
4. The Analysis of Costs: Text, Ch. 9, pp. 321–41, 358–70.
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  
 Room: AE 0238

Said Haimor  
 Office: AE 305  
 Office hours: Tuesday 6:00-7:00PM  
 Phone: (510) 885 3825 Ext 2 (leave a message)  
 E-mail: sefhay@hotmail.com

**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.

**Text Book:** Managerial Economics: Application, Strategy, and Tactics; McGuigan, Moyer, and Harris; 10<sup>th</sup> Edition; Thomson South Western ; 2005; ISBN 0-324-25923-9

**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**

<u>Topics</u>	<u>Chapter(s)</u>
1. Introduction & Fundamental Economic Concepts	Ch. 1,2
2. Demand Analysis (Theory, estimation, forecasting)	Ch. 3,4
4. Production & Cost theory (General review of selected sections)	Ch. 7,8,9
5. Pricing & Output Decisions	Ch.10, 11
6. Price & Output Determination	Ch. 12
7. Pricing Techniques and Analysis	Ch. 14

**Economics 3551-90**  
**Winter 2005**

**Managerial Economics and Strategy**  
**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](mailto:yaar@yaarnet.com)  
**Office Hours:** T 11:20 AM – 12:20 PM and by Appointment  
**Textbook:<sup>1</sup>** Managerial Economics, Mark Hirschey, 10<sup>th</sup> 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 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 to the class.

### **II. Course Timeline and Textbook Material Covered:**

Jan 04:	Chapter 1: The Nature and Scope of Managerial Economics
Jan 06:	Chapter 2: Economic Optimization
Jan 11:	Economic Optimization continued
Jan 13:	Chapter 3: Demand and Supply
Jan 18:	Demand and Supply continued
Jan 20:	Chapter 4: Demand Analysis
Jan 25:	Chapter 7: Production Analysis and Compensation Policy
Jan 27:	Production Analysis continued; <b>First Midterm Test (Chapters 1, 2, 3)</b>

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<sup>1</sup> 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.

Feb 01:	Chapter 8: Cost Analysis and Estimation
Feb 03:	Cost Analysis continued
Feb 08:	Chapter 10: Perfect Competition and Monopoly
Feb 10:	Perfect Competition and Monopoly continued; <b>Second Midterm Test (Chapters 4, 7, 8)</b>
Feb 15:	Chapter 11: Monopolistic Competition and Oligopoly
Feb 17:	Monopolistic Competition and Oligopoly continued
Feb 22:	Chapter 12: Pricing Practices
Feb 24:	Pricing Practices continued
Mar 01:	Chapter 14: Risk Analysis; <b>Third Midterm (Chapters 10, 11, 12)</b>
Mar 03:	Risk Analysis continued; Chapter 15: Capital Budgeting
Mar 08:	Capital Budgeting continued
Mar 10:	Review and Preparation for the Final
Mar 17:	<b>Final Exam, Noon to 1:50 PM</b>

### 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 by 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 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. 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 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 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!

**Sample Title Page for Homework  
Assignments  
Economics 3551  
Winter 2005**

**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



Economics 4400  
Econometrics

Lynn Paringer  
Winter, 2005

### Course Outline

Office: TR657A

Office Hours: Monday, 9:30 – 10:30

Phone: 510 885-3986

5:30 – 6:30

E-mail: [lparinge@csuhayward.edu](mailto:lparinge@csuhayward.edu)

Wednesday, 9:30 – 10:30

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.

Text: Ashenfelter, O., P. Levine, and D. Zimmerman, Statistics and Econometrics: Methods and Applications, (New York, John Wiley and Sons), 2003

### Reading List

	Chapters
I. Introduction	1
II. Basic Probability and Probability Distributions	2, 3
III. Expectations and Multivariate Distributions	4, 5
IV. Sampling and Sampling Distributions	6
V. Hypothesis Testing and Estimation	7, 8
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  
[jahiakpor@csu Hayward.edu](mailto:jahiakpor@csu Hayward.edu)

Winter 2005

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.

**Text:** (Required): D. Perkins, S. Radelet, D. Snodgrass, M. Gillis, and M. Roemer, *Economics of Development* (Norton) 2001.

**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%
3. Mid-term Examination	30%
3. Final Examination ( <b>Comprehensive</b> )	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.

## **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.  
Ahiakpor (2003) “Chapter 9: The Classical Theory of Growth ...”  
Ahiakpor (1985) “Dependency Theory” *International Organization*.
4. Domestic Savings, Investment, and Economic Development.  
Perkins, et al., Chs. 11 & 13.
5. Foreign Capital and Economic Development.  
Perkins, et al., pp. 404–19, Ch. 14.  
Ahiakpor (1990) *Multinationals and Economic Development*, Chs. 2, 3 & 4.
6. Human Capital and Economic Development.  
Perkins, et al., Chs. 8 & 9.
7. Agriculture and Industry in Economic Development.  
Perkins, et al., Chs. 15 & 17.
8. External Trade and Economic Development.  
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@csu Hayward.edu](mailto:lparinge@csu Hayward.edu)

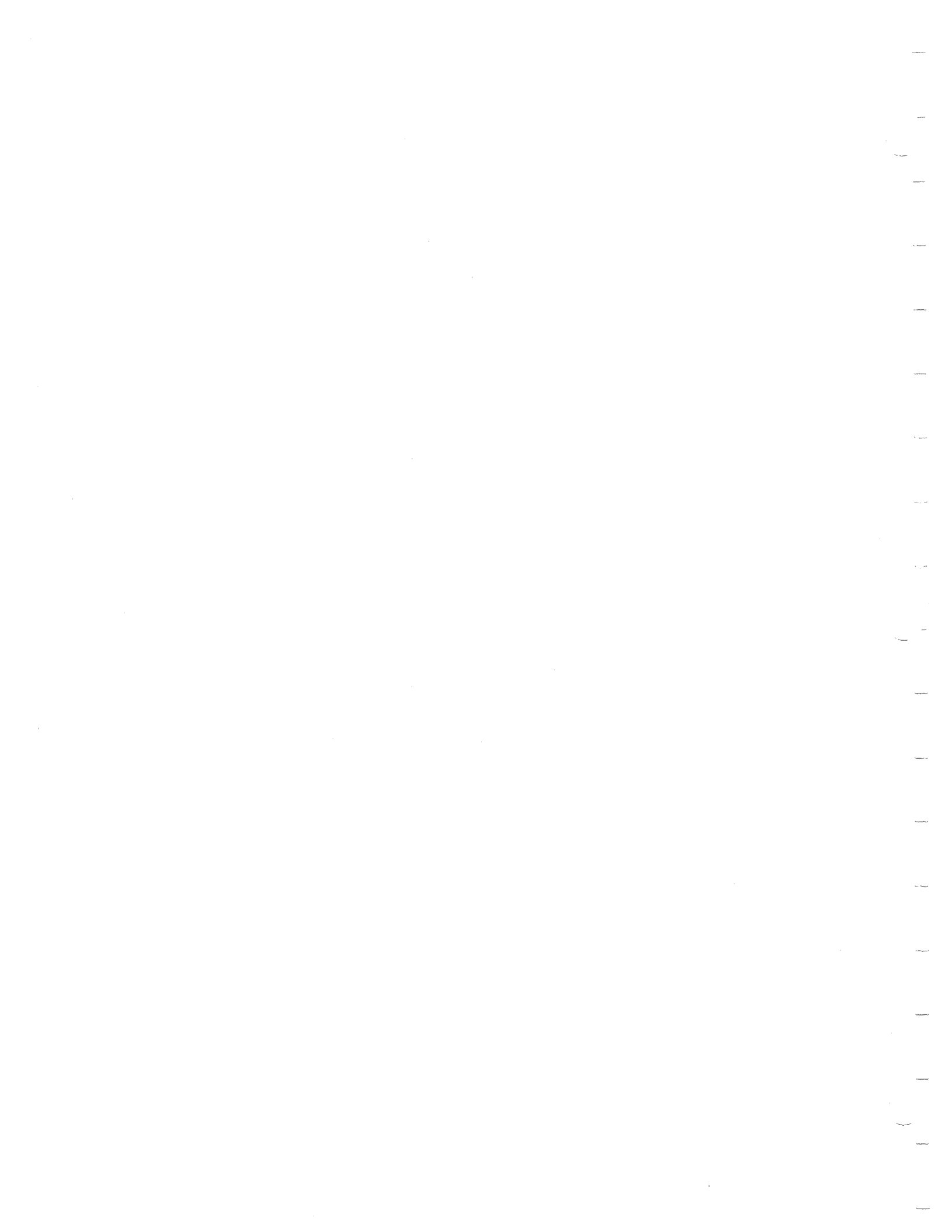
Office Hours: Monday 9:30 – 10:30  
5:30 – 6:30  
Wednesday, 9:30 – 10:30

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.

Text: Besanko, D., and R. Braeutigan, Microeconomics (Second Edition), (New York, John Wiley and Sons) 2005

### 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

Phone: (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: sefhay2hotmail.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.

**Text Book:** The Economy of Money, Banking and Financial Markets; Fredric S. Mishkin; Addison/Wesley; 2004; ISBN 321-12235-6.

**Study Guide:** (Optional) Frederic S. Mishkin & others; ISBN 0-321-19416-0

**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**

Chapter	Title
1,2,3	Introduction
4,5,6,7	Financial Markets
8,9,10,11,12,13	Financial Institutions
14,15	The Federal Reserve System
19	The foreign Exchange Market
20,21	The international Financial System
27	Money and Inflation
28	Rational Expectations



**Workshop in  
Economic Research  
Economics 4895  
Winter 2005**

Prof. Charles W. Baird  
885-3275  
cbaird@csu Hayward.

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  
[jahiakpor@csuhayward.edu](mailto:jahiakpor@csuhayward.edu)

Winter 2005

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.

***Text:*** (Required): D. Perkins, S. Radelet, D. Snodgrass, M. Gillis, and M. Roemer, *Economics of Development* (Norton) 2001.

***References:*** Students will find the following supplements useful:

- i. *Study Guide and Workbook* by Bruce Bolnick.
- ii. Gerald M. Meier and James E. Rauch, *Leading Issues in Economic Development*, 7th ed. (Oxford University Press) 2000.

***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  
Ahiakpor (2003) “Chapter 9: The Classical Theory of Growth ...”  
Ahiakpor (1985) “Dependency Theory” *International Organization*.
4. Domestic Savings, Investment, and Economic Development.  
Perkins, et al., Chs. 11, 13  
Meier and Rauch, pp. 119–54, 285–87, 361–63.  
Ahiakpor (2003) “Chapter 9: The Classical Theory of Growth ...”  
Ahiakpor (2003) “Fiscal and Monetary Policies for Economic Development.”
5. Foreign Capital and Economic Development.  
Perkins, et al., pp. 404–19, Ch. 14  
Meier and Rauch, pp. 204–10  
Ahiakpor (1990) *Multinationals and Economic Development*, Chs. 2, 3, 4.
6. Human Capital and Economic Development.  
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  
Meier and Rauch, pp. 180–86, 168–69, 329–58, 368–74.

8. External Trade and Economic Development.  
Perkins, et al., Ch. 18  
Meier and Rauch, pp. 187–94, 211–12, 495–506.

**Fall 2004**



# ECON

## FALL 2004

### 2301

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	HAIMOR S	MWF	0120PM	0230PM	57
30	RODECKER J	TR	0600PM	0750PM	60
63	YAAR M	TR	1200PM	0150PM	77

### 2302

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	LIMA A	MWF	1040AM	1150AM	63

### 3005

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	TONTZ J	TR	0800AM	0950AM	158
02	TONTZ J	MWF	1200PM	0110PM	58
03	YAAR M	MWF	1200PM	0110PM	50
30	HAIMOR S	MW	0600PM	0750PM	59

### 3170

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	ST CLAIR D	MWF	0120PM	0230PM	42

### 3200

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	LOPUS J	MWF	1200PM	0110PM	41

### 3551

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	PARINGER L	MWF	1040AM	1150AM	162
02	BAIRD C	TR	0200PM	0350PM	44
03	HAIMOR S	TR	0200PM	0350PM	32
30	ST CLAIR D	MW	0800PM	0950PM	155
95	YAAR M	M	0630PM	1000PM	44

### 4700

Sec	Instructor1	Days	From Hr	To Hr	Enrl
30	YAAR M	TR	1000AM	1150AM	40

### 4895

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	BAIRD C	W	0240PM	0430PM	27

### 6105

Sec	Instructor1	Days	From Hr	To Hr	Enrl
30	LIMA A	W	0630PM	1000PM	32

### 6170

Sec	Instructor1	Days	From Hr	To Hr	Enrl
01	ST CLAIR D	MWF	0120PM	0230PM	5

### 6315

Sec	Instructor1	Days	From Hr	To Hr	Enrl
30	LIMA A	M	0630PM	1000PM	30

6910

Sec	Instructor1	Days	From Hr	To Hr	Enrl
02	LIMA A	TBA			1

<b>Course Information:</b>	Econ: 2301:Principle Microeconomics Section: 01 Time: MWF 1:20-2:30 PM. <b>Final Exam: Monday, December 6, 2004</b>	Fall,2004
<b>Instructor:</b>	Dr. Said Haimor, Room (AE 305) Phone: (510) 885 3825 Ext. 2 (leave a message) E- mail; <a href="mailto:sefhay@hotmail.com">sefhay@hotmail.com</a> . Office Hours: M 3:00–4:00 PM.	
<b>Textbook:</b>	<b>Microeconomics:</b> Roger A. Arnold; Sixth Edition; Southwestern, 2004.	
<b>Study Guide:</b>	Microeconomics, Roger A. Arnold, Sixth Edition, (Optional).	
<b>Course Objective:</b>	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.	
<b>Evaluation:</b>	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). <b>All exams are closed books.</b>  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. <b><u>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.</u></b>	
<b>Preparing For Exams:</b>	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.	
<b>Grading:</b>	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	
<b>Class Rules:</b>	<b><u>No food (soft drinks are O. K.). No cell phones. No pagers. Don't come late or leave early.</u></b>	

**Course Outline:**

**Selected section of the following chapters will be covered**

- |  |           |
|--|-----------|
| 1. Introductions and Key Principal                           | Part I.   |
| What is economics?   |           |
| Economics activities: producing and trading                  |           |
| Supply and Demand: Theory                                    |           |
| Supply and Demand: Practice                                  |           |
| 2. Microeconomics Fundamentals                               | Part II.  |
| Elasticity   |           |
| Consumer Choice: Maximizing Utility and behavioral Economics |           |
| The Firms  |           |
| Production and Costs   |           |
| 3. Product Markets and Policies                              | Part III. |
| Perfect competition  |           |
| Monopoly   |           |
| Monopolistic Competition, Oligopoly, Game Theory             |           |
| 3. Factor Markets  | Part IV.  |
| Interest, Rent, and Profit                                   |           |
| 3. Market Failure:   | Part V.   |
| 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**Textbook:** Microeconomics 12th Edition, Lipsey/Courant/Ragan**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 students' 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/~sdrweb>). 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.

**Economics 2301-63**  
**Fall 2004**

**Principles of Microeconomics**  
**Tues, Thurs. 12:00-1:50 PM**

Instructor: Dr. Yaar  
 Office: EA 305  
 Office Hour: Tues, Thurs. 8:50 AM – 9:50 AM, and by Appointment  
 Phone and Fax: (510) 885-3825; Fax (925)681-1222  
 E-mail: [Yaar@Yaarnet.com](mailto:Yaar@Yaarnet.com)  
 Textbook: Principles of Microeconomics, Gregory Mankiw  
 Supplement: Study Guide to Microeconomics, Mankiw

**I. Welcome:**

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.

**II. Class Time-Table and Textbook Material Covered:**

Sep 21-Sep 23:	Chapter 1: Ten Principles of Economics Chapter 2: Thinking Like an Economist
Sep 28-Sep 30:	Chapter 3: Interdependence and the Gains from Trade
Oct 05-Oct 07:	Chapter 4: The Market Forces of Demand and Supply <b>First Quiz (Chapters 1, 2, 3)</b>
Oct 12-Oct 14:	Chapter 5: Elasticity and Its Applications
Oct 19-Oct 21:	Chapter 6: Supply Demand and Government Policies
Oct 26-Oct 28:	Chapter 7: Consumers, Producers, and the Efficiency of Markets; <b>Second Quiz (Chapters 4, 5, 6)</b>
Nov 02-Nov 04:	Chapter 10: Externalities Chapter 11: Public Goods and Common Resources
Nov 09-Nov 11:	Chapter 13: The Cost of Production

	<b>Third Quiz (Chapters 7, 10, 11)</b>
Nov 16-Nov 18:	Chapter 14: Firms in Competitive Markets Chapter 15: Monopoly; <b>Fourth Quiz (Chapters 13, 14)</b>
Nov 23:	Chapters 16: Oligopoly Chapter 17: Monopolistic Competition
Nov 30-Dec 02:	Chapter 18: The Markets for Factors of Production <b>Fifth Quiz (Chapters 15, 16, 17)</b>
Dec 07:	<b>Final Examination (Comprehensive)</b>

### III. Homework Assignments and Their Due Dates:

- Chapter 1: Problems 1, 4, 7, 10, 11; due Sep 28
- Chapter 2: Problems 3, 4, 6, 7; Due Oct 5
- Chapter 3: Problems 2, 3, 8; Chapter 4: Problems 9, 11, 13; Due Oct 12
- Chapter 5: Problems 2, 3, 4; Chapter 6: Problems 3, 4, 7; Due Oct 26
- Chapter 7: Problems 3, 5, 7; Chapter 10: Problems 3, 5, 9; Due Nov 9
- Chapter 11: Problems 2, 4, 8; Chapter 13: Problems: 4, 5, 7, 8; Due Nov 16
- Chapter 14: Problems 2, 6, 12; Chapter 15: Problems 1, 4, 8, 9; Due Nov 23
- Chapter 16: Problems 2, 5, 6, 8, 10; Due Nov 30
- Chapter 17: Problems 1, 4, 9, 11; Due Dec 7
- Chapter 18: Problems 3, 8, 9; Due Dec 7

### 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 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.

EC 2302

Economics 2302  
Macroeconomic Principles  
Fall, 2004  
Phone: (510) 885-3889  
e-mail: tlima@csu Hayward.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 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.

**TEXT:** Baumol & Blinder, *Macroeconomics*, ninth edition (required, 2003 and 2004 updates *not* required).  
*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 8½ 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
2. Student ID number	this side
3. Telephone (home and office):	blank)

**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.

<b>COURSE OUTLINE</b>		
<b>Week of:</b>	<b>Topic:</b>	<b>Reading:</b>
Sept. 24	Introduction	Ch. 1
Sept. 27	Review	Chs. 2, 3
Oct. 4	The Realm of Macroeconomics and Goals	Chs. 4, 5
Oct. 11	Economic Growth	Ch. 6
Oct. 18	Aggregate Demand and Consumption	Ch. 7
MIDTERM #1: Wednesday, Oct. 20		
Oct. 25	Unemployment or Inflation?	Ch. 8
Nov. 1	Unemployment and Inflation?	Ch. 9
Nov. 8	Fiscal Policy	Ch. 10
MIDTERM #2: Wednesday, Nov. 10		
Nov. 15	Money and the Banking System	Ch. 11
Nov. 22	Monetary Policy	Ch. 11
THE UNIVERSITY WILL BE CLOSED NOV. 25-26 FOR THANKSGIVING		
Nov. 29	Monetary and Fiscal Policy	Ch. 12
<p><b>FINAL EXAM: Monday, December 6, 11:00 a.m. - 1:00 p.m.</b></p> <p><b>(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.)</b></p>		

## 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.

**Text:** N. Gregory Mankiw: *macroeconomics*, 5<sup>th</sup> edition, Worth Publishing, 2003, ISBN: 0-7167-5237-9

**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

Date	Topic	Chapter
September 23	Introduction	1
September 28	National Income and Measurement	2,3
September 30	Money & Inflation	4
October 5	Unemployment & Review	6
October 7	EXAM # 1	
October 12	Economic Growth	7
October 14	Economic Growth	8
October 19	Economic Fluctuations, Agg. Demand	9, 10
October 21	Aggregate Demand & Review	11
October 26	EXAM # 2	
October 28	The Open Economy	5
November 2	Aggregate Demand & Open Economy	12
November 4	Aggregate Supply	13
November 9	Review	
November 11	EXAM # 3	
November 16	Macro Policy	14,15
November 18	The Business Cycle	19
November 23	Review	
December 2	Review	
December 7	FINAL EXAM	

**Last Day of Class:** Thursday, December 2<sup>nd</sup>

**Final Exam:** Tuesday December 7<sup>th</sup> 8:00-9:50 AM

**Office:** Trailer 904

**Telephone:** 510-885-3289

**e-mail:** [jtontz@csu Hayward.edu](mailto:jtontz@csu Hayward.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 perspective 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 GDP>
- 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.

**Text:** N. Gregory Mankiw: *macroeconomics*, 5<sup>th</sup> edition, Worth Publishing, 2003, ISBE: 0-7167-5237-9

**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

Date	Topic	Chapter
September 24	Introduction	1
September 27	Introduction	1
September 29	Macro Data	2
October 1	National Income & Review	3
October 4	Review on-line	
October 6	EXAM # 1	
October 8	Unemployment	4
October 11	Economic Growth	6
October 13	Economic Growth	7
October 15	Economic Growth	8
October 18	Review on-line	
October 20	Review	
October 22	EXAM # 2	
October 25	Aggregate Demand	9
October 27	Aggregate Demand	10



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 8<sup>th</sup> 12:00 – 1:50

**Office:** Trailer 904

**Telephone:** 510-885-3289

**e-mail:** [jtontz@csuhayward.edu](mailto:jtontz@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.

### 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
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- I will be prepared to participate in class
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- 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 perspective 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 GDP
- 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  
Fall 2004

MACROECONOMIC THEORY  
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](mailto: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: 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**)

	Chapter 2:	The Data of Macroeconomics ( <b>self-Study</b> )
Sep 27-Oct 01:	Chapter 3:	National Income: Where It Comes From and Where It Goes
Oct 04-Oct 08:	Chapter 4:	Money and Inflation; <b>First Quiz (Chap 1, 2, 3)</b>
Oct 11-Oct 15:	Chapter 5:	The Open Economy
Oct 18-Oct 22:	Chapter 6:	Unemployment; <b>Second Quiz (Chap 4, 5)</b>
	Chapter 7:	Economic Growth I
Oct 25-Oct 29:	Chapter 8:	Economic Growth II
Nov 01-Nov 05:	Chapter 9:	Introduction to Economics Fluctuations); <b>Third Quiz (Chap 6, 7, 8)</b>
Nov 08-Nov12:	Chapter 10:	Aggregate Demand I (Aggregate Demand-Aggregate Supply Analysis)
Nov 15-Nov19:	Chapter 11:	Aggregate Demand II (IS-LM Framework); <b>Fourth Quiz (Chap 9, 10)</b>
Nov 22-Nov 24:	Chapter 12:	Aggregate Demand in the Open Economy
	Chapter 14:	Stabilization Policy
Nov 29-Dec 03:	Chapter 15:	Government Debt; <b>Fifth Quiz (Chap 11, 12, 14)</b>
	Epilogue:	What We Know, What We Don't ( <b>self-study</b> )

### 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
<u>Final Course Grade</u>	<u>500 points</u>

#### 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:

Assignment # 1:	Problems of GDP/GNP as measures of a society's welfare; due on October 4.
Assignment # 2:	Textbook problems 5, 6, 7, 8 in chapter 2 (pp 38-39); due October 11
Assignment # 3:	Problems of CPI as a measure of cost of living; due on October 18
Assignment # 4:	Latest U.S. unemployment Report; due October 25
Assignment # 5	Latest U.S. inflation Report, due November 5
Assignment # 6-7:	A Report on Survey of Current Business; due November 10 (hint: to find information about Survey of Current Business logon to <a href="http://www.bea.doc.gov/bea/pubs.htm">http://www.bea.doc.gov/bea/pubs.htm</a> )
Assignment # 8:	Textbook problems 3, 7, 9 in chapter seven (pp 206); due on November 15
Assignment # 9:	A Report on the Latest Beige Report; due on November 22 (read the report at <a href="http://www.federalreserve.gov/FOMC/BeigeBook/2003/">http://www.federalreserve.gov/FOMC/BeigeBook/2003/</a> )
Assignment #10:	Textbook problems 2, 3, 4, 5 in chapter 10 (pp 279-280); due November 29

### 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 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.



- Course Information:** Macroeconomic Theory Fall, 2004  
 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](mailto:sefhay@hotmail.com)  
 Office Hours: Tuesday 3:00–4:00 PM.
- Textbook:** **Macroeconomics**; N. Gregory Mankiw; Fifth Edition; worth Publishers; 2003.
- 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 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

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

**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.**

- |   |                      |
|---|----------------------|
| 1. The Science of Macroeconomics                        | Part I. Ch.1.        |
| 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.   |
| 5. Business Cycle Theory: The economy in the short run. | Part IV. 9,10,11,12. |

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@csu Hayward.edu](mailto:dstclair@csu Hayward.edu)

Text and Readings:

- Harry Landreth and David Colander, History of Economic Thought, 4th. ed. (2002) ISBN 0-618-13394-1
- 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. 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.

Introduction to Comparative Economic Systems	Chapters 1, 2
Evaluating Economic Systems	Chapter 3
Changes in Economic Institutions	Chapter 4
The Theory of Capitalism	Chapter 5
The Theory of Planned Socialism	Chapter 6
The Theory of Market Socialism	Chapter 7
The Soviet Command Economy	Chapter 11
The Decline of the Command Economies	Chapter 13
Introduction to Transition	Chapter 14
Models of Transition	Chapter 16
Privatization	Chapter 17
Macroeconomic Issues with Transition Economies	Chapter 18
Transition and Globalization	Chapter 19
Transition Performance	Chapter 21

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](mailto: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.

Text: McGuigan, J., R. Moyer and F. Harris, *Managerial Economics: Applications, Strategies and Tactics with Economic Applications*, 10<sup>th</sup> Edition (Thomson-Southwestern) 2005

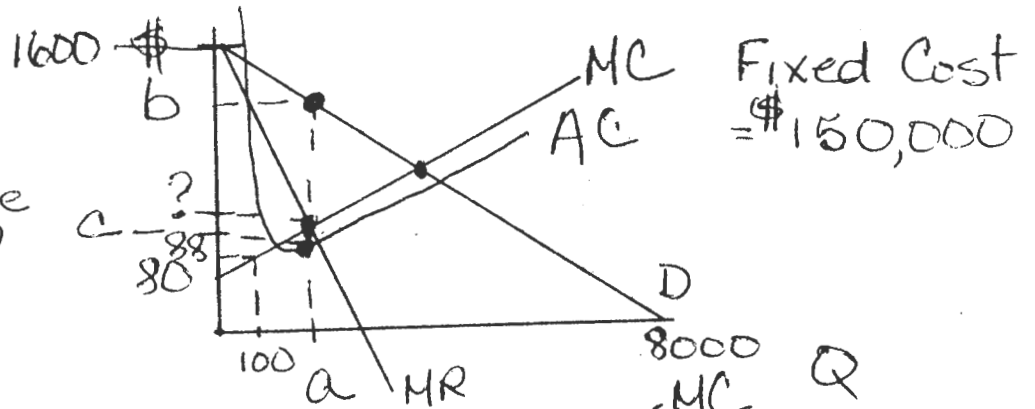
Course Outline	Chapters
I. Introduction and review of demand theory	1, 2, 3
II. Estimation of demand functions and forecasting demand	4, 5
III. Managing exports	6
IV. Production Functions	7
First Midterm Exam	October 22, 2004
V. Cost Analysis	8, 9
VI. Perfect competition, Monopoly	10, 11
VII. Oligopoly	12
VIII. Pricing	13, 14
Second Midterm Exam	November 22, 2004
IX. Industry structure, incentives, externalities	15, 16
X. Regulation	17
Final Exam	

Practice Final

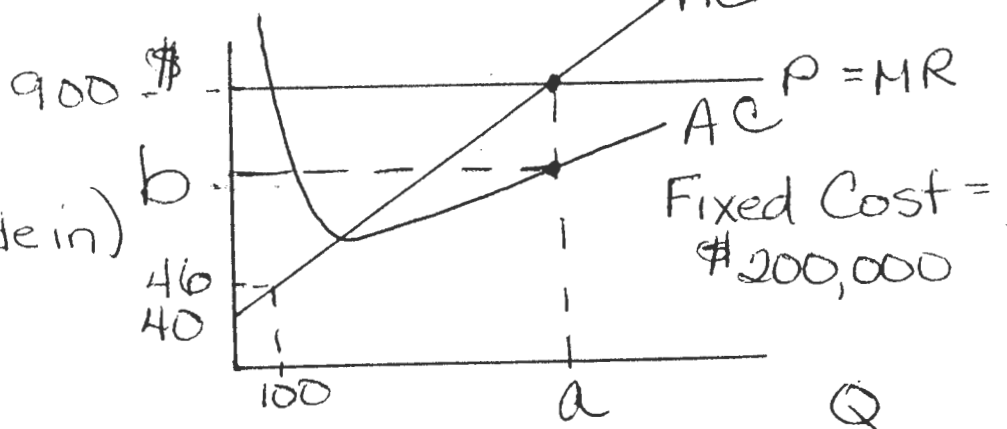
Questions 1 – 12

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:

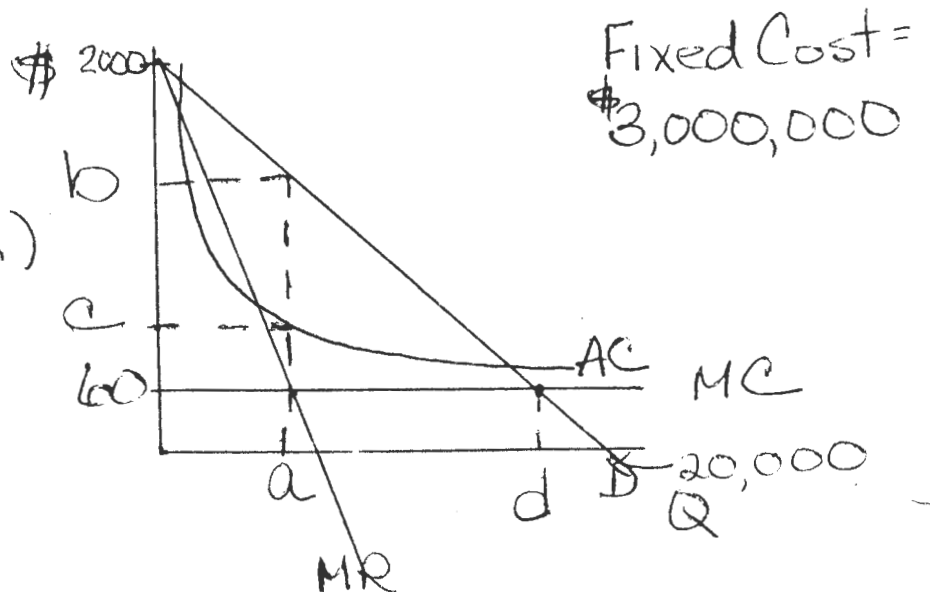
1.  $a =$
2.  $b =$
3.  $c =$
4. profits = (shade in)
5.  $?$  =



5.  $a =$
6.  $b =$
7. profits = (shade in)



8.  $a =$
9.  $b =$
10.  $c =$
11.  $d =$
12. 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 fittles 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.

L	Q
1	100
2	220
3	355
4	485
5	605
6	710
7	805
8	885
9	955
10	1015
11	1070
12	1115

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 Fidget Company:

Q	FC	VC	TC	MC	AC	AVC	AFC
0							
1		16					
2						14	
3		37					
4						12	
5			131				14
6				17			
7					24		
8				23			
9			228				
10					26.8		
11		243					
12				49			

1. What is the marginal cost of the 7<sup>th</sup> 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?

ME(S)  
Economics 3551  
Section 02  
Fall 2004

## 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@csu Hayward.edu
5. **Text:** MANAGERIAL ECONOMICS AND ORGANIZATIONAL ARCHITECTURE, 3<sup>rd</sup> edition, by Brickley, Smith & Zimmerman, Irwin: 2004.
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

Economics 3551  
Managerial Economics and Strategy

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](mailto:dstclair@csuhayward.edu)

### Text and Readings:

- J. Brickley, C. Smith, and J. Zimmerman, Managerial Economics and Organizational Architecture 3<sup>rd</sup>. ed. (2004) ISBN 0-07-282809-9
- 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:

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. 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.*
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 3551-90  
Fall 2004**

**Managerial Economics and Strategy  
CCC, Monday, 6:30-10:00 PM**

**Instructor:** Dr. Yaar  
**Office:** LB 240  
**Phones:** CCC (925) 602-6700; Hayward (510) 885-3825  
**Fax and E-mail:** (925) 681-1222; [yaar@yaarnet.com](mailto:yaar@yaarnet.com)  
**Office Hours:** M 5:25-6:25 PM and by Appointment  
**Textbook:<sup>1</sup>** Managerial Economics, Mark Hirschey, 10<sup>th</sup> Ed.  
**Supplement:** Study Guide to Managerial Economics (required)  
**Course Activities:** Lectures, Business Problem-Solving, Homework Assignments, Tests, and Reading Assignments

**I. Welcome:**

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 2010 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 know basic microeconomics (or are confident that 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 come 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)**

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<sup>1</sup> 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 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- 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!

Econ 4700  
Fall 2004

International Trade  
Tues, Thurs 10:00-11:50 AM

**Instructor:** Dr. Yaar  
**Office:** AE 305  
**Phone:** (510) 885-3825  
**Office Hour:** Thursday, 8:50 AM - 9:50 AM and by Appointment  
**E-Mail:** [yaar@yaarnet.com](mailto:yaar@yaarnet.com)  
**Textbook:** International Economics, by Charles Sawyer and Richard Sprinkle  
**Supplement:** Online Study Guide to International Economics  
**Readings:** (1) Globalization and Growth; (2) Global Tensions  
**Course Activities:** Lectures, Class Discussions, Group Presentations (Globalization Debates, North-South Dialogues), Three Quizzes, and Final Comprehensive Exam

**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 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?

Sep 28-Sep 30:	Chapter 3: Factor Endowments and the Commodity Composition of Trade
Oct 05-Oct 07:	Chapter 4: Intra-industry Trade; First Quiz (Chapters 1, 2, 3)
Oct 12-Oct 14:	Chapter 5: International Factor Movements
Oct 19-Oct 21:	Chapter 6: Tariffs
Oct 26-Oct 28:	Presentations/Debates; Second Quiz (Chapters 4, 5, 6)
Nov 02-Nov 04:	Chapter 7: Non-tariff Distortions to Trade; Presentations/Debates
Nov 09-Nov 11:	Chapter 8: International Trade Policy; Presentations/Debates
Nov 16-Nov 18:	Chapter 9: Regional Economic Arrangements; Presentations/Debates
Nov 23:	Presentations/Debates
Nov 30-Dec 02:	Chapter 11: International Transactions and Financial Markets; Third Quiz (Chapters 7, 8, 9); Presentations/Debates
Dec 09:	Final Examination, 10:00 AM-11:50 AM

#### 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, you 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	150points
-	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 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 (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?
13. The Goods News and the Bad News of NAFTA
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 From 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

Economics 6105  
Seminar in Macroeconomic 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

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>. 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>



**Information Cards**

Please fill out a 3 x 5 index card with the following information. Use the back of the card if necessary.

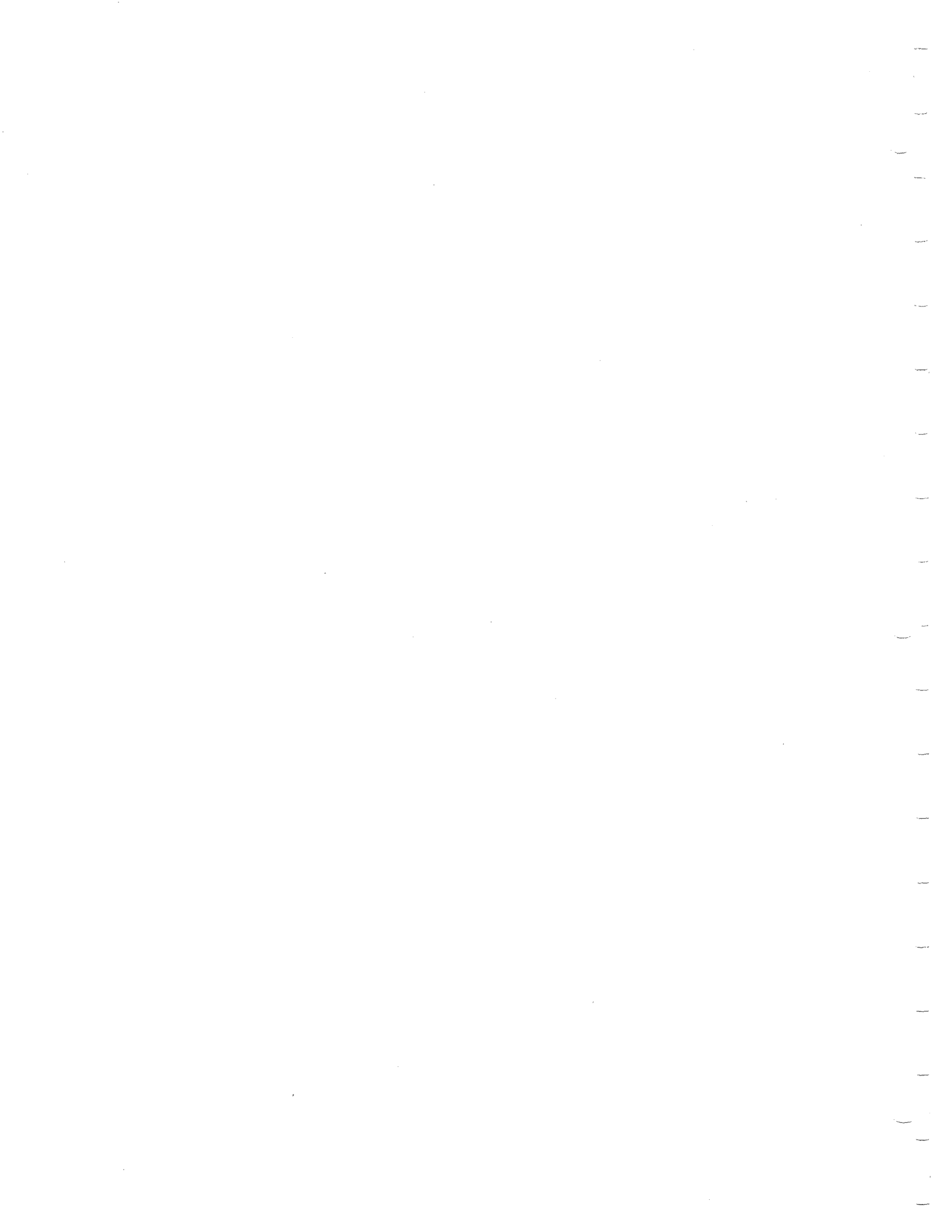
1.	Name:	(leave
2.	Student ID number	this side
3.	Telephones (home and office):	blank)
4.	E-mail addresses (home and office)	

**Course Outline**

<b>Class:</b>	<b>Topic:</b>	<b>Reading:</b>
Sept. 29	National Income Accounting The Income-Expenditure Multiplier	Chs. 1, 2, 3
Oct. 6	The IS-LM Model	Chs. 4, 5
Oct. 13	International Linkages	Ch. 6
Oct. 20	Aggregate Demand and Aggregate Supply	Ch. 7
<b>MIDTERM #1, Wednesday, Oct. 20</b>		
Oct. 27	Inflation	Ch. 8
Nov. 3	Long-Term Growth	Chs. 9, 10, 11
Nov. 10	Stabilization Policy	Ch. 12
Nov. 17	Money and Stabilization	Ch. 13, 14
<b>MIDTERM #2: Wednesday, Nov. 10</b>		
Nov. 24	Consumption and Investment	Chs. 15, 16
Dec. 1	Conclusion	Chs. 17, 18

**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.)



Economics 6170  
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@csu Hayward.edu](mailto:dstclair@csu Hayward.edu)

Text and Readings:

- Harry Landreth and David Colander, History of Economic Thought, 4th. ed. (2002) ISBN 0-618-13394-1
- 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.***

### Writing Policy

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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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### **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:                        | (leave    |
| 2. | Student ID number            | this side |
| 3. | Telephone (home and office): | blank)    |

### Course Outline

Items marked \* are available electronically on the course web site.

Key: AER is American Economic Review

JMCB: Journal of Money, Credit and Banking

QJE: Quarterly Journal of Economics

RESTAT: Review of Economics and Statistics

Class:	Topic:	Reading:
Sept. 27	Introduction: What Is Money?	Powerpoint slides chs. 1, 10 Mankiw, N.G., "Recent Developments in Macroeconomics: A Very Quick Refresher Course," JMCB 20(3), August, 1988.* Leijonhufvud, "Keynes and the Keynesians: A Suggested Interpretation," AER, May, 1967 Clower, Robert, "The Keynesian Counterrevolution: A Theoretical Appraisal," in Hahn and Brechling, <i>The Theory of Interest Rates</i>
Oct. 4 1969.*	Definition of Money	Laidler, D., "The Definition of Money," JMCB, August,  Clower, R. and Axel Leijonhufvud, "The Coordination of Economic Activities: A Keynesian Perspective," AER, 65(2), May, 1975.*
Oct. 11	The Demand for Money	Tobin, J., "The Interest Elasticity of Transaction Demand for Cash," RESTAT, August, 1956.* Goldfeld, S., Eisner, Robert, "The Keynesian Revolution Reconsidered," AER, 65(2), May, 1975.* Clower, R., "A Reconsideration of the Microfoundations of Monetary Theory," Western Economic Journal, December, 1967.
Oct. 18	The Supply of Money	Powerpoint slides chs. 4, 5 Rasche, Robert, "A Review of Empirical Studies of the Money Supply Mechanism," Federal Reserve Bank of St. Louis Review, July, 1972. Tobin, J., "Commercial Banks as Creators of Money,"
Oct. 25	Monetary Equilibrium	Tobin, J., "Money and Income: Post Hoc Ergo Propter Hoc?" QJE, May, 1970.* Friedman, M., "Money and Income: Post Hoc Ergo Propter Hoc? A Comment," QJE, May, 1970.* Tobin, J., "Rejoinder," QJE, May, 1970.*
Nov. 1	Money and Inflation	Cagan, P., "The Monetary Dynamics of Hyperinflation," in Friedman, M., <i>Studies in the Quantity Theory of Money</i> .

		Poole, W., "Optimal Choice of Monetary Policy Instruments in a Simple Stochastic Macro Model," QJE, May, 1970.* Sargent, T.J. and N. Wallace, "Rational Expectations and the Dynamics of Hyperinflation," International Economic Review, June, 1973.* 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 ch. 32 Mundell, R., "The Monetary Dynamics of International Adjustment under Fixed and Flexible Exchange Rates," QJE, May, 1960. 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

Professor Shyam J. Kamath

Professor Anthony K. Lima

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

September 2005

## CURRICULUM VITAE

NAME: James C.W. Ahiakpor

ADDRESS: 414 Norris Canyon Terrace  
San Ramon, CA 94583

E-MAIL: [james.ahiakpor@csueastbay.edu](mailto:james.ahiakpor@csueastbay.edu)

PHONE: (925) 355-1789 (Home)  
(510) 885-3137 (Office)

DATE OF BIRTH: December 11, 1945

CITIZENSHIP: USA

### A. Education:

1. Ph.D., University of Toronto, Toronto, 1981. *Thesis*: "The Role of Foreign Direct Investment in Manufacturing Industry Development: The Case of Ghana."
2. M.A. (Economics), University of British Columbia, Vancouver, 1977. *Master's Essays*: (i) "The Determinants of Road Density," (ii) "On Estimating Elasticities of Substitution and Employment Functions: Some Queries."
3. M.Sc. (Economics), University of Ghana, Legon, 1974. *Thesis*: "Employment Functions in Selected Ghanaian Industries."
4. B.Sc. (Economics), University of Ghana, Legon, 1971.

### 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

- Progress or Retrogression?" *American Journal of Economics and Sociology* 58, No. 3 (July) 1999, pp. 435–57.
8. "The Genesis of the Only Diagram in the General Theory: A Comment." *Journal of the History of Economic Thought* 21, No. 1 (March) 1999, pp. 39–41.
  9. "Did Adam Smith Retard the Development of Economic Analysis? A Critique of Murray Rothbard's Interpretation." *The Independent Review* 3, No. 3 (Winter) 1999, pp. 355–83.
  10. "Austrian Capital Theory: Help or Hindrance?" *Journal of the History of Economic Thought* 19 (Fall) 1997, pp. 261–85.
  11. "Full Employment: A Classical Assumption or Keynes's Rhetorical Device?" *Southern Economic Journal* 64, No. 1 (July) 1997, pp. 56–74.
  12. "A Paradox of Thrift or Keynes's Misrepresentation of Saving in the Classical Theory of Growth?" *Southern Economic Journal* 62, No. 1 (July) 1995, pp. 16–33.
  13. "Rashid on Adam Smith: In Need of Proof." *Journal of Libertarian Studies* 10, No. 2, (Fall) 1992, pp. 171–80.
  14. "Rawlings, Economic Policy Reform and the Poor: Consistency or Betrayal?" *Journal of Modern African Studies* 29, No. 4, 1991, pp. 583–600.
  15. "On Keynes's Misinterpretation of 'Capital' in the Classical Theory of Interest." *History of Political Economy* 22, No. 3, 1990, pp. 507–28.
  16. "Drawing Misleading Conclusions from One-period Data: A Comment on Anyinam." *Canadian Journal of African Studies*, 23, No. 2, 1989, pp. 295–96.
  17. "On the Difficulty of Eliminating Deficits with Higher Taxes: Some Canadian Evidence." *Southern Economic Journal*, 56, No. 1 (July), 1989, pp. 24–31, (with Saleh Amirkhalkhali).
  18. "Do Firms Choose Inappropriate Technology in LDCs?" *Economic Development and Cultural Change* 37, No. 3 (April), 1989, pp. 557–71.
  19. "Recognizing 'Left' from 'Right' in Ghana: A Comment on Ninsin." *Canadian Journal of African Studies* 22, No. 1, 1988, pp. 132–36.
  20. "The Profits of Foreign Firms in a Less Developed Country: Ghana." *Journal of Development Economics* 22, No. 2, 1986, pp. 321–35. An earlier version published in Proceedings: *Administrative Sciences Association of Canada (International Business Division)*, vol. 5, part 8, 1984: B.M. Wolf (Editor).
  21. "The Capital Intensity of Foreign, Private Local and State Owned Firms in a Less Developed Country: Ghana." *Journal of Development Economics* 20, No. 1, 1986, pp. 145–62.
  22. "Regulation and the Consumer Interest." In Walter E. Block, ed., *Reaction: The New Combines Investigation Act*, Vancouver, B.C.: The Fraser Institute, 1986, pp. 140–54.

Thought, Principles of Macroeconomics, and Principles of Microeconomics.

2. Saint Mary's University, Halifax, Nova Scotia, Canada, September 1981 to August 1991:

Monetary Economics, Money and Banking, Development Economics, History of Economic Thought, Intermediate Microeconomics, Intermediate Macroeconomics, Principles of Microeconomics, and Principles of Macroeconomics.

3. University of Ghana, Legon, October 1973 – August 1976: Principles: Micro- and Macroeconomics.

#### D. Publications:

##### i. Books, Monographs, Reports

1. *Classical Macroeconomics: Some Modern Variations and Distortions*. London and New York: Routledge, 2003.
2. *Keynes and the Classics Reconsidered* (Editor). Boston, MA: Kluwer Academic Publishers, 1998.
3. *Multinationals and Economic Development: An Integration of Competing Theories*. London and New York: Routledge, 1990.
4. *The Economic Consequences of Political Independence: The Case of Bermuda*. Vancouver, B.C.: The Fraser Institute, 1989.
5. "Expenditure Patterns of Out-Going Tourists in Ghana," Ghana Tourist Control Board, Accra, 1976.

##### ii. Articles:

1. "Classical Macroeconomics: Correcting Some Misrepresentations in Gootzeit's Review Article." *History of Economic Ideas* (2005, forthcoming).
2. "Comments on 'Is there racism in economic research?'" *European Journal of Political Economy*, 21 (September) 2005, pp. 781–89.
3. "George Reisman on National Income Accounting: A Correction." *American Journal of Economics and Sociology* 64, No. 2 (April) 2005, pp. 715–17.
4. "On the Future of Keynesian Economics: Struggling to Sustain a Dimming Light." *American Journal of Economics and Sociology* 63, No. 3 (July) 2004, pp. 583–608.
5. "On the Mythology of the Keynesian Multiplier." *American Journal of Economics and Sociology* 60, No. 4 (October) 2001, pp. 745–73.
6. "Hawtrey on the Keynesian Multiplier: A Question of Cognitive Dissonance?" *History of Political Economy* 32, No. 4 (Winter) 2000, pp. 889–908.
7. "Wicksell on the Classical Theories of Money, Credit, Interest, and Price Level Determination:

23. "The Success and Failure of Dependency Theory: The Experience of Ghana." *International Organization* 39, No. 3, Summer 1985, pp. 535–52.
24. "Ricardo on Money: The Operational Significance of the Non-Neutrality of Money in the Short Run." *History of Political Economy* 17, No. 1, Spring 1985, pp. 17–30.  
  
Reprinted in *Pioneers in Economics: David Ricardo (1772-1823)*. Mark Blaug (ed.), Edward Elgar, 1991, 55–68.
25. "Ricardo on the Non-Neutrality of Money in a World of Taxes." *History of Political Economy* 14, No. 2, 1982, pp. 147–65 (with J.L. Carr).
26. "Henry Thornton and the Development of Ricardo's Economic Thought: A Comment." *History of Political Economy* 14, No. 1, 1982, pp. 112–14.  
  
Reprinted in *Pioneers in Economics: Henry Thornton, Jeremy Bentham, James Lauderdale, Simone de Sismondi*. Mark Blaug (ed.), Edward Elgar, 1991, 331–33.
27. "The Behavioural Patterns of Foreign-Owned Firms in the Less Developed Countries, and the Efficacy of Some Measures for Controlling Foreign Firms." *Proceedings of the Administrative Sciences Association of Canada (International Business)*, vol. 3, Part 8, 1982: A. Rugman (ed.).
28. "Employment Generation in Selected Ghanaian Industries, 1962–69." In *Supply and Utilization of Labour in West Africa*, vol. 1, Institute of Statistical, Social and Economic Research, Legon, Ghana, 1975.
29. "The Impact of Wages on Industrial Employment in Ghana, 1962–69." *Economic Bulletin of Ghana (Second Series)*, vol. 4, no. 3/4, 1974, 87–105 (with W.F. Steel).
30. "Saving, Investment and Capital Formation in Rural Areas of Ghana." In *Rural Employment Study*, International Labour Office, Geneva, 1975 (with A.A. Aboagye).

iii. *Book Chapters:*

1. "Fiscal and Monetary Policies for Economic Development." In Baffoe-Bonnie, John and Khayum, Mohammed (eds.), *Contemporary Economic Issues in Developing Countries*. New York: Praeger, 2003, pp. 153–66.
2. "Say's Law: Keynes's Success with it Misrepresentation." In Kates, Steven (ed.), *Two Hundred Years of Say's Law: Essays on Economic Theory's Most Controversial Principle*. Edward Elgar, 2003, pp. 107–32.
3. "Creating the Structures for an Efficient and Dynamic Economy: The Case of Ghana." In Bodo B. Gemper, Ed., *The International Trend Towards Indicative Targeting*. Hamburg: Verlag Weltarchiv GmbH, 1988, pp. 189–202.

iv. *Book Reviews:*

1. Review of *David Ricardo's Macroeconomics: Money, Trade Cycles, and Growth* by Timothy Davis. Cambridge: Cambridge University Press, 2005. For the History of Economics Society Network, archived at <http://www.eh.net/bookreviews/title.php>.
2. Review of *The Economics of Alfred Marshall: Revisiting Marshall's Legacy*. Edited by Richard Arena and Michel Quééré. London: Palgrave Macmillan. In the *International Journal of Social Economics* Vol. 31, No. 7, 2004, pp. 733–36.
3. Review of *Keynes: Contemporary Responses to the General Theory*. Edited by Roger Backhouse. South Bend, IN. St. Augustine's Press, 1999. In the *Journal of the History of Economic Thought* Vol. 25, No. 2 (June) 2003, pp. 239–42.
4. Review of *Ethnic Diversity, Liberty and the State: The African Dilemma* by Mwangi S. Kimenyi. Cheltenham, UK: Edward Elgar for The Locke Institute, 1997. In *The Independent Review* Vol. 3, No. 4 (Spring) 1999, pp. 615–17.
5. Review of *The Keynesian Fallout* by Narindar Singh. New Delhi/ Thousand Oaks/London: Sage Publications, 1996. In the *Southern Economic Journal* 64, No.1 (July) 1997, pp. 330–31.
6. Review of *Sustainable Development for a Democratic South Africa*, edited by Ken Cole. London: Earthscan, 1994. In the *Journal of Modern African Studies* 33, no. 3 (September) 1995, pp. 509–12.
7. Review of *All the Difference: A Development Economist's Quest* by Benjamin Higgins. Montreal and Kingston: McGill-Queen's University Press, 1992, and *Equity and Efficiency in Economic Development: Essays in Honour of Benjamin Higgins* edited by Donald J. Savoie and Irving Brecher. Montreal and Kingston University Press, 1992. In *Canadian Public Policy* 20, no. 3 (September) 1994, 330–32.
8. Review of *Challenges of Leadership in African Development*, edited by Olusegun Obasanjo and Hans d'Orville. New York: Crane Russak, 1990. In the *Journal of Modern African Studies* 31, no. 4, December 1993, pp. 692–95.
9. Review of *Adam Smith and Modern Economics*, by Edwin G. West. Brookfield, VT: Edward Elgar, 1990. In the *Canadian Journal of Economics* 24, no. 4, 1991, pp. 994–97.
10. Review of *Productivity and American Leadership: The Long View*, by William J. Baumol, Sue Anne Bailey Blackman, and Edward N. Wolff, Cambridge, Mass.: The MIT Press, 1989, 395 pp. In *Small Business Economics* 3, 1991, pp. 73–75.
11. Review of *Technical Change and Economic Theory*, by Giovanni Dosi, et al. London: Pinter, 1988, 646 pp. In *Small Business Economics* 2, no. 1, 1990, pp. 79–81.
12. Review of *A Nation in Debt: Economists Debate the Federal Deficit*, edited by Richard H. Fink and Jack C. High. Frederick, Md.: University Publications of America, 1987, 300 pp. In the *Eastern Economic Journal* 15, no. 1 (January-March) 1989, pp. 79–81.
13. Review of *Ghana: Politics, Economics and Society*, by Donald I. Ray, London: Frances Pinter, 1986, 192 pp. In *Canadian Journal of Political Science* 21, (March) 1988, pp. 184–85.

14. Review of *Essentials of Economics*, by D.C. Hague and A.W. Stonier, London, 173 pp. In the *Economic Bulletin of Ghana*, (Second Series) 4, no. 3/4, 1974, pp. 108–11.

v. *Other Publications:*

1. "Israel Kirzner on Supply and Demand." *Ideas on Liberty*, 50, no. 7 (July) 2000, pp.23–24.
2. "The Cedi Crisis." *West Africa*. 8–14 January 1996, pp. 16–17.
3. "Why Economists Need to Speak the Language of the Marketplace." *The Freeman* 45, no. 12 (December) 1995, pp. 785–87.
4. "Some International Neglect Would be Good for Africa." *The Freeman* 44, no. 8 (August) 1994, pp. 447–50.
5. "Multinational Corporations in the Third World: Predators or Allies in Economic Development?" *Religion and Liberty*, September/October 1992, pp. 7, 10–11.
6. "Reaction: Canadian Government's Proposed Spending Control Act." *The Fraser Forum*, January 1992, pp. 9–11.
7. "Bank doesn't control interest rates." *The Financial Post* (Daily Edition), October 17, 1989, p. 16.
8. "Tiananmen is Only a Symbol." *The Financial Post* (Daily Edition), August 25, 1989, p. 8.
9. "Interpreting Free Trade Correctly." *The Financial Post* (Daily Edition), December 20, 1988, p. 14.
10. "Linking Economic Policy Changes to Loans Helps Third World Poor." *The Financial Post*, 22–24 October 1988, p. 14.
11. "Poor Workers Exploited by Trade Restrictions." *The Financial Post* (Daily Edition), 1 June 1988, p. 14.
12. "If the Price Isn't Right We Can Buy Elsewhere." *The Financial Post* (Daily Edition), 8 April 1988, p. 16.
13. "On Free Trade Between Canada and the U.S." *The Times* (Saint Mary's University), Vol. 17, March 1988, p. 4.
14. "Canada-U.S. Free Trade Agreement." *Fraser Forum*, November/December 1987, pp. 11–13.
15. "The Exchange Rate System in Ghana: A Comment." *Legon Observer*, vol. XII, October 1980.
16. "Facing Economic Realities in Ghana." *West Africa*, no. 3294, September 1980.
17. "The Budget and Wages." *Legon Observer*, vol. XII, February 1980.

18. "The Sugar Problem." *Legon Observer*, vol. VII, no. 9, 1972.
19. "How Relevant is Devaluation to Ghana's Economic Situation." *Legon Observer*, vol VII, Jan/Feb. 1972.
20. "What Price: Import Substitution?" *Legon Observer*, vol. VI, no. 26, December 1971.
21. "Commentary: J.H. Mensah's 'The Wealth of the Nation'." *Legon Observer*, vol. VI, no. 18, August/September, 1971.

**E. Papers Presented at Conferences:**

1. "The Phillips Curve: An Illustration of the Classical Forced-Saving Principle." *History of Economics Society Meetings*, University of Puget Sound, Tacoma, WA, June 24–27, 2005
2. "On the Significance of the 1932 Harvard Anti-Depression Memorandum: A Reassessment." *History of Economics Society Meetings*, University of Toronto, Toronto, Canada, June 25–28, 2004.
3. "On the Future of Keynesian Economics: Struggling to Sustain a Dimming Light." *Western Economic Association International Conference*, Vancouver, B.C., Canada, June 29–July 3, 2004.
4. "On the Future of Keynesian Economics: Struggling to Sustain a Dimming Light." *History of Economics Society Meetings*, Duke University, Durham, NC, July 4–7, 2003.
5. "Say's Law: Keynes's Success with its Misrepresentation." *Western Economic Association International Conference*, Seattle, WA, June 29–July 3, 2002.
6. "Say's Law: Keynes's Success with its Misrepresentation." *History of Economics Society Meetings*, Wake Forest University, Winston-Salem, NC, June 29–July 2, 2001.
7. "On the Definition of Money: Classical vs Modern." *History of Economics Society Meetings*, University of British Columbia, Vancouver, B.C., Canada, June 30–July 3, 2000.
8. "Hawtrey on the Keynesian Multiplier: A Question of Cognitive Dissonance?" *History of Economics Society Meetings*, University of North Carolina, Greensboro, NC, June 25–28, 1999.
9. "On the Mythology of the Keynesian Multiplier." *Western Economic Association International Conference*, Lake Tahoe, NV, June 28–July 2, 1998. Also presented at the *History of Economics Society Meetings*, University of Quebec at Montreal, Montreal, Quebec, Canada, June 19–22, 1998.
10. "Wicksell on the Classical Theories of Money, Credit, Interest, and the Price Level: Progress or Retrogression?" Presented at the *Allied Social Science Association Meetings*. Chicago, IL, Jan. 3–5, 1998.
11. "Rothbard on Adam Smith: Correcting Some of His Misrepresentations and Errors of Argument." Presented at the *Southern Economic Association Meetings*, Atlanta, GA, November 21–24, 1997. An earlier version was also discussed at the *Western Economic Association International Conference*, Seattle, WA, July 9–13, 1997.



27. "How Government Spending Follows Taxation." *Fraser Institute Conference on Tax Limitation*, Toronto, Ontario, October 11, 1990.
28. "On the Relative Significance of Population in Explaining Road Density." *Western Economic Association International Conference*, San Diego, California, June 30–July 3, 1990.
29. "Economic Policy Reform in Ghana, 1983-89: Some Transferable Lessons." *Joint Canadian Association of African Studies and USSR Academy of Sciences Conference*, Moscow, June 11–14, 1990.
30. "Can and Should a Central Bank Control the Money Supply as Now Defined?" *Canadian Economics Association Annual Meetings*, University of Victoria, Victoria, B.C., June 1–3, 1990.
31. "Rawlings, Economic Policy Reform, and the Poor: Consistency or Betrayal?" *Conference on the Political Economy of Ghana*, School of Advanced International Studies, The Johns Hopkins University, Washington, D.C., April 6–7, 1990.
32. "The Interaction Between a Changing Socio-political Environment and Economic Development: The African Experience and Lessons for South Africa." *Conference on Socio-political Environment and Economic Development*, Pretoria, South Africa, March 1–3, 1990.
33. "On Keynes's Misinterpretation of 'Capital' in the Classical Theory of Interest," and "Keynes on the Classical Theory of Interest: Why Hicks's Clarifications Could Not Be Successful." *History of Economic Thought Workshop*, University of Toronto, Toronto, Canada, November 3, 1989.
34. "Can and Should a Central Bank Control the Money Supply as Now Defined?" *Western Economic Association International Conference*, Lake Tahoe, Nevada, June 18–22, 1989. Also presented at the *Department of Economics Seminar*, Dalhousie University, November 17, 1989.
35. "Keynes on the Classical Theory of Interest: Why Hicks's Clarifications Could Not Be Successful." *History of Economics Society Conference*, University of Richmond, Richmond, Va, June 10–13, 1989 and *Canadian Economics Association Conference*, Laval University, Quebec City, June 2–4, 1989.
36. "Traditional Medical Practice in Ghana: A Reassessment of Recent Evidence." *Canadian Association of African Studies Conference*, Carleton University, Ottawa, Ontario, May 10–13, 1989.
37. "Creating the Structures for an Efficient and Dynamic Economy: The Case of Ghana." *Fifth World Congress of Social Economics*, University of York, York, England, August 2–4, 1988.
38. "'Capital' in the Classical Theory of Interest: Some Consequences of Keynes's Misinterpretation and Implications for an Early Correction." *Western Economic Association International Conference*, Los Angeles, California, June 30–July 3, 1988.
39. "Two Views on the Ideological Left in Ghana: An Assessment." *Canadian Association of African Studies Conference*, Queen's University, Kingston, Ontario, May 11–14, 1988.
40. "On the Deficit Policy in Canada: Some Causality Tests." (with S. Amirkhalkhali) *Canadian Economics Association Meetings*, McMaster University, Hamilton, Ontario, June 5–7, 1987.

41. "Do Firms Choose Inappropriate Technology in LDCs?" *Canadian Economics Association Meetings*, McMaster University, Hamilton, Ontario, June 5–7, 1987. Also presented at *Department of Economics Seminar*, Dalhousie University, Halifax, Nova Scotia, October 24, 1986.
42. "The Role of Statist Ideology in African Development Crisis: The Case of Ghana." *Canadian Association of African Studies Conference*, University of Alberta, Edmonton, Alberta, May 7–9, 1987.
43. "Keynes on the Classical Theory of Interest: A Misinterpretation with Significant Consequences." *Canadian Economics Association Meetings*, University of Manitoba, Winnipeg, Manitoba, May 29–31, 1986 and *History of Economics Society Conference*, Barnard College, New York, NY, June 2–4, 1986.
44. "Do Firms Choose Inappropriate Technology in LDCs?" *Western Economic Association International Conference*, San Francisco, California, July 1–4, 1986.
45. "On the Irrelevance of Neoclassical Economics to LDCs: A Clarification of Some Definitions." *South-South Conference*, McGill University, Montreal, May 15–17, 1985. Revised version presented at the *Western Economic Association International Conference*, Anaheim, California, June 30–July 4, 1985.
46. "The Nationality of Firms and their Capital Intensity in a Less Developed Country: Ghana." *International Atlantic Economic Conference*, San Juan, Puerto Rico, March 8–13, 1984.
47. "Ricardo on Money: The Operational Significance of the Non-Neutrality of Money in the Short Run." Invited Guest Lecturer *History of Economics Workshop*, Department of Economics, University of Toronto, Toronto, Ontario, March 27, 1984.
48. "The Success and Failure of Dependence Theory: The Experience of Ghana." *Canadian Association of African Studies Conference*, St. Francis Xavier University, Antigonish, Nova Scotia, May 9–12, 1984.
49. "The Nationality of Firms and their Capital Intensity in a Less Developed Country: Ghana." *Canadian Economics Association Meetings*, Guelph University, Guelph, Ontario, May 27–29, 1984.
50. "The Profits of Foreign Firms in a Less Developed Country: Ghana." (A revised and extended version of the A. S.A.C. paper) *Western Economic Association International Meetings*, Las Vegas, Nevada, June 24–28, 1984.
51. "The Profits of Foreign Firms in a Less Developed Country: Ghana." *Administrative Sciences Association of Canada (International Business Division) Meetings*, Guelph University, Guelph, Ontario, May 28–29, 1984. Paper chosen for the "Award of Excellence: Honorable Mention."
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.
53. "Ricardo on Money: The Operational Significance of the Non-Neutrality of Money in the Short Run." *History of Economics Society Meetings*, University of Virginia, Charlottesville, Virginia, May 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.

55. "Assessing the Economic Impact of Foreign Direct Investment in the Less Developed Countries: An Alternative Approach." *Canadian Association of African Studies Conference*, University of Toronto, Toronto, Ontario, May 1982.
56. "Tourist Expenditure Patterns and the Returns from Tourism." *Conference on Tourism in Ghana*, University of Ghana, Legon, 1976.

**F. Other Conference Activities:**

1. Chair, Session on "Topics in Monetary Policy" at the *Western Economic Association International Conference*, Vancouver, B.C., Canada, June 29–July 3, 2004.
2. Discussant: *Western Economic Association International Conference*, Vancouver, B.C., Canada, June 29–July 3, 2004.
  - 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).
3. Chair, Session on Investment and Growth in 20<sup>th</sup> century Economics. *History of Economic Society Meetings*, University of Toronto, Toronto, Canada, June 25–28, 2004.
4. Discussant: *History of Economic Society Meetings*, University of Toronto, Toronto, Canada, June 25–28, 2004:

"Currie's Leading Sector Strategy of Growth: An Appraisal" by Ramesh Chandra (University of Strathclyde, Glasgow, U.K.).
5. Chair, Session on "Keynesian and Post Keynesian Issues II" at the *History of Economics Society Meetings*, Duke University, Durham, NC, July 4–7, 2003.
6. Discussant: *History of Economics Society Meetings*, Duke University, Durham, NC, July 4–7, 2003.
  - i. "The Question of Microfoundations in the Hayek-Keynes Controversy" by Abdallah Zouache, (Creuset, Saint-Etienne, France).
  - ii. "The January 1932 Memorandum on Anti-Depression Policies Revisited" by Ramesh Chandra, (University of Strathclyde, U.K.).
7. Discussant: *Association of Private Enterprise Education*, Las Vegas, NV, April 6–8, 2003.

"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).

8. Discussant: *Western Economic Association International Conference*, Seattle, WA, June 29–July 3, 2002.  
  
“The Federal Reserve, the Stock Market, and the ‘New Economy’” by Roger W. Spencer and John H. Huston (Trinity University, Texas).
9. Chair, Session on “Keynes and General Equilibrium Theory” at the *Allied Social Science Association Convention*, Atlanta, GA, January 4–6, 2002.
10. Discussant: *Allied Social Science Association Convention*, Atlanta, GA, January 4–6, 2002.  
  
“Underemployment: Voluntary and Involuntary” by Ezra Davar (Ben-Gurion University of the Negev, Israel).
11. Discussant: *Western Economic Association International Conference*, San Francisco, July 4–8, 2001.  
  
“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).
12. Discussant: *History of Economics Association Meetings*, Wake Forest University, Winston-Salem, NC, June 30–July 2, 2001:  
  
“Vers une Nouvelle Biographie de J.B. SAY: Reintegrating the Political Author, the Entrepreneur and the Classical Economist” by Evert Schoorl (University of Groningen).
13. Discussant: *History of Economics Society Meetings*, University of British Columbia, Vancouver, B.C., Canada, June 30–July 3, 2000:  
  
“On the Austrianness of Modern Austrian Economics” by Neel Chamilall (Université de Aix-Marseille 3, France).
14. Discussant: *History of Economics Society Meetings*, University of North Carolina, Greensboro, NC, June 25–28, 1999:  
  
“On the Origins and the Legacy of Lange’s Laws” by Petur O. Jonsson (Department of Economics, Fayetteville State University, Fayetteville, NC).
15. Chair, Session on “Contested Readings” at the *History of Economics Society Meetings*, University of British Columbia, Vancouver, B.C., Canada, June 30–July 3, 2000.
16. Discussant: *Western Economic Association International Conference*, Lake Tahoe, NV, June 28– July 2, 1998.  
  
“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.)

18. Discussant: *Western Economic Association International Conference*, Seattle, WA, July 9–13, 1997.

“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).

20. Discussant: *Allied Social Science Association Meetings*, New Orleans, LA, Jan. 3–6, 1997.

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 (Universita Degli Di Roma).

iii. “A Perspective on E.A.G. Robinson’s The Structure of Competitive Industry,” by Chaitram J. Talele (Columbia State College).

21. Discussant: *Western Economic Association International Conference*, San Francisco, June 28–July 2, 1996:

“Gender and Development Strategies in Sub-Saharan Africa,” by Pareena Lawrence (University of Minnesota, Morris).

22. Discussant: *African Finance and Economic Association Conference*, San Francisco, January 5–7, 1996:

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).

23. Session Chair: *African Finance and Economics Association Conference*, San Francisco, January 5–7, 1996: “Economic Issues of African Development.”

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.”
34. Co-chair of Organizing Committee, *Canadian Association of African Studies Conference 1990*. Hosted jointly by Dalhousie and Saint Mary’s Universities, Halifax, May 9–12.
35. Discussant: *Canadian Association of African Studies Conference*, Halifax, Nova Scotia, May 9–12, 1990:
- i. “The Emperor in New Clothes: New Themes in the World Bank’s Concept of Structural Adjustment,” by Eboe Hutchful (University of Toronto, Toronto, Ontario).
  - ii. “The Impending Failure of Structural Adjustment,” by Colin Stoneman (University of York, York, England).
  - iii. “The Lights are Going Out: The Altered Map of Africa Following Structural Adjustment,” by Barry Riddell (Queen’s University, Kingston, Ontario).
36. Session Chair: *Canadian Association of African Studies Conference*, Halifax, Nova Scotia, May 9–12, 1990:
- “Structural Adjustment: Country Experiences.”
37. Discussant: *History of Economics Society Conference*, University of Richmond, Richmond, Va, June 10–13, 1989:
- “The ‘Rigid’ Wages Fund Doctrine: McCulloch, Mill, and the ‘Monster’ of Money,” by J. Vint (Manchester Polytechnic, Manchester, England).
38. Discussant: *Western Economic Association International Conference*, Lake Tahoe, Nevada, June 18–22, 1989:
- “Economic Strategic Continuity and Global Trade,” by Victor Lux Tonn (Salve Regina College, New Port, R.I.).
39. Panel Member: *Liberty Fund-Fraser Institute Conference* on “Measuring Economic Freedom.” Vancouver, B.C., July 28–30, 1988.
40. Discussant: *Western Economic Association Conference*, Los Angeles, California, June 30–July 3, 1988:
- i. “Oil Exports and Government Policy in Mexico: The Performance of Traded and Nontraded Sectors,” by Linda Kamas (Santa Clara University, Santa Clara, CA.).

- 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.).
  - iii. "Emergence of Private Property: Experience of Travancore," by Gopal Chengalath (University of Manitoba, Winnipeg, Manitoba).
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).
43. Discussant: *4th World Congress of Social Economics*, Toronto, Ontario, August 12–15, 1986:
- i. "Structural Change and Economic Adjustment Processes: The British Case," by C.R. Grant (London School of Economics, London, England).
  - ii. "Does the Chinese Concept of the Socialist Market Economy Comply with Walter Euken's Thesis of the Instability of Mixed Economies?," by S.G. Karsten (West Georgia College).
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:
- i. "The Role of Markets in Famines: An Empirical Model," by S.Q. Ahsan (University of British Columbia, Vancouver, B.C.).
  - 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)

and D. Li (University of Guelph).

- ii. "Monetary Policy, Devaluation and Capital Accumulation in an Open Developing Economy with Fixed Exchange Rates," by M. Moussa (Acadia University).
47. Panel member, "Finance, Debt and Trade," *World Bank/Dalhousie University Conference on Africa's Economic Crisis and Donor Policies*, Halifax, March 29, 1985.
  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:
    - i. "From Price Adjustment to Output Adjustment: Keynes' Lecture on 'The Monetary Theory of Production', 1932–35," by R.W. Dimand (Carleton University, Ottawa, Ontario).
    - 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:  
  
"Marshall's Principles and the 'Biological Viewpoint'," by A.L. Levine (University of New Brunswick, Fredericton, N.B.).
  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).
  52. Session Chair: *Administrative Sciences Association of Canada Conference* (International Business Division) Conference, University of Quebec at Montreal, Montreal, May 27–29, 1985: "Canadian Firms in a multinational environment."
  53. Session Chair: *Canadian Association of African Studies Conference*, St. Francis Xavier University, Antigonish, Nova Scotia, May 1984: "Rural Development in Northern Ghana."

**G. Department Seminar Papers:**

1. "History of Economic Thought: A Perverse Form of Entertainment?" Department Workshop on Economic Research, October 27, 2004.
2. "The Future of Keynesian Economics." Department Workshop on Economic Research, November 12, 2003.



3. "Say's Law: Keynes's Success with its Misrepresentation." Department Workshop on Economic Research, October 31, 2001.
4. "On the Definition of Money: Classical vs Modern." Department Workshop on Economic Research, November 15, 2000.
5. "On the Mythology of the Keynesian Multiplier." Department Workshop on Economic Research, November 18, 1998.
6. "Rothbard on Adam Smith: Correcting the Record." Department Workshop on Economic Research, June 4, 1997.
7. "Austrian Capital Theory: Help or Hindrance?" Department of Economics, California State University, Hayward. Feb. 5, 1997.
8. "Full Employment: A Classical Assumption or Keynes's Rhetorical Device?" Department of Economics, California State University, Hayward, February 21, 1996.
9. "Some International Neglect Would be Good for Africa." Department of Economics, California State University, Hayward, November 9, 1994.
10. "On Keynes's Paradox of Thrift Proposition: A Restatement of Classical Growth Theory Misinterpreted." Department of Economics, California State University, CA, October 1992.
11. "Economic Policy Reform in Ghana, 1983-90: Some Transferable Lessons." Department of Economics, California State University, Hayward, CA, October 1991.
12. "Can and Should a Central Bank Control the Money Supply as Now Defined?" Economics Seminar Series, Saint Mary's University, Halifax, N.S., November, 1988.
13. "'Capital' in the Classical Theory of Interest: Some Consequences of Keynes's Misinterpretation and Implications for an Early Correction," Saint Mary's University, Halifax, N.S., March 1987.
14. "Some Consequences of Raw Materials Import Dependence in Ghanaian Manufacturing Industries," Institute of Statistical, Social and Economic Research (I.S.S.E.R.), Legon, Ghana, February 1980.
15. "Should Bank Deposits have been Taxed as Part of the 'Currency Reform' in Ghana?," Department of Economics, University of Ghana, Legon, February 1980.
16. "Price Distortions and Income Distribution in Ghana," I.S.S.E.R., Legon, May 1976.

**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, Hayward, California, September 1991 – August 1993.
4. Associate Professor (Tenured, 1985), Department of Economics, Saint Mary's University, 1986 – 1993 (On Leave of Absence, 1991–1993).
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.
9. Temporary Junior Research Fellow, I.S.S.E.R., University of Ghana, 1973–74.
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, Department Lecturer Review Committee, 2001–2002, 2003–2004.
  - Department Representative on CBE PT&R Committee, 2000–2001 and 2002–2003.
  - Member, Senate Sub-Committee on Instruction and Curriculum, 2003–2004.
  - Member, Planning Committee for CSUH Administrative Retreat, 1994.
  - Participated in CSUH Telephone Campaign to reach Prospective Students: (Winter 1994, 1995, 1996, and Summer 2005)
  - 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, Editorial Advisory Committee, *The Times*, 1989–91.

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.

Library Representative, Department of Economics, 1985/86–1986/87.

Member, Recruitment Committee, Department of Economics, 1981/82–1984/85.

Member, Asian Studies Committee, 1981/82–1991.

Member, International Development Studies Faculty, 1984/85–1991.

**J. Other Academic Activities:**

1. External Examiner, Ph.D. Dissertation in Economics, Dalhousie University, January 1984.
2. Reviewer, *American Journal of Economics and Sociology*: 2 manuscripts, August 2000 and April 2005.
3. Reviewer, Chapters 9–11 in Robert Barro's *Macroeconomics*, for Thomson Publishing Company, March 2005.
4. Reviewer, *Review of Austrian Economics*: 1 manuscript, June 2002.
5. Reviewer, Chapters 1–3 of *Macroeconomics*, 2nd Edition by Roger E.A. Farmer, South-Western, November 2000.
6. Reviewer, *Contemporary Economic Policy*: 1 manuscript, Feb. 1997.

7. Reviewer, *Journal of the History of Economic Thought*: 5 manuscripts; November 1993, July 1996, April 1998, August 1999, and March 2003.
8. Reviewer, *History of Economic Ideas*: 1 manuscript; July 2004.
9. Reviewer, *Journal of African Finance and Economic Development*: 2 manuscripts; May 1991 and December 1992.
10. Reviewer, *Econ Journal Watch*: 1 manuscript, October 2003.
11. Reviewer, *Journal of African Economies*: 1 manuscript, May 2003.
12. Reviewer, *Journal of International Business Studies*: 2 manuscripts; March and July 1990.
13. Reviewer, Three papers for the *Academy of International Business 1990 Proceedings* (Toronto), May 1990; three papers for the *1991 Proceedings* (Miami), May 1991; and three papers for the *1992 Proceedings* (Brussels), June 1992.
14. Reviewer, *Canadian Journal of Administrative Sciences*: 1 manuscript, May 1989.
15. Reviewer, *Review of Social Economy*: 1 manuscript, July 1989.
16. Reviewer, *Southern Economic Journal*: 9 manuscripts; November 1989; April 1991; July 1992; September 1993; April and December 1994; June 1995; and October 1996.
17. Reviewer, *History of Political Economy*: 2 manuscripts; July 1984 and June 1985.
18. Reviewer, *Administrative Sciences Association of Canada (International Business Division)*: Papers submitted for inclusion in the 1984 and 1985 Proceedings.
19. Reviewer, *Canadian Journal of African Studies*: 5 manuscripts; June 1986; February and July 1987; February 1988; and October 1991.

## 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 “Politalk,” 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.
2. Board Member: Serra Center, Fremont, CA. January 1998 - December 2000: *Board President*, January–December 2000; *Secretary-Treasurer* and *Chair of Finance Committee*, January–December 1999; *Member of Finance Committee*, January–December 1998.
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.
6. Lecture: “The Balanced Budget Amendment Proposal.” Smith Center Summer Program for Teachers, California State University, Hayward, CA, June 21, 1995.
7. Member, Diverse Cultures and Gifts Committee, St. Raymond Catholic Church, Dublin, CA., 1993-2001 (Vice Chairman, Sept. 1995–February 1996; Chairman, February 1995–August 1996).
8. Lecture: “Bermuda: Economic Consequences of Political Independence Revisited.” National Interest Association (Bermuda) Forum, July 23, 1994, Hamilton, Bermuda.
9. Two Lectures: i. “Socialism and Economic Development in the Third World,” and ii. “Interest Rates: Who or What Determines Them?” Smith Center Summer Program for Teachers, California State University, Hayward, CA, June 20 and 24, 1994.
10. Lecture: “World Hunger.” Two Classes at The Head-Royce School, Oakland. December 9, 1993.
11. Telephone Interview, *Daily Review*: “The Impending Removal of U.S. Trade Restrictions on Vietnam.” November 29, 1993.
12. Lecture: “Monetary and Fiscal Policies: Myths and Realities.” Smith Center Summer Program for Teachers, California State University, Hayward, CA, June 22, 1993.
13. Lecture: “Multinationals in the Third World.” Acton Institute Seminar, Tiburon, CA, September 25, 1992.
14. Guest Lecture: “Capitalism and Economic Development in the Third World.” Smith Center Summer Program for Teachers, California State University, Hayward, CA, June 19, 1992.

15. Lectures: (a) "Building Equal Access to Economic Opportunities," and (b) "Multinationals and Third World Economic Development." To The Acton Institute Seminars, September and October 1991, St. Clair, Michigan.
16. Radio Interview on C.B.C. (Canadian Broadcasting Corporation) (Sydney) Information Morning Programme, on "The Implications of Proposed Deregulation of Gasoline Pricing and Retail Services in Nova Scotia." May 10, 1991.
17. Lecture: "Building Equal Access to Economic Opportunities." To Student 'Heads of Government,' Royal Commonwealth Society Student Conference, Halifax, April 6, 1991.
18. Telephone Interview, *The Halifax Herald*, on "The Economic Consequences of Canadians Buying Canada Savings Bonds 1990." October 17, 1990.
19. Radio Interview on C.B.C. (Sydney) Information Morning Programme: "Justification for Proposed Gasoline Price Increase and Its Consequences." October 8, 1990.
20. Radio Interview on C.B.C. (Halifax) Information Morning Programme: "Why and the Effects of Gasoline Price Increases." September 20, 1990.
21. Telephone Interview, *The Halifax Herald*: "On the Justification of Higher Gasoline Prices in Nova Scotia." September 19, 1990.
22. Participant on Halifax C.B.C. Regional Talkback Programme, "Should we have Marketing Boards in Canada?" July 1990.
23. Telephone Interview by the Ottawa correspondent for the *Chronicle-Herald and Mail-Star* (Halifax): "On Bank of Canada's 'High interest Policy'." September 1989.
24. Chief Adjudicator, *4th Annual Nova Scotia Student Commonwealth Conference*, April 8-9, 1989.
25. Telephone Interview: *Halifax Daily Mail* - "Implications of the Stock Market Crash for Canada." October 1987.
26. Telephone Interview: *Halifax Daily Mail* - "Implications of the Proposed Free Trade Agreement between Canada and the U.S." October 1987.
27. Radio Interview: *Canadian Broadcasting Corporation* (CBC, Halifax) Information Morning: "Implications of the Sale of Air Canada." July 1987.
28. Radio Interview: *C.B.C.* (Halifax) Information Morning: "The High Interest Rates on Credit Cards." February 1987.
29. Radio Interview: *C.B.C.* (Halifax) Information Morning: "The Federal Budget, 1982." November 1982.

**L. Research in Progress:**

1. The Phillips Curve: An Illustration of the Classical Forced-Saving Principle.
2. "On the Significance of the Harvard Memorandum on Anti-Depression Policies: A Reassessment."
3. Savings, Government Spending, and the Ricardian Equivalence Theorem.
4. On the Myth of Free Banking and Monetary Stability.
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:**

1. Biographical citation in *Canadian Who's Who* (since 1990).
2. Biographical citation in Marquis *Who's Who in America: Finance and Industry*, since the 31st Edition, 1999.
3. Biographical citation in Marquis *Who's Who in American Education*.
4. Faculty Merit Increases (FMI): 1999–2000; 1998–99; 1997–98; and One Performance Salary Step Increase (PSSI), 1996–97.
5. Quarter Leave for Research (RSCA), California State University, Hayward, Fall 1997.
6. Koch Fellowship (\$1,500), 1992.
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.
9. Research Contract (\$2,500), The Donner (Canada) Foundation, "The Economic Effects of Guaranteed Annual Income Programmes," 1990/91.
10. Research Contract (\$6,000), The Fraser Institute, "The Economic Consequences of Political Independence for Bermuda," 1988/89.
11. Summer Fellowship, *Institute for Humane Studies*, George Mason University, Fairfax, Va., May 1986, for study of Advanced Austrian Economics. (Marquette University, Milwaukee, Wisconsin, June 14–21, 1986).
12. "Award of Excellence: Honourable Mention," *Administrative Sciences Association of Canada (International Business Division)*, May 1984, for paper: "The Profits of Foreign Firms in a Less

Developed Country: Ghana.”

13. Research Grants, *Senate Research Awards*, St. Mary's University, 1990, 1987, and 1983.
14. Doctoral Fellowship, *Faculty of Graduate Studies*, University of Toronto, 1979–81.
15. Doctoral Thesis Research Fellowship, *Centre for International Studies*, University of Toronto, 1979.
16. National First Price Award-Winning Essay (U.S.\$500 equivalent), 1972: “Management of Ghana's Economy for the Promotion of National Unity,” sponsored by the *Ghana Association for the Advancement of Management*.
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](mailto:charles.baird@csueastbay.edu)  
URL: [www.thesmithcenter.org](http://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)

Abstract of doctoral dissertation -- *The Journal of Finance*, June 1970, pp. 690-691

"On the Publicness of Health Care," *Review of Social Economy*, September 1969, pp. 109-120

"A Proposal for Financing the Purchase of Health Services," *Journal of Human Resources*, Winter 1970, pp. 89-105

"Knut Wicksell on the Integration of Monetary and Value Theory," *Swedish Journal of Economics*, June 1970, pp. 101-110

"A Case for Advertising by Physicians and Dentists," *Journal of Consumer Affairs*, Summer 1970, pp. 46-53

"A Technique for Analyzing Inaccurately Estimated Trade-Offs," *Review of Social Economy*, September 1970, pp. 173-178

"A Market Solution to Medical Inflation: A Reply," *Journal of Human Resources*, Winter 1971, pp. 125-129

"On Profits and Hospitals," *Journal of Economic Issues*, March 1971, pp. 57-66

"Still More on Profits and Hospitals: -- *Journal of Economic Issues*, September 1971, pp. 123-126

*Macroeconomics: Monetary, Search and Income Theories* -- Science Research Associates, 1973.

*Prices and Markets: Microeconomics* -- West Publishing Company, March 1975.

"Polluter's Profit and Political Response: Comment" (with Robert S. Main), *American Economic Review*, December 1976, pp. 979-980

*Elements of Macroeconomics* -- West Publishing Company, January 1977.

*Elements of Microeconomics* (with Robert S. Main) -- West Publishing Company, April 1977.

*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)

*Macroeconomics: Monetary, Search and Income Theories* (2nd edition, with Alexander E. Cassuto) -- SRA, 1980.

"The Hatch Act and Inflation," *Government Union Review*, Fall 1980, pp. 35-51

Foreword to *The Theory of Collective Bargaining 1930-1975* by W.H. Hutt, CATO Institute, 1980.

*Elements of Macroeconomics* (2nd edition), West Publishing Company, 1981.

*Elements of Microeconomics* (2nd edition, with Robert S. Main), West Publishing Company, 1981.

"Some Philosophical and Economic Arguments in Support of Union-Free Colleges and Universities," *Government Union Review*, Spring 1981, pp. 22-30

"Proportionality, Justice, and the Value Added Tax," *CATO Journal*, Fall 1981, pp. 405-420

*Prices and Markets: Microeconomics* (2nd edition) -- West Publishing Company, 1982.

"For Love or Money: A Book Review" -- *Managerial and Decision Economics*, June 1982, pp. 112-113

"Polish Solidarity vs. American Unionism" -- *Government Union Review*, Winter 1982, pp. 47-57

"The Philosophy and Ideology of Pollution Regulation" -- *CATO Journal*, Winter 1982, pp. 301-304

"Public Employees, Unions, and the Erosion of Civic Trust: A Book Review" -- *Journal of Labor Research*, Fall 1983, pp. 393-396

*Opportunity or Privilege: Labor Legislation in America*, Transaction Books, Rutgers University, 1984 (a monograph).

"Teacher Unions, Educational Quality, and A Free Market Remedy," *Government Union Review*, Summer 1984, pp. 12-31

"Comparable Worth: The Labor Theory of Value and Worse," *Government Union Review*, Winter 1985, pp. 1-29

"Labor Law and Entrepreneurial Discovery," *Austrian Economics Newsletter*, Summer 1985, pp. 1-5

"Labor Law and the First Amendment," *Cato Journal*, Spring/Summer 1985, pp. 203-218

"On The Bishops and the Market," *The Freeman*, December 1985, pp. 718-727

"Strikes Against Government: The California Supreme Court Decision," *Government Union Review*, Winter 1986, pp. 1-29

"The Politics of Teacher Unionism: A Book Review," *Journal of Labor Research*, Fall 1986, pp. 423-425

"The Economics of Time and Ignorance: A Review Article," *The Review of Austrian Economics*, Vol.I, Lexington Books, 1986, pp. 189-206

"Perils in the Carnegie Forum Report on Teaching," *Government Union Review*, Winter 1987, pp. 25-46

"Labor Law and Labor-Management Cooperation: Two Incompatible Views," *CATO Journal*, Winter 1987, pp.

"The Varieties of 'Right to Work': An Essay in Honor of W.H.Hutt," *Managerial & Decision Economics*, Winter 1988, pp. 33-43. (This is a festschrift article. It is reprinted in the Spring 1988 issue of *Government Union Review*, pp. 1-22.)

"James Buchanan and the Austrians: The Common Ground," *CATO Journal*, Spring/Summer 1989, pp. 201-230

"Pennsylvania's Act 195: Twenty Years of Folly," *Government Union Review*, Summer 1989, pp. 1-39

"American Union Law: Sources of Conflict," *Journal of Labor Research*, Summer 1990, pp. 269-292

"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

"Labor Law Reform: Lessons From History," *CATO Journal*, Spring/Summer 1990, pp. 175-209. (Reprinted in *Government Union Review*, Winter 1991)

"On the Right to Strike," *The Freeman*, October 1990, pp. 387-391; reprinted in Hans F. Sennholz, ed., *American Unionism: Fallacies and Follies*, Foundation for Economic Education, Irvington-on-Hudson, NY, 1994, pp. 57-64.

"The European Community's Social Charter: A Market Process Analysis," *Government Union Review*, Fall 1990, pp. 1-31.

"Unions Drop Their Mask," *The Freeman*, March 1991, pp. 91-95; reprinted in Hans F. Sennholz, ed., *American Unionism: Fallacies and Follies*, Foundation for Economic Education, Irvington-on-Hudson, NY, 1994, pp. 116-120.

"What Garbage Crisis?," *The Freeman*, June 1991, pp. 204-207, reprinted in *Policy*, (journal of The Centre for Independent Studies, Australia), Autumn 1992, pp. 23-25. Also reprinted in Hans F. Sennholz, ed., *Man and Nature*, Foundation for Economic Education, Irvington-on-Hudson, NY, 1993, pp. 179-186.

"On Strikers and Their Replacements," *Government Union Review*, Summer 1991, pp. 1-30.

"A Tale of Infamy: The Air Associates Strikes of 1941," *The Freeman*, April 1992, pp. 152-159; reprinted in Hans F. Sennholz, ed., *American Unionism: Fallacies and Follies*, Foundation for Economic Education, Irvington-on-Hudson, NY, 1994, pp. 100-115.

"The Permissible Uses of Forced Union Dues: From *Hanson* to *Beck*," *Policy Analysis*, No. 174, July 24, 1992, the Cato Institute, pp. 54. Reprinted as a monograph in *Government Union Review*, Summer 1992.

"Are Quality Circles Illegal? Global Competition Meets the New Deal," *Briefing Papers*, No. 18, February 10, 1993, the Cato Institute, pp. 16. Reprinted in *The Freeman*, July 1993, pp. 263-271.

"The Return of Big Labor," *The World & I*, July 1993, pp. 102-109.

"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

"We Must Abide by the Majority. That's Democracy," in Mark Spangler ed., *Cliches of Politics*, Foundation for Economic Education, Irvington-on-Hudson, NY, 1994, Cliche #7, pp. 30-32

"Labor Cartels, Competition and Government," *The Freeman*, August 1994, pp. 426-429.

"Profit and Loss," in Peter J. Boettke, ed., *The Elgar Companion to Austrian Economics*, Edward Elgar Publishing, Ltd., Hants, England, 1994, Chapter 21, pp. 143-150

"The Dunlop Commission Report: Friends of Unions," *Government Union Review*, Fall 1994, pp. 1-42

"Labor Law," Chapter 25 in *The CATO Handbook for Congress*, Cato Institute, Washington, DC, 1995 pp.229-236.

Book review: *The New Unionism in the New Society: Public Sector Unions in the Redistributive State*, by Leo Troy, *The Freeman*, May 1995, pp. 330-332

"Toward Equality and Justice in Labor Markets," *The Journal of Social, Political and Economic Studies*, Summer 1995, pp. 163-186

"Clinton and the Union Dinosaur," *The Conservative Review*, Nov./Dec. 1995, pp. 13-14

"Freedom and American Labor Relations Law: 1946-1996, 50th Anniversary Edition, *The Freeman*, May 1996, pp. 299-309

"The Employment Contracts Act: Almost a Model for the World," *The Social Critic*, Vol. 1, No. 3 (July/August 1996) pp. 22-27

*The Employment Contracts Act and Unjustifiable Dismissal* (a monograph) New Zealand Business Roundtable, Wellington, New Zealand, August 1996.

"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

*Equality for the Labor Market: An Appreciation of WH Hutt* (a monograph), Free Market Foundation, Johannesburg, South Africa, Fall 1996.

"Deregulation of the New Zealand Labor Market: Things Done and Left Undone," *The Social Critic*, Vol.1, No.5 (November/December 1996) pp. 26-30.

"Labor Relations Law," Chapter 35, *CATO Handbook for the 105th Congress*, Washington, DC: The CATO Institute, February 1997, pp. 363-371.

"Equality FOR the Labor Market: An Appreciation of WH Hutt," ( a shorter version of the monograph above) *Journal of Labor Research*, Spring 1997, pp. 239-264.

*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).

"Good News for Conservatives in the UPS Capitulation," *The Social Critic*, Summer 1997, pp. 65-67. Reprinted in *Conservative Review*, November/December 1997, pp. 21-22.

"Aid to Owners of Dependent Enterprises," *The Freeman*, November 1997, pp. 654-656.

"The Future of the Union Movement: Clues from the UPS Strike," *The Freeman*, December 1997, pp. 738-740

"Elections, Extortion and Unions," *The Freeman*, January 1998, pp. 46-47.

"Union-Friendly Legislation and Union Density: A Laffer Curve Analysis," pp. 29-39 in *Innovative Applications of the Laffer Curve*, edited by Charles W. Baird and Jeff R. Clark, Probasco Chair of Free Enterprise, Chattanooga, TN (1998). I also wrote the *Preface* to this volume.

"A Model for South African Unionism" an Afterword for the 1998 reprint of W. H. Hutt's *Theory of Collective Bargaining*, Free Market Foundation, Johannesburg, South Africa, 1998, pp. 123-129.

"The Myth of Compulsory Union Membership," *The Freeman*, March 1998, pp. 155-156.

"Salt Without Savor" *The Freeman*, May 1998, pp. 319-320

Book review: *Rewarding Work* by Edmund S. Phelps in *The Freeman*, June 1998, pp. 377-378

Review essay: *Rewarding Work* by Edmund S. Phelps in *The Social Critic*, Spring 1998, pp. 54-57

"Union Friendly Legislation and Union Density: A Laffer Curve Analysis," (see above), reprinted in *The Journal of Private Enterprise*, Volume XIV, Special Issue, 1998, pp. 29-39.

*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

"Who Wins in Strikes," *The Freeman*, August 1998, pp. 511-512

"Right to Work Before and After 14(b)," *Journal of Labor Research*, Summer 1998, pp. 471-493.

"Labour Relations in the 21st Century: Lessons from W.H. Hutt," *South African Journal of Economics*, Fall 1998, pp. 196-211.

"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.

"Labor Relations Law," Cato Handbook for the 106th Congress, Cato Institute, Washington, DC, Chapter 33, pp. 343-52.

"Just Deserts," *The Freeman*, March 1999, pp. 10-13.

"Recycling Labor," *The Freeman*, April 1999, pp. 8-12

*The Right-to-Work Issue: A Rebuttal of Hogler and Shulman*, National Institute for Labor Relations Research, Springfield, VA, Occasional Paper, May 1999

"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.

"Pulling Us Apart," *Ideas on Liberty*, May 2000, pp. 63-64.

"OSHA at Home," *Ideas on Liberty*, August 2000, pp. 63-64

"Unions and Antitrust," *The Journal of Labor Research*, Vol.21, No. 4 ( Fall 2000): 585-600.

"A Light Goes Out in New Zealand," *Ideas on Liberty*, September 2000, pp. 35-37.

"Alchian and Menger on Money," *Review of Austrian Economics*, Vol. 13, No. 2, (September 2000): 115 - 120

"Shameless in California," *Ideas on Liberty*, November 2000: 63-64.

"Congress and Public Safety Unionism," *Ideas on Liberty*, February 2001, pp. 63-64

"A Faculty Union's California Gold Rush: 'Malice in Plunderland' at Cal State," *Labor Watch*, Capital Research Center, Washington, DC, February 2001, pp. 1-7.

Book Review of *Law's Order: What Economics Has to Do with Law and Why It Matters*, by David D. Friedman, Princeton University Press, 2000, in *Ideas on Liberty*, March 2001, pp. 55-56.

"Labor Relations Law," Chapter 37 in *Cato Handbook for the 107th Congress*, Cato Institute, Washington, DC. 2001: 397-408.

"It Depends on What the Meaning of 'Advice' Is," *Ideas on Liberty*, May 2001. pp. 63-64

"Unions Draft Temporary Workers," *Ideas on Liberty*, August 2001. pp. 63-64

"A Reply to a Labor Priest," *Ideas on Liberty*, September 2001, pp. 48-50.

"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

"Toward Voluntary Unionism," *The Journal of Private Enterprise*, Volume XVII, No. 1 (Fall 2001), pp. 77-96.

"Unions on the Run," *Ideas on Liberty*, February 2002. pp. 63-64

"Government Sector Unionism," *Ideas on Liberty*, May 2002. pp. 63-64

"The Living Wage Folly," *Ideas on Liberty*, June 2002, pp. 16-19

"On Freedom of Association," *Ideas on Liberty*, July 2002, pp. 14-16

"The PLA Hustle," *Ideas on Liberty*, August 2002., pp. 63-64.

"Unions Lose Again in Oklahoma," *Ideas on Liberty*, November 2002. 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



"Labor Relations Law," *CATO Handbook for the 108<sup>th</sup> Congress*, Chapter 34, Cato Institute, Washington, DC

"An Egregious Union Scandal," *Ideas on Liberty*, May 2003, pp. 63-64

"Reply to Hoagler and LaJeunesse's 'Oklahoma's Right to Work Initiative: Labor Policy and Political Ideology,'" (with Stan Greer), *Labor Law Journal*, Volume. 54, Issue No. 2 (Summer 2003), pp. 89-100.

"Lessons from the Washington Teachers Union," *Ideas on Liberty*, September 2003, pp. 63-64

"Catholic Social Teaching and Unionism," *Journal des Economistes et des Etudes Humaine*, Vol. XIII Number 2/3 (September 2003): 353-375.

"California's Apprenticeship Scam," *Ideas on Liberty*, December 2003, pp. 39-40

"The Phony Case Against the Taft-Hartley Act, and the Correct One," (with Stan Greer), *Labor Law Journal*, Volume 55, No. 1, (Spring 2004), pp. 25-37

"Back Toward Serfdom in New Zealand," *The Freeman*, April 2004, pp. 47-48

"The Public and the Unions," *The Freeman*, July/August 2004, pp. 47-48

"Henry Hazlitt on Unions," *The Freeman*, November 2004, pp. 47-48

"Henry Hazlitt on Unions, Part II," *The Freeman*, March 2005, pp. 47-48

"The Perils of Faculty Unionism," *The Enterpriser*, Probasco Chair of Free Enterprise, University of Tennessee, Chattanooga, TN, Spring 2005, pp 4,6.

"Employee Free Choice and Top-Down Organizing," *The Freeman*, June 2005, pp. 47-48

"Public Sector Labor-Management Cooperation and Unions," *IPMA-HR News*, International Public Management Association for Public Resources, Alexandria, VA, July 2005, pp. 5-6

### **Forthcoming**

"The Mont Pelerin Society," in the *Encyclopedia of Libertarianism*, the CATO Institute, Washington, DC.

### **In Progress**

"F. A. Hayek on Labour Unions," Chapter in a book edited by Norman Barry for Edward Elgar Publishing.

"Labor Unions," in the *Encyclopedia of Libertarianism*, the CATO Institute, Washington, DC

### **EDITORIAL POSITIONS**

Contributing Editor, *The Freeman*, Foundation for Economic Education, Irvington-on-Hudson, NY, 1994 - 1998.

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.

Board of Editors, *CATO Journal*, Washington, D.C.; 1981-present

Board of Fellows, *Government Union Review*, Vienna, VA; 1980-present

Board of Editors, *Review of Austrian Economics*, Mises Institute, Auburn University; 1985-1998.

### ***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***

"The Free Market Banking Alternative," Letters to the Editor, *Wall Street Journal*, February 10, 1983

"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).

"No IMF Bailouts," *Gazette Telegraph*, Colorado Springs, CO., December 4, 1983.

"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).

"Labor Law and American Competitiveness," *Los Angeles Herald Examiner*, October 16, 1985 (also published in three other papers).

"Innovative Unionism," Letters to the Editor, *Wall Street Journal*, December 22, 1987

"Hands Off the Hatch Act," *Waterbury Republican*, (CT) January 27, 1988

"ABCs of Child Care Spell Bureaucracy," Letters to the Editor, *Wall Street Journal*, July 21, 1988

"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

"American Labor Law Needs Reform," *Sunday Republican*, Waterbury, CT, May 27, 1990



"Union Returns to Old-Fashioned Violence," *Gazette-Telegraph*, Colorado Springs, CO, February 8, 1991

"The Myth of the Garbage Crisis," *Morning Call*, Allentown, PA, May 29, 1991, also published in nine other papers.

"What Garbage Crisis?," *ORER Letter*, University of Illinois at Urbana-Champaign, Spring/Summer 1992.

"Clinton Dishes Up Socialism," *The Dominion*, Wellington, New Zealand, May 26, 1993

"Clinton's Bows to Big Labor," *Human Events*, June 12, 1993

"Beware the Tyranny of Economic Democracy," *Business Day*, Johannesburg, South Africa, August 17, 1993

"Apartheid's Evil Consequences," *The Daily Review*, Hayward, CA, February 15, 1994

"Clinton Embraces Big-Labor Dinosaur," *Human Events*, April 7, 1995, p. 298

"Minimum Wages Cost Jobs," *The Dominion*, Wellington, New Zealand, February 20, 1996

"Wages Case Not Made," *The Dominion*, Wellington, New Zealand, March 4, 1996

"On Labour, Dead Fish and Red Herrings," *New Zealand Herald* (Auckland), January 2, 1997

"Measure Would Keep Politics Out of Pocketbooks," *Daily News*, Los Angeles, May 10, 1998.

"The Courts and Microsoft," *Daily Review*, Hayward, CA and other ANG papers, July 3, 2001

"Labour Reform a Far Cry from US System," *Australian Financial Review*, July 14, 2005.

"Voluntary Association and Union Politics," Acton Institute News and Commentary, August 3, 2005  
[www.acton.org](http://www.acton.org).

"Government Unions Surge," *The Press-Enterprise*, Riverside, CA, August 28, 2005, pp. D1, D4.

### **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.

"The Economic Case for a Constitutional Amendment to Balance the Federal Budget," *The Advocates*, PBS-TV (national). April 1, 1979.

Role in educational film entitled, "Who is Controlling Your Government: An Urgent Issue," produced by Public Services Research Council, Vienna, Virginia. Premiered on Capitol Hill on December 8, 1981.

"A Report Card on Reaganomics," *Newsmagazine*, KCBS-Radio, San Francisco, CA. August 25, 1982. One hour interview.

"*The Owen Spann Show*, "The Public School Monopoly," ABC-FM (national) and KGO-Radio, San Francisco, CA. October 7, 1982. Two one-hour interviews.

"Resolving the Housing Crisis," *Eyewitness Newsmaker* KPIX-TV, San Francisco, CA. February 20, 1983. Half hour interview.



"Black Colleges and Tax Money," *Morning Break*, WDVM-TV, Washington, D.C., February 29, 1984. One hour.

"Tuition Tax Credits and Education Vouchers," *Morning Magazine* WOAI-radio, San Antonio, TX., December 28, 1984 - One hour.

"Tax Reform or Tax Restructuring," Half hour interviews at KDKA-radio, Pittsburgh, PA, June 12, 1986 and WJNO-radio, West Palm Beach, FL, June 24, 1986.

"Child Care Services: Crisis or Not?," KGO-TV, San Francisco, Dec. 30, 1986. One half hour.

"Whither Unionism," KING-radio, Seattle, WA, September 5, 1988. One hour interview.

"The Balanced Budget Amendment" KTAR-radio, Phoenix, AZ, June 11, 1992. One hour interview.

"Clinton's Department for Unions," KPHP-radio, Portland, OR, July 1, 1993. One hour interview.

"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,

"In Support of Proposition 226," a debate, Marin Cable TV, San Raphael, CA, May 28, 1998.

Debate on the US Supreme Court's welfare decision on May 17, 1999 in *Saenz v. Roe*, Bay TV, San Francisco, "Take Issue," May 19, 1999.

"The Faculty Agency Shop Lawsuit," KSFO Talk Radio, Lee Rodgers Show, February 17, 2000.

"The AFL-CIO Split," Ave Maria Radio, Al Kresta Show, July 26, 2005.

**PUBLIC SPEECHES AND PRESENTATIONS** (chronological order since 1980)

"Let's Abolish the Department of Energy," San Leandro Kiwanis Club. January 15, 1980.

"Let's Force the Feds to Balance Their Budget," San Leandro Breakfast Club. March 19, 1980.



Panel on "The Future of Public Sector Unionism," Public Services Research Foundation. March 20, 1980.

Testimony before the U.S. Senate Subcommittee on the Constitution regarding a proposed Constitutional amendment to require balanced federal budgets. April 9, 1981.

"The Meaning of Supply Side Economics," Sunday Nighters Club of All Saints' Episcopal Church, San Leandro, CA. May 31, 1981.

"Where is the Middle Ground," CATO Conference on Pollution, Palo Alto, CA. December 11-12, 1981.

"Water Rights and the New Resource Economics," *Preserving the Earth: the Property Rights Alternative*. Symposium sponsored by the University of Bridgeport School of Law and the Connecticut Institute, Bridgeport, CT. April 16, 1983.

"Some Dangers in a Flat Tax," Pacific Forum, San Francisco, CA. April 26, 1983.

"Labor Law and Industrial Policy", Pacific Forum, San Francisco CA. April 17, 1984.

"American Labor Law and the First Amendment", Dominican College, San Rafael, June 6, 1984.

"The Rise and Fall of the Fourth Estate in the U.K.: A Comment", paper given at general meeting of the Mont Pelerin Society, Cambridge, England, September 3, 1984.

"The Supreme Court, Labor Law, and the First Amendment," library seminar, Institute for Humane Studies, April 10, 1985.

"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

"Public Sector Unionism and Democracy," College of the Holy Cross, Worcester, MA, December 4, 1986

"Christian Perspectives on the Economy," Liberty Fund Conference, Williamsburg, VA, February 12-14, 1987

"The Political Economy of South Africa," Free Marin Forum, San Raphael, CA, December 2, 1987

"American Union Law: Sources of Conflict," Conference on Japanese Labor Relations: Are There lessons for the US?, University of Tennessee, Chattanooga, April 5, 1989

"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

"Collective Bargaining in Higher Education," conference on the pros and cons of higher education faculty unionism, Western Nevada Community College, Carson City, NV, March 30, 1990

"The Political Economy of Waste Management," Regional Meeting of the Mont Pelerin Society, Big Sky, Montana, August 24, 1991

"Christianity, Economics and Liberty," Liberty Fund Conference, Alexandria, VA  
January 16-19, 1992



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"Comments on Ikeda's Market Process General Theory of Interventionism," Southern Economic Association, New Orleans, November 19, 1995

"Freedom and American Labor Relations Law: 1946-1996," UC Irvine, December 1, 1995

"The Employment Contracts Act: Almost a Model for the World," Karori Rotary, Wellington, New Zealand, March 19, 1996

"Education, Teacher Unions and Competition," Auckland Rotary, Auckland, New Zealand, May 13, 1996

"Deregulation of the New Zealand Labour Market: Things Done and Left Undone," Conference on New Zealand Business Employment: Moving Ahead, New Zealand Business Roundtable, Auckland, New Zealand, May 15, 1996.

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.

"Union-Friendly Legislation and Union Density: A Laffer Curve Analysis," paper presented to the Southern Economic Association, November 24, 1996 and to the National Conference on Innovative Applications of the Laffer Curve, Washington, DC, April 13, 1997.

"Getting Union Dues Out of Politics," Orinda, CA Republican Women's Club, March 20, 1997

"A Laffer Curve Analysis of Minimum Wages: A Comment" presented at the Southern Economic Association Annual Meeting, November 21, 1997.

"Labour Relations in New Zealand and South Africa," Free Market Foundation, Johannesburg, South Africa, February 18, 1998.

"An Economic Analysis of Unjustifiable Dismissal Regulations," University of the Witwatersrand, Johannesburg, South Africa, February 19, 1998.

"Labour Relations in the 21st Century: Lessons from WH Hutt," the first annual WH Hutt Memorial Lecture, University of Cape Town, Cape Town, South Africa, February 24, 1998.

"A Critique of the Labour Provisions in the Austrian Social Partnership," Manz Seminar, Vienna, Austria, April 29, 1998.

"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.

"Menger and Alchian on Money," Presidential Address, Society for the Development of Austrian Economics, New Orleans, LA, November 22, 1999

"Critique of 'Trust: A cause and Consequence of Government Performance,'" by JR Clark and Dwight Lee, presented at the annual meeting of the Southern Economic Association, New Orleans, LA, November 21, 1999.

"Comments on 'William Hutt and the Economics of Apartheid.'" by Peter Lewin, presented at the annual meeting of the Southern Economic Association, New Orleans, LA, November 22, 1999.

"Unions and Antitrust," paper presented at the annual meeting of The Association of Private Enterprise Education, in Las Vegas, NV, April 4, 2000

September 2, 2002.

"The Future of Unions," Summer University, University of Marseille at Aix en Provence, France, September 3, 2002.

Discussant of "Prisoners' Dilemmas, Leadership, and the Destructive Growth in Government," by JR Clark and Dwight R. Lee, Southern Economic Association, New Orleans, LA 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.

Delivered two lectures, "Who Protects the Worker?" and "Corporate Social Responsibility," at the "Milton Friedman Seminar," sponsored by the Young America's Foundation, at the Reagan Ranch Conference Center, Santa Barbara, CA, November 21-23, 2003.

"Unions and Government Employment," a presentation at conference sponsored by the Atlas Foundation, Fairfax, VA, and the Friedrich Naumann Foundation, Washington, DC, which took place April 20-21, 2004 in Miami, Florida.

"Government Employee Unionism v. Democracy," presentation given at FreedomFest 2004 in Las Vegas, NV, May 15, 2004

"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

"The US Labour Market: the Good and the Not So Good," Department of Employment and Workplace Relations, Canberra, Australia, March 16, 2005.

"Reflections on the US Labour Market," Australian Economics Society, Victoria Branch, Melbourne, Australia, March 17, 2005.

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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:

Instructor's Manual to accompany Robert H. Haveman and Kenyon A. Knopf, The Market System: An Introduction to Microeconomics (3rd edition), John Wiley and Sons (Santa Barbara, New York, Chichester, Brisbane, and Toronto), 1978; manual for 4th edition, 1981

"Public Employment and Wage Subsidies in Western Europe and the United States" (with Robert H. Haveman), in Orley C. Ashenfelter (ed.), European Labor Market Policies, National Commission for Manpower Policy, Washington, 1979; also published in Irwin Garfinkel (ed.), Youth Unemployment: Causes, Consequences, and Potential Solutions, Rockefeller Foundation, New York, 1980

Jobs and the Environment (with Robert H. Haveman), Work in America Institute, Scarsdale, New York, 1979

"Environmental Policy and the Slowdown in U.S. Productivity Growth" (with Robert H. Haveman), Organisation for Economic Co-operation and Development, Paris, 1979

"The Oriental Ideal in Art and the Art of Economic Man in the Orient: A Comment," Journal of Cultural Economics, June 1980

"The Determinants of the Decline in Measured Productivity Growth: An Evaluation" (with Robert H. Haveman), in L. Douglas Lee (ed.), Productivity: The Foundation of Growth, Joint Economic Committee, U.S. Congress, Washington, 1980

"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

"The Determinants of Arts Demand: Comment," in William S. Hendon (ed.), Economic Policy for the Arts, Abt Books, Cambridge, Massachusetts, 1980

Environmental and Health/Safety Regulations, Productivity Growth, and Economic Performance (with Frank M. Gollop and Robert H. Haveman), Joint Economic Committee, U.S. Congress, Washington, 1980

"Energy and Productivity Growth" (with Robert H. Haveman), Executive (Cornell Business School), Fall 1980

Environmental Regulation and Its Impact on the Economy (with Robert H. Haveman), report to the Environmental Assessment Council, Academy of Natural Sciences, Philadelphia, 1980

"Public Regulations and the Slowdown in Productivity Growth" (with Robert H. Haveman), American Economic Review, May 1981; also published in Robert F. Himmelberg (ed.), Regulatory Issues Since 1964: The Rise of the Deregulation Movement, Garland Publishers, New York, 1994

"Client Earnings, Minimum Wages, and the Disincentive Effects of the Social Security Disability Insurance Program," in Monroe Berkowitz (ed.), Wages in Sheltered Employment, Minimum Wage Study Commission, Washington, 1981

"Environmental Regulations and Productivity Growth" (with Robert H. Haveman), Natural Resources Journal, July 1981; also published in Henry M. Peskin, Paul R. Portney, and Allen V. Kneese (eds.), Environmental Regulation and the U.S. Economy, Johns Hopkins University Press, Baltimore, 1981

"The Contribution of Environmental Regulations to the Slowdown in Productivity Growth" (with Robert H. Haveman), Journal of Environmental Economics and Management, December 1981

"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

"Evidence for Determining the Optimal Mechanism for Providing Collective Goods," The American Economist, Spring 1982

"Environmental Regulations and the Slowdown in Productivity Growth in OECD Countries" (with Robert H. Haveman), Organisation for Economic Co-operation and Development, Paris, 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

"Using Donor Preferences in Evaluating Public Expenditures: A Suggested Procedure," Public Finance Quarterly, July 1983

"The Reagan Administration's Regulatory Relief Effort: A Midterm Assessment" (with Robert H. Haveman), in George C. Eads and Michael Fix (eds.), The Reagan Regulatory Strategy, The Urban Institute, Washington, 1984

"Liability Law Regarding Toxic Substances in the United States and Japan: Economic Considerations," Toxic Substances Reports, December 1984

"Using the Revealed Preferences of Private Donors to Establish an Efficient Matching-Funds Formula: The Case of Public Broadcasting," in C. Richard Waits (ed.), Governments and Culture, The University of Akron, Akron, Ohio, 1985

"The Road to Serfdom Forty Years Later: The Development of a Philosophy of A-Rationalism," in How Fares the Free World? Mont Pelerin Society, Fairfax, Virginia, 1985 (audio cassette version produced by Liberty Audio & Film Service, Richmond, Virginia)

"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)

"Welfare, Family Cohesiveness, and Out-of-Wedlock Births" (with Walter E. Williams), in Joseph R. Peden and Fred R. Glahe (eds.), The American Family and the State, Pacific Research Institute for Public Policy, San Francisco, 1986

"James Buchanan and the Revival of Classical Political Economy," Challenge, March/April 1988

"The Natural Environment and Economic Education," Journal of Economic Education, Spring 1988

"Fiat Money and the Constitution: A Historical Review," in Thomas D. Willett (ed.), Political Business Cycles: The Political Economy of Money, Inflation, and Unemployment, Duke University Press, London and Durham, North Carolina, 1988

"Gold and the Constitution: Retrospect and Prospect," in Walter Block and Llewellyn H. Rockwell, Jr. (eds.), Man, Economy, and Liberty, The Ludwig von Mises Institute, Auburn University, Auburn, Alabama, 1989

"Law as a Discovery Procedure," Cato Journal, Winter 1990 (lead article)



Austrian Economics: A Theory of Human Action (audio & video cassette series), The Freedom Conference, San Francisco (marketed in South Africa), 1991

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"

"Free Cities from Government Incompetence," Pacific Business Review, June 1992

"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

"Government Spending Programs Create Jobs," in Mark Spangler (ed.), Cliches of Politics, Foundation for Economic Education, Irvington-on-Hudson, New York, 1994

"Environmental Regulation: Just as Bad as Any Other," The Freeman, August 1994

"Methodological Individualism," in Peter J. Boettke (ed.), The Elgar Companion to Austrian Economics, Edward Elgar Publishing, Ltd., London, 1994

"Constitutional and Ideological Influences on State Action: The Case of the First Bank of the United States," in Money and Banking: The American Experience, George Mason University Press, Fairfax, Virginia, 1995

"The Transformation of Western Social Democracies: What Sweden Can Learn From New Zealand," in Nils Karlson (ed.), Can the Problems of Mature Welfare States Such as Sweden Be Solved? City University Press, Stockholm, 1995

"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

"The Role of Forecasting in Meeting Inflation Targets: The Case of New Zealand," Cato Journal, vol. 17, no. 1, 1997; also published in The Banking Journal, 1997, no. 5 (Ukraine)

"Keynes on the Impact of Money Supply Changes," in James C.W. Ahikpor (ed.), Keynes and the Classics Reconsidered, Kluwer Academic Publishers, Boston, London, and Dordrecht, The Netherlands, 1998

"The Potential of High Technology for Establishing Tradable Rights to Whales" (with Brian C. Gothberg), in Terry L. Anderson and P.J. Hill (eds.), The Technology of Property Rights, Rowman & Littlefield, Lanham, Maryland, 2001

"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:

Urban Transit: The Private Challenge to Public Transportation. Charles A. Lave ed. Foreword by John Meyer. 1985. Copublished by Ballinger Publishing Company, Cambridge, Massachusetts.

Offshore Lands: Oil and Gas Leasing and Conservation on the Outer Continental Shelf. By Walter J. Mead et. al. 1985. Foreword by Stephen L. McDonald.

Politics, Prices, and Petroleum. By David Glasner. Foreword by Paul W. MacAvoy. 1985. Copublished by Ballinger Publishing Company, Cambridge, Massachusetts.

Forestlands: Public and Private. Robert T. Deacon and M. Bruce Johnson eds. Foreword by B. Delworth Gardner. 1985. Copublished by Ballinger Publishing Company, Cambridge, Massachusetts.

Taxation and the Deficit Economy: Fiscal Policy and Capital Formation in the United States. Dwight R. Lee ed. Foreword by Michael J. Boskin. 1986.

Electric Power: Deregulation and the Public Interest. John Moorhouse ed. Foreword by Harold Demsetz. 1986.

The American Family and the State. Joseph R. Peden and Fred R. Glahe eds. Foreword by Robert Nisbet. 1987.

The New China: Economic Development in Hong Kong, Taiwan, and Mainland China. By Alvin Rabushka. 1987. Copublished by Westview Press, London and Boulder, Colorado.

Dealing with Drugs: Consequences of Government Control. Ronald Hamowy ed. Foreword by Dr. Alfred Freedman. 1987. Copublished by Lexington Books, Lexington, Massachusetts.

Crisis and Leviathan: Critical Episodes in the Growth of American Government. By Robert Higgs. Foreword by Arthur A. Ekirch, Jr. 1987. Copublished by Oxford University Press, New York and London.

Political Business Cycles: The Political Economy of Money, Inflation, and Unemployment. Thomas D. Willett ed. Foreword by Axel Leijonhufvud. 1988. Copublished by Duke University Press, London and Durham, North Carolina.

Advertising and the Market Process. By Robert B. Ekelund, Jr. and David A. Saurman. Foreword by Israel M. Kirzner. 1988.

Editorial Contributor: New York Times, Wall Street Journal, Chicago Tribune, St. Louis Post-Dispatch

Referee:

American Economic Review, Earhart Foundation, Economic Inquiry, The Environmental Professional, Environmental and Resource Economics, History of Political Economy, Journal of Cultural Economics, Journal of Environmental Economics and Management, Journal of Policy Analysis and Management, Public Finance Review, Southern Economic Journal

Professional Associations:

American Economic Association  
Mont Pelerin Society

Recent Interviews:

Investor's Business Daily, KFAQ-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 Führungskräfte (Vienna), San Francisco Chronicle, NewsRadio 93.8 FM (MediaCorp, Singapore)

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# LEO H. KAHANE

DEPARTMENT OF ECONOMICS ▪ COLLEGE OF  
BUSINESS AND ECONOMICS ▪ CALIFORNIA  
STATE UNIVERSITY-EAST BAY ▪ 25800  
CARLOS BEE BOULEVARD ▪ (510)885-3369 ▪  
LEO.KAHANE@CSUEASTBAY.EDU

## EDUCATION

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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

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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

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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.
1999- present	Co-Founder and Editor, <i>Journal of Sports Economics</i> , published by Sage Publications, Inc.
1994-	Visiting Professor of Economics, Institute of Business and present Economics, Academy of National Economy, Moscow, Russia.

## UNIVERSITY SERVICE

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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).  
Long-Range Planning Committee, (1993-94).  
Moscow MBA Advisory Group (on-going).

## COURSES TAUGHT

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▪ 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

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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.

Test item writer, Foreign Service Exam, for the Educational Testing Service, 1992, 1997.

Test item writer, Praxis Exam in Economics, for the Educational Testing Service, 1994.

#### PROFESSIONAL AFFILIATIONS

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American Economic Association  
Western Economics Association  
International Atlantic Economic Society  
International Association of Sports Economists

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## Shyam Janardhan Kamath, Ph.D.

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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  
Dissertation: “The Political Economy of Suppressed Markets: Controls, Rent-Seeking and Interest Group Behavior in the Indian Sugar and Cement Industries”  
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



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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



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	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
1973 - 1974	Government of India Merit Scholarship ♦ I.I.M.A., India
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 (4 <sup>th</sup> nationally) ♦ A.I.H.S. Board Examinations, India

**PROFESSIONAL EXPERIENCE**

2000-present	Consulting Director, Global Business Strategic Consulting (GLOBUSTRAT) 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
- 1990 - 1991 Consultant ♦ Cato Institute, Washington, D.C.
- 1987 - 1990 Consultant ♦ Atlas Economic Research Foundation, Herndon, Virginia
- 1986 - 1993 Small Business Consultant ♦ Nomos Consulting Associates, Dublin, CA
- 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
- 1975 - 1976 Consultant on Corporate Planning ♦ I.D.P.L., New Delhi

- 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, Aquaum 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**

- S. J. Kamath The Political Economy of Suppressed Markets, New Delhi: Oxford University Press, 1992.
- P. Rosson, M. Brooks, S. J. Kamath and D. Patton  
Excellence in Exporting: Advice and Comments from Canada's Export Award Winners, Ottawa: Government of Canada, Department of External Affairs, 1985.
- S. J. Kamath Foreign Aid and India: Financing the Leviathan State, Cato Policy Analysis, Washington, D.C., 1992

**Articles**

- S.J. Kamath "Indian Development and Poverty: Making Sense of Sen et. al." Critical Review, No. 13, Vols. 3 and 4, 2000.

- S. J. Kamath "Property Rights and the Evolution of Foreign Direct Investment in the Chinese Economy: Reply to Pomfret," Economic Development and Cultural Change, July 1993, pp. 536-541.
- S. J. Kamath and K. C. Jensen "Liquidity, Error and Decision Making in Economics," Indian Economic Journal, 40(4), April-June 1993, pp. 49-66.
- S. J. Kamath "Great Expectations: Foreign Aid and Indian Economic Development," Indian Journal of Economics, No. 293, October 1993, pp. 209-245.
- D. Wiley, S. J. Kamath and B. E. MacNab "SEDPRO: A Look at Three Soviet Executive Development Programs at California State University, Hayward," in S. Puffer (ed.), Soviet Management Education in the United States, New York: M. E. Sharpe, 1992.
- S. J. Kamath "Institutional Change and Economic Theory — A Perspective and an Eclectic Synthesis," Journal of Interdisciplinary Economics, 4(2), 1992, pp. 161-188.
- S. J. Kamath "The 'Fair' Trade Myth," The Freeman, June 1992, pp. 277-288.
- S. J. Kamath "The Failure of Foreign Aid: With Special Reference to the Soviet Union," HKCER Letters, 12, January 1992.
- S. J. Kamath "Statism, Foreign Aid and Poverty in India," Cato Policy Analysis Report, 13(4), July/August 1991, pp. 1, 10-12.
- S. J. Kamath "Affirmative Disintegration: India's Most Dangerous Decade," The Freeman, 41(5), May 1991, pp. 190-192.
- B. MacNab and S. J. Kamath "A New Model for Enhancing Interactive Learning in Business Schools: Pacific Rim Marketing — The China Experience," Journal for Teaching in International Business, 2(2), 1990, pp. 61-79.
- S. J. Kamath, K. C. Jensen and R. E. Bennett "The Empirical Appraisal of Economic Theories: Some Problems and an Alternative Test Procedure," Journal of Interdisciplinary Economics, 3, 1990, pp. 173-195.
- S. J. Kamath "Foreign Direct Investment in a Centrally Planned Developing Economy — The Chinese Case," Economic Development and Cultural Change, 39(1), October 1990, pp. 107-130.

- 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 "Estimates of Black Markets in Indian Cement 1961-82," Atlantic Economic Journal, 18(1), 1990, p. 85.
- S. J. Kamath, K. C. Jensen and R. E. Bennett "Money in the Production Function-Reprise and Clarification," Eastern Economic Journal, 15(3), July-September 1989, pp. 241-243.
- S. J. Kamath "Concealed Takings: Capture and Rent Seeking in the Indian Sugar Industry," Public Choice, 62, 1989, pp. 119-138.
- S. J. Kamath "A Rational Reconstruction of the Rational Expectations Revolution," in D. Walker (ed.), Perspectives in the History of Economic Thought, London: Elgar Publishing, 1989.
- S. J. Kamath "A Note on Some Estimates of Illegal Arbitrage in Dual Commodity Markets," Atlantic Economic Journal, 16(3), September 1988, p. 87.
- S. J. Kamath "Partially Suppressed Markets: Controls, Rent Seeking and the Cost of Protection in the Indian Sugar Industry," Weltwirtschaftliches Archiv, 124(1), 1988, pp. 140-160.
- S. J. Kamath "Implicit Contract Theory and Stabilization Policy," Indian Journal of Economics, 270, January 1988, pp. 377-420.
- S. J. Kamath and K. C. Jensen "Liquidity and the Production Function — A Reexamination," Indian Economic Journal, 35(2), October-December 1987, p. 91-114.
- S. J. Kamath and J. Roderick Tilley "Canadian International Banking and the Debt Crisis," Columbia Journal of World Business, 22(4), Winter 1987, pp. 75-86.
- A.K.M.S. Alam and S. J. Kamath "Interregional Canadian Manufacturing Trade: An Empirical Analysis of the Demand Side of the Factor Proportions Model," Journal of International Economic Integration, 2(2), Autumn 1987, pp. 63-88.
- K.C. Jensen, S. J. Kamath and R.E. Bennett "Money in the Production Function — An Alternative Test Procedure," Eastern Economic Journal, 13(3), July-September 1987, pp. 259-270.

- S. J. Kamath and K. C. Jensen  
“Models of International Bank and Country Risk — A Survey of the Literature and A Portfolio Model,” Indian Journal of Economics, 267, April 1987, pp. 555-604.
- S. J. Kamath, P. J. Rosson, D. Patton and M. Brooks  
“Research on Success in Exporting: Past, Present and Future,” in P. J. Rosson and S. Reid (ed.), Export Expansion and Market Entry Modes, New York: Praeger, 1987.
- A. M. Rugman and S. J. Kamath  
“International Diversification and Multinational Banking,” in S. J. Khoury and A. Ghosh (ed.), Recent Developments in International Banking and Finance, Lexington, Mass: D.C. Heath & Co., 1986.
- A.K.M.S. Alam and S. J. Kamath  
“Models and Forecasts of Inflation in a Developing Economy,” Journal of Economic Studies, 13(4), 1986, pp. 3-29.
- S. J. Kamath  
“An Investigation of the Demand for and Supply of Money in India — 1951-76,” Weltwirtschaftliches Archiv (Review of World Economics), 121(3), 1985, pp. 501-523.
- S. J. Kamath  
“Monetary Aggregates, Income and Causality in a Developing Economy,” Journal of Economic Studies, 12(3), 1985, pp. 36-53.
- S. J. Kamath  
“The Demand for Money in India 1951-76 — Theoretical Aspects and Empirical Evidence,” Indian Journal of Economics, 257, October 1984, pp. 131-172.
- S. J. Kamath  
“Beyond Positivism: Economic Methodology in the Twentieth Century — A Review,” Southern Economic Journal, 50(1), July 1983, pp. 295-298.
- S. J. Kamath and R. Ramanan  
“The Limits of Energy Policy in India,” Proceedings of the 20th National Convention of the I.I.I.E., January 1978.
- S. J. Kamath  
“Andrei Sakharov — Soviet Dissident — A Review of His Collected Writings,” The Book Review, 2(1), April 1977, pp. 16-19.

#### **Newspaper/Magazine Articles & Featured Editorials**

"Is Regulation a Got-up Game?," Business Standard, March 3, 1993.

"La India al borde del desatre 'planificado'," El Hispano News, 10 Enero, 1992, pp. 2-3.



- "No, a la ayuda del Banco Mundial y F.M.I." El Diario de Caracas, 5 November, 1992, p. 26.
- "Money Matters - Aid an Unmitigated Disaster," Sunday Magazine, 12-18 July, 1992, p. 59.
- "Study Blasts Effects of Foreign Aid on India" India West Magazine, July 3, 1992, p. 21.
- "World Bank Aid Harms Private Enterprise" The Hindu, June 30, 1992.
- "Foreign Aid an 'Unmitigated' Disaster for India " Economic Times, June 30, 1992.
- "Aid to India a Total Disaster" Hindustan Times, June 23, 1992.
- "Foreign Aid Failed to Help India Reduce Poverty," Economic Times, June 20, 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.
- "Aid to the Eastern Bloc: Lessons from India," Wall Street Journal Europe, September 15, 1991.
- "India's Lesson: Beware the Aid Pushers," Asian Wall Street Journal, September 10, 1991.
- "The Brink of Reform," Insight Magazine, September 2, 1991, p. 23.
- "Thomas' Critics Should Look to India," Daily Herald, July 18, 1991.
- "Statism Pushes India Near Political and Social Collapse," The Mobile Press, May 6, 1991.
- "India on the Brink of Chaos," Jacksonville News, May 2, 1991.

### **Case Studies**

K. Zhao and S. J. Kamath

"Minzhiang-Hakyo Television Corporation — A Sino-Japanese Joint Venture," in E. Kaynak (ed.), Cases in International Marketing, Haworth Press, 2000.

H. Li, Y. Lin and S. J. Kamath

"Lujiang International Electronic Company — Strategic Planning in a Planned 'Open' Economy," in E. Kaynak (ed.), Cases in International Marketing, Haworth Press, 2000.

W. Huang and S. J. Kamath

"Huaxin Shoe Company, China — Choice of Mode of Organizational Upgrading in a Planned Developing Economy," in E. Kaynak (ed.), Cases in International Marketing, Haworth Press, 2000.

S. J. Kamath "The Heavy Electrical Equipment Industry in India," in Proceedings of the Indo

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
- S.J. Kamath "The Political Economy of Completely Suppressed Markets: The Case of Indian Cement" submitted to Indian Journal of Economics
- 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 "‘Brain Drains’ and ‘Brain Gains’ — A Critical Look at the Literature on the Economics of the International Migration of Human Capital," Dalhousie University Discussion Papers in International Business, No. 55, April 1986.
- S. J. Kamath, P. Rosson, D. Patton and M. Brooks "Success in Exporting Research: Past, Present and Future," Dalhousie University Discussion Papers in International Business, No. 54, March 1986.
- A. M. Rugman and S. J. Kamath "International Diversification and Multinational Banking," Dalhousie University Discussion Papers in International Business, No. 53, March 1986.
- S. Alam and S. J. Kamath "Interregional Canadian Manufacturing Trade: An Empirical Analysis of the Demand-Side of the Factor Proportions Model," Dalhousie University Discussion Papers in International Business, No. 52, December 1985.
- S. J. Kamath "The Political Economy of ‘Partially Suppressed’ Markets: Controls, Rent-Seeking and the Cost of Protection in the Indian Sugar Industry," Dalhousie University Discussion Papers in International Business, No. 51, September 1985.
- S. J. Kamath and R. Tilley "Canadian International Banking and the ‘Debt Crisis’," Dalhousie University Discussion Papers in International Business, No. 49, August 1985.
- 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 Administration Working Paper Series, No. 38, March 1985.

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 Department of Economics Discussion Paper Series, No. 84-06-02, June 1984.

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 Paper Series, No. 83-02-03, February 1983.

#### **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)

Project Report and Investment Plan for Boiler House Auxiliaries, BHEL, Tiruchirapalli, 1977.

“Long Range Planning – An Introduction” Monograph Prepared for the Long Range Planning Group, BHEL, Tiruchi, 1978.

#### **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

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December 2004	Keynote Speaker at Brazilian Conference on Trade and Technology, Itajai, Brazil
October 2004	EMBA Council Conference, San Francisco, CA (Paper Presenter)
July 2004	International Chamber of Commerce (CAMBRA) Conference (Keynote Speaker and Paper Presenter)
October 2003	EMBA Council Conference, Atlanta, Georgia (Paper Presentation)
2002-2003	Presenter at Chamber of Commerce Presentations in Chile and Brazil (Multiple Times)
October 2001	Keynote Speaker and Panel Member, International Science and Technology Symposium, Blumenau, Brazil
October 1999	Oakland-Nakhodka Friendship Association (Keynote Speaker)
May 1999	CSUH Economics Research Workshop (Paper Presentation)
May 1999	Case News Media Fellowship Seminar on Trade, Ethics , Regulation and the Environment, San Francisco (Paper Presentation)
September 1998	Rotary Club and Chamber of Commerce, Blumenau, Brazil (Seminar Presentation)
July 1998	Global Education Conference, CSU, Hayward (Paper Presentation)
April 1998	CSU, Hayward China Symposium (Paper Presentation)
March 1998	Manz Seminar on Globalization, Vienna, Austria (Paper Presentation)
March 1998	Globalization Seminar, Antwerp (Belgium) and Salzberg (Austria) (Seminar Presentation)
October 1997	Ismaili Association of California Excellence Awards, Pleasanton (Keynote Speaker)
September 1997	Globalization Seminar, Surabaya, Indonesia (Seminar Presentation)
August 1997	American Marketing Association Conference, Chicago (Paper Presentation)
March 1997	Western Decision Sciences Institute Conference, Kona, Hawaii (Paper Presentation)
November 1996	Decision Sciences Institute Conference, Orlando, Florida (Paper

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	Presentation)
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)
May 1991	Cato Institute Conference on Multilateral Aid, Washington, D.C. (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)
- December 1988 North American Economics and Finance Association, A.S.S.A. Annual Meetings, New York City (Paper Presentation and Discussant)
- November 1988 Liberty Fund Conference on Liberty and Economic Development, University of Illinois, Champaign (Paper Presentation and Discussant)
- October 1988 Atlas Economic Research Foundation Conference, Washington D.C. (Invited Participant)
- 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)
- December 1986 North American Economics and Finance Association, A.S.S.A. Annual Meetings, New Orleans (Discussant)
- December 1985 North American Economics and Finance Association, A.S.S.A. Annual Meetings, New York City (Paper Presentation)
- 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)
- December 1983 North American Economics and Finance Association, A.S.S.A. Annual Meetings, San Francisco (Paper (2) Presentation and Discussant)
- May 1983 Pacific Northwest Regional Economics Conference, Bellingham (Paper Presentation)

- November 1982 S.F.U. Economics Seminar, Whistler Ski Resort (Paper Presentation)
- June 1982 Seminar on Austrian Economics, Milwaukee (Participant)
- January 1978 20th Annual Convention of the I.I.I.E., Tiruchirapalli (Paper Presentation)

## **REVIEWER OF BOOKS**

- R. L. Miller, D. K. Benjamin, D. C. North  
The Economics of Public Issues, (10<sup>th</sup> Edition) Addison-Wesley, 1998.
- S. Roy and W. E. James (ed.)  
Foundations of India's Political Economy: Towards an Agenda for the 1990s, New Delhi: Sage Publications, 1992.
- R. Ozaki  
Human Capitalism: The Japanese Enterprise System as World Model, Tokyo: Kodansha International, 1991 and Hammondsworth: Penguin, 1993.
- S. Shmanske  
Public Goods and Monopolistic Competition, College Station: Texas A&M University Press, 1991.
- L. A. Boland  
Methodology for Economic Model Building, New York: Croom-Helm, 1989.
- B. Yarbrough and R. Yarbrough  
The World Economy: Trade and Finance, Chicago: The Dryden Press, 1988.
- A. Rabushka  
The New China — Comparative Economic Development in China, Hong Kong & Taiwan, New York: Oxford University Press, 1987.
- L. A. Boland  
Methodology for a New Microeconomics: The Critical Foundations, Boston: Allen and Unwin, 1986.
- P. E. Kennedy  
A Guide to Econometrics, 2nd Edition, Cambridge, Mass: M.I.T. Press, 1985.
- P. E. Kennedy  
Macroeconomics, 3rd Edition, Boston: Allyn and Bacon, 1984.
- B. Caldwell  
Beyond Positivism: Economic Methodology in the Twentieth Century, Boston: Allen and Unwin, 1982.
- L. A. Boland  
The Foundations of Economic Method, London: George Allen and Unwin, 1982.

## **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	Florianopolis, 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	Moscow, Russia	

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

Economic Development and Cultural Change, 1994, 1996

World Development, 1990, 1992, 1993

Academy of International Business, 1989-90, 1990-91

Columbia Journal of World Business, 1987-90, 1990-91, 1992-93, 1995-96

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

Economic Inquiry, 1982-85, 1986-88, 1991

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

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

Sapiens Parque Technology Park Authority - A Comprehensive Global Best Practices, Market Penetration, Financing and Implementation Study for a High Technology Park in Florianopolis, Santa Catarina, Brazil.

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 Brasiliis, 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 Brasiliis, 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./0.35 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**

“Study on Worldwide Practices on the Set-up and Operation of Business Parks/Incubators” Strategic Alliance Management (SAM) Program. **Amount Awarded: \$2,500.** Agency – Instituto De Pesquisas Tecnologicas, Brazil – 2000.

Global Business Consulting (GLOBUS) Program Contracts (Altona S.A., Altenberg, S.A., Dudalina S.A., Karsten S.A., Marisol S.A. – Brazil). **Amounts Awarded - \$100,000** (with Professors C. Maloles and G. Krickx) – 1999.

“Proposal for Conducting a Market Research Study of Executive Education Needs in the Russian Far East” **Amount Awarded: \$8,904.** Agency – United States Information Agency (Principal Investigator) – 1999.

“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.

“Hosting 1998 Edmund S. Muskie and Freedom Support Act Graduate Fellows in Business Administration” **Amount Awarded - \$45,892.** Agency – American Council of Teachers of Russian/ACCELS (Co-Principal Investigator) – 1998.

“Financial Education Seminars of the National Football League” **Amount Awarded - \$1,200.** Agency – National Football League (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.

Asian International Marketing (AIM) Program Contracts (Plan Toys, PT TIKKA): **Amounts Awarded - \$29,000** – 1998.

“Financial Education Seminars of the National Football League” **Amount Awarded - \$1,200.** Agency – National Football League – 1997.

“How to Market Hi-tech Belgian Products in the United States.” Belgian Executive Training Program. **Amount Awarded - \$14,000** (with Professor G. Krickx) – 1997-98.

Research, Scholarship and Creative Activity (RSCA) Grant, CSUH. **Amount Awarded: \$14,000** – 1997.

“Power Management: Executive Development for the 21<sup>st</sup> Century” Executive Development Program for the Electricity Generating Authority of Thailand (EGAT). **Amount Awarded: \$102,000** – 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.

“Visionary Leadership 2020” Thai Executive Development Program for Senior Managers. **Amount Awarded: \$52,000** – 1996.

“Executive Leadership 2000” Thai Executive Development Program for Public Sector Managers. **Amount Awarded: \$48,000** – 1996.

“SABIT Russian Defense Conversion Program” U.S. Department of Commerce Program. **Amount Awarded: \$22,500** – 1996.

Asian International Marketing (AIM) Program Contracts (Millenium Furniture, Beijing Orient Electronics). **Amount Awarded: \$20,000** (with Professor Bruce MacNab)– 1996.

“Chipro I Executive Development Program” Chinese Executives Development Program. **Amount Awarded: \$52,500** (with Professor Nancy Mangold) – 1996.

Asian International Marketing (AIM) Program Contracts (4 Thai and 2 Chinese Companies). **Amount Awarded: \$45,000** (with Professor Bruce MacNab) – 1995.

Russian Awards Program and Eurasian Awards Program. Agency – NAFSA Association of Intenational Educators. **Amount Awarded: \$9,900** – 1994.

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.

Four Chinese Executive Development Programs. **Amount Awarded: \$55,000** – 1993.

IREX International Scholar Training Grant for Russia and Croatia. **Amount Awarded: \$20,000** – 1993.

Research, Scholarship and Creative Activity (RSCA) Grant. **Amount Awarded: \$12,500** – 1992.

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.

AAFD Grant for Research. **Amount Awarded: \$2,500** – 1987.

CIDA Scholar in China Award. **Amount Awarded: \$8,500 CN**– 1986.

Government of Canada External Affairs Contract. **Amount Awarded: \$55,000 CN** (with Professors Rosson, Brooks and Patton) – 1985.

**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)**

Dr. Wolfgang Pribyl - “R&D Management in the Semiconductor Industry” – 1999.

Lukas Yakubec – “A Market-Based Property Rights Approach to the Cleaning of Contaminated Soil and Contaminated Groundwater in Austria” – 1998.

Dr. Ferdinand Hager – “A Foreign Direct Investment Strategy for the Salzburg Region” – 1998.

Radovan Drsata – “The Economics and Management of Information Technology Outsourcing” – 1998.

Silke Rothenberger – “Reviving the German Economy – A Focus on Shareholder Value” – 1998.

Werner Danda – “Intensive Growth Through Acquisition in the Sealant and Adhesives Industry” – 1997.

Ladislav Mikus – “Managing in Former Communist Countries” – 1997.

Clemens Brandstatter - “Efficient Consumer Response in the Austrian Grocery Industry” – 1997.

Herbert Hlawati – “Strategic Marketing Plan for the Czech Sugar Industry” – 1997.

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**)

Christiano Ranoya, “COSIPA – Privatization and Valuation of a Brazilian Company” – 1997.



Robert Mason, “The Federal Savings and Loan Insurance Corporation: Conception and Closure” – 1996.

Christine Carney, “Market Entry in the Mexican Food Industry” – 1996.

Hans Gude, “Value Pricing Consulting Engineering Services” – 1994 (**Winner of the University Best Thesis Award**).

Michael Sullivan, “The Hour of the Beast” – 1993 (**Winner of the University Best Thesis Award**).

Beverly Hamile, “Small Business Growth Through Exporting” – 1993.

Kenneth Muscat, “An Analysis of Offshore Banking Centers” – 1990.

### **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/ASSISTED 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, World wide

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.

American Economic Association, 1984-97.

Canadian Economic Association, 1984-90.

History of Economics Society, 1986-89.

North American Economics and Finance 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](mailto:tony.lima@csueastbay.edu)  
(510) 885-3889

## EDUCATION

- 1973-1980 Stanford University, Stanford, CA  
Ph.D., Economics, March, 1980; M.A., Economics, January, 1977  
Dissertation: *Inflation and the Demand for Life Insurance*  
Areas of Specialization: Macroeconomics, international economics, monetary theory, econometrics, finance
- 1969-1971 Harvard Business School, Cambridge, MA  
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

- Online study guide to accompany Olivier Blanchard, *Macroeconomics* (4e), Prentice-Hall Publishing, Upper Saddle River, NJ, 2005. Available at <http://www.prenhall.com/Blanchard>.
- “Instructor’s Manual” to accompany Karl Case & Ray Fair, *Principles of Economics* (7e). Prentice-Hall Publishing, Upper Saddle River, NJ, 2003.
- Economics: An Introduction to Analysis and Policy* (with G.L. Bach, R. Flanagan, F. Levy, and J. Howell), Prentice-Hall, Inc., March, 1987.

### ARTICLES

- “The Evolution of Baseball’s Amateur Draft” (with Paul Staudohar). Forthcoming in NINE Journal of Baseball.
- “Does Online Banking Put Your Money At Risk?” PC World, September, 2004. Available at <http://www.pcworld.com/news/article/0,aid,117757,00.asp>

(PUBLICATIONS: ECONOMICS, continued)

"Online Tax Preparation Takes Off" PC World, March, 2004. Available at <http://www.pcworld.com/news/article/0,aid,114515,00.asp>

"Book Review: *Full Count: Inside Cuban Baseball*." Journal of Sports Economics, August, 2001.

"A Game Theoretic Analysis of Owner-Player Relations." in Paul Staudohar (ed.) *Diamond Mines: Labor and Baseball*. Syracuse University Press, 2000.

"You Can't Put a Price on an Award -- Or Can You? Do Consumers Pay More for Medal-Winning Wines?" Wine Business Monthly, September, 1999, p. 34.

"Grey Ladies: Another Consequence of San Francisco Rent Control," Challenge, September-October, 1990.

"An Economic Model of the Objectives of Education" (with A.E. Cassuto), Proceedings of Conf. on Productivity and the Schools, Far West Lab. for Ed. Research and Development, San Francisco, CA, October, 1982.

"An Economic Model of Teaching Effectiveness," American Economic Review, December, 1981.

"Inflation: Its Causes, Measurement, and Cure," The Collegiate Forum, Winter, 1981.

"Price Determination and the Transmission of Inflation in the LINK System" (with B. Hickman), in *Modeling the International Transmission Mechanism*, J. Sawyer, ed., North Holland Press, 1979.

"Optimum Lifetime Portfolio Selection Under Uncertain Inflation," Disc. Paper #8, Workshop on the Microeconomics of Inflation, Department of Economics, Stanford University, February, 1977.

*Great Ideas for Teaching Economics*. Case studies on the economics of the catalytic converter and the Edsel. Scott, Foresman & Co., March, 1984. Reprinted in 1988 edition.

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](http://www.consumersearch.com/www/software/tax_preparation_software/reviews.html).]

"Tax Software: Let the Bugs Begin" PCWorld.com, January 31, 2005. Available at <http://www.pcworld.com/reviews/article/0,aid,119493,00.asp>

"Tax Software: The Online Options" PCWorld.com, January 31, 2005. Available at <http://www.pcworld.com/reviews/article/0,aid,119471,00.asp>

"Tax Software: The Scoop on Shrink-Wrap" PCWorld.com, January 31, 2005. Available at <http://www.pcworld.com/reviews/article/0,aid,119380,00.asp>

"Tax Software: The Online Options." PC World, January 31, 2005. Available at <http://www.pcworld.com/reviews/article/0,aid,119471,00.asp>

"Tax Software: The Scoop on Shrinkwrap." PC World, January 31, 2005. Available at <http://www.pcworld.com/reviews/article/0,aid,119380,00.asp>

(ELECTRONIC PUBLICATIONS, ECONOMICS, continued)

"Tax Software: Let the Bugs Begin." PC World, January 31, 2005. Available at <http://www.pcworld.com/reviews/article/0,aid,119493,00.asp>

"Guide to Desktop Tax Software." PC World Online, February, 2004. Available at <http://www.pcworld.com/news/article/0,aid,114427,00.asp>.

"Guide to Web-Based Tax Software." PC World Online, February, 2004. Available at <http://www.pcworld.com/news/article/0,aid,114426,00.asp>.

"The Decline and Fall of Arthur Anderson." WindoWatch, July, 2002. Available at <http://www.windowwatch.com>

"The Enron Collapse and Your Retirement" WindoWatch, March, 2002. Available at <http://www.windowwatch.com>

"Click Here to Calculate That Magic Income Figure" (review). PC World Online, November 10, 2000. Available at <http://www.pcworld.com/news/article.asp?aid=34644>.

"Find Professional Portfolio Tools Online" (review). PC World Online, September 4, 2000. Available at <http://www.pcworld.com/news/article.asp?aid=18327>.

"Web Offers a WindowOnWallStreet.com" (review). PC World Online, April 19, 2000. Available at <http://www.pcworld.com/news/article.asp?aid=16344>.

"On24: Not Quite Around the Clock" (review). PC World Online, September, 1999. Available at <http://www.pcworld.com/news/article.asp?aid=12537>.

"Shopping on the Web: A Cautionary Tale" in PC World Online, December 29, 1998. Available at <http://www.pcworld.com/news/article.asp?aid=9189>.

*Electronic Lectures for Principles of Economics* (Addison-Wesley, 1995). A set of 3,000 Powerpoint slides to accompany Michael Parkin's *Economics* text (third edition, Addison-Wesley, 1995).

PUBLICATIONS: COMPUTER SCIENCE

BOOKS

*Microsoft Access 2.0 Projects for Windows*, Benjamin/Cummings Publishing Co., Redwood City, CA, 1994.

*Developing FoxPro for Windows Applications*, Addison-Wesley, December, 1993.

*Developing Paradox 4.0 Applications*, Addison-Wesley, July, 1993.

*Developing dBASE IV Applications: Programming With The dBASE Template Language*, Addison-Wesley. October, 1989. (Dutch translation, August, 1990.)

*Inside dBASE IV*, Addison-Wesley, April, 1989. (Dutch translation May, 1990. Japanese translation June, 1993. Russian and French translations in progress.)

*Mastering dBASE III in Less Than a Day*, Prentice-Hall, Inc. November, 1985 (Japanese translation, December, 1986.)

*dBASE II For Beginners*, Prentice-Hall, Inc., January, 1985.

(BOOKS, COMPUTER SCIENCE, continued)

*Introducing VisiOn: The System, Its Concepts and Applications* (with S.R. Trost), VisiCorp Publishing, December, 1983.

ARTICLES

"PAL-Edit Makes Paradox Programming Easy," (review) DBMS, March, 1992.

"The Lost Art of Indexing," .dbf, September, 1991.

"dCRYPTR: Decompilation for dBASE III Plus," (review), .dbf, July/August, 1991.

"Light-Bar Menus in dBASE III Plus" (with Micheal Hader), .dbf, July/August, 1991.

"ScriptView: Documentation and Analysis Tool For Paradox," (review), DBMS, April, 1991.

"Valkyrie Recovers dBASE Source Code From Clipper," (review), DBMS, March, 1991.

"Tiny TimeWand II For Portable Bar Coding," (review), DBMS, February, 1991.

"Using Conditional Indexes for Easy Data Entry," .dbf, January, 1991.

"Multiple Simultaneous APPENDs in a Network Environment," (with Judy Maske), .dbf, December, 1990.

"Using Conditional Indexes to Track Network Locks in dBASE IV," (with Judy Maske), .dbf, November, 1990.

"Multi-user Coding Tips for dBASE IV," .dbf, July, 1990.

"Optimizing Queries in dBASE IV, Part II," .dbf, June, 1990.

"An Internal Rate of Return Program for dBASE IV," (with Jay Parsons) .dbf, May, 1990.

"Optimizing Queries in dBASE IV," .dbf, April, 1990.

"EDI Makes Global Data Interchange Possible," InfoWorld, March 26, 1990.

"Tips For Using the dBASE IV Applications Generator," PC World, January, 1989.

"Using Record Values with the Multiple Choice Function," .dbf, December, 1989.

"Tips For Using the dBASE IV MailMerge Report Generator," PC World, December, 1989.

"Techniques for Converting to dBASE IV," PC Magazine, June 13, 1989 (Number 11).

"Database Roundup," PC World, June, 1989.

"Professor DBMS" regular column in DBMS, May, 1988 - October, 1989.

"Serving Up SQL Server (Product Preview)," PC World, April, 1989.

"Protecting Data in dBASE IV," DBMS, March, 1989.

"dBASE IV: The Good," DBMS, January, 1989.

(ARTICLES, COMPUTER SCIENCE, continued)

- “Robots That Write Programs: Four Dbase Template Languages,” DBMS, December, 1988.
- “Discovering dBase III Plus” regular column in the Data Based Advisor, October, 1986 - October, 1988.
- “Windows and Menus in dBASE IV,” Data Based Advisor, July, 1988.
- “How to Hire a Consultant,” Data Based Advisor, June, 1988.
- “dBXL,” (review), Data Based Advisor, July, 1987
- “Dac Easy Base,” (review) InfoWorld, March 30, 1987.
- “R:Bridge” (review) PC Tech Journal, October, 1986.
- “Quicksilver” (review), InfoWorld, December, 1986.
- “Recovering from Accidental Erasure of Paradox Files Using the Norton Utilities,” PAL Tech Journal (Ansa Software), October, 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.
- “The Wiley FORTRAN Scientific Subroutine Library” (review), PC Tech Journal, May, 1986.
- “Embedded Blanks, Dates, and Character Fields: dBASE Programming Tips,” Data Based Advisor, May, 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
- “Db Report Writer Easy to Handle, But Limited” (review), InfoWorld, January 27, 1986
- “Difficult Dbase Reports Become Much Simpler in Quickreport” (review), InfoWorld, February, 1986.
- “Commodore's Amiga Potent, But Troubled” (review), InfoWorld, December 16, 1985.
- “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**

- Villard Award for Research in Economic Education, National Council on Economic Education (2003)
- Economics International Fellow, National Council on Economic Education (2001-2002)
- 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;  
Kiev, Ukraine, 1996 & 1997; Vilnius, Lithuania, 1998, 2000 & 2002;  
Minsk, Belarus, 1998 & 1999; Mangalia, Romania, 1999; Bankya, Bulgaria, 1999;  
Almaty, Kazakhstan, 1999; Tokyo, Japan, 2000; Sinaia, Romania, 2002 & 2003;  
Pécs, 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)
- Chief evaluation consultant to National Council on Economic Education (1999 - 2002)
- *New York Times* College Advisory Board (1998 - 2002)

## **RESEARCH and PUBLICATIONS**

### **Economics Journals:**

"Ten Observations on High School Economics Textbooks," with Don R. Leet. *The Journal of Economic Education*, forthcoming.

"Online Stock Market Games for High Schools," with Dennis Placone, *The Journal of Economic Education*, (Spring 2002: Vol. 33, No. 2)

"Economic Education in the High Schools: Post-communist Romania and the United States," with Maria Lacatus. *The Journal of Private Enterprise*, (Spring 2002: Vol. XVII, No. 2)

"An Evaluation of Choices and Changes: An Economics Program for At-Risk Students." *The Journal of Private Enterprise*, (Fall 2001: Vol. XVII, No. 1)

"Teaching Economics with the U.S. Economics Standards," *Economic Geography* (1997: Vol. 5, No. 3)  
(Ukrainian journal published in Russian)

"Effects of the High School Economics Curriculum on Learning in the College Principles Class." *The Journal of Economic Education*, (Spring, 1997: Vol. 28, No. 2)

"An International Comparison of Teacher Attitudes on Economic Issues: Azerbaijan, Russia, and the United States." *The Journal of Private Enterprise*, (Fall, 1996: Vol. XII, No. 1)

"Should We Teach Microeconomics Before Macroeconomics?" with Nan Maxwell. *Economic Inquiry*, (April, 1995: Vol. 33, No. 2)

"The Lake Wobegon Effect in Student Self-Reported Data," with Nan Maxwell. *The American Economic Review Papers and Proceedings*, (May, 1994: Vol. 84, 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)

"Reducing Specification Bias in Economic Education Production Function Models," *The Journal of Private Enterprise*, (Fall, 1992: Vol. 8, 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:**

"The Stock Market Crashes of 1929 and 1987: Linking History and Personal Finance Education" *Social Education*, (March 2005: Vol. 69, No. 2)

"Teaching Economics with a Stock Market Simulation." *Social Studies Review*, (Fall/Winter 2003: Vol. 43, No. 1)

"Activity-Based Economics," with John Morton and Amy Willis. *Social Education*, (March 2003: Vol. 67, No. 2)

"Life in a Transition Economy: Experiences of Ukrainian Teachers." *The Social Studies*, (November/December 1998: Vol. 89, No. 6)

"A Cost Effectiveness Analysis of Large and Small Classes in the University," with Nan Maxwell. *Educational Evaluation and Policy Analysis*, (Summer, 1995: Vol. 17, No. 2)

"Investing in the Future of Azerbaijan: Teaching Economics to the Teachers," with Bob Harris. *Economics America: West* (Spring 1996: Vol. 3, No. 3) and *Azerbaijan International*, (Winter 1995)

**Contributions to Edited Volumes:**

"Economic Education Reform in Romania," with Dan Stoicescu. In *Reforming Economics and Economics Teaching in the Transition Economies: From Marx to Markets in the Classroom*, edited by Michael Watts and William B. Walstad. Edward Elgar: Cheltenham, UK, 2002

"Russian Teachers and American Teachers: A Comparison of Attitudes about the Economy." In *Secondary Economics and Business Education: New Developments in the United Kingdom, the United States and Other Nations*, edited by William Walstad. Economics & Business Education Association: West Sussex, England, 1997

**Curriculum Materials:**

*Thinking Globally: Effective Lessons for Teaching about the Interdependent World Economy*. 2005. National Council on Economic Education and International Monetary Fund Center. (Contributing author and general editor)

*Learning, Earning, and Investing*. 2004. New York: National Council on Economic Education. (Contributing author)

*Economics in Action: 14 Greatest Hits for Teaching High School Economics*. 2003. New York: National Council on Economic Education. (Editor, with Amy Willis) Has been translated into Russian, Japanese, and Korean (forthcoming)

*Capstone: Exemplary Lessons for High School Economics*. 2003. New York: National Council on Economic Education. (Contributing author)

*Teaching About Exchange Rates*. <http://kkcfellowships.ncss.org/>, 2000 (Keizai Koho Center fellowship project.)

*Focus: International Economics*. 1998. New York: National Council on Economic Education. (Contributing author)

*The New York Times in the College and University Classroom*, 1997 and *The New York Times Business and Economics Guide*, 1998. (Contributed sections on teaching economics)

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:

Academic Senate 2000-2001; 2003-2005; 2005 - 2007

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**

Referee for: *Journal of Economic Education* 1990-2005; *Economics of Education Review* 2001 & 1996; *Journal of Developing Areas* 1998; *Contemporary Policy Issues*, 1996; *Economic Inquiry*, 1995

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

#### *Home:*

3443 La Mesa Dr.  
Hayward, California 94542

Voice Phone: 510.885.3265

Phone: 510.889.6738

Fax: 510.885.2602

E-mail: nan.maxwell@csueastbay.edu

### **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**

The Working Life: Skills and Low-Wage Work. Forthcoming. Kalamazoo, MI: W.E. Upjohn Institution for Employment Research.

High School Career Academies: A Pathway to Educational Reform in Urban Schools? (with Victor Rubin). 2000. Kalamazoo, MI: W.E. Upjohn Institution for Employment Research.

Income Inequality in the United States, 1947-1985. 1990. Contributions in Economics and Economic History, Number 101, Greenwood Press. Chapter 7 published as "White-Nonwhite Income Inequality: Between-Race and Within-Race Changes, 1947-1985". 1992. Research on Economic Inequality, Vol. 2, Greenwich, Conn.: JAI Press, pp. 57-87.

### **B. Journals and Book Chapters**

#### **Labor**

"A Game Theoretic Analysis of Owner-Player Relations" (with Anthony K. Lima and Leo H. Kahane). 2000. Chapter 9 in Paul Staudhour (ed.), Diamond Mines: Baseball and Labor, Syracuse: Syracuse University Press.

"The Continuing Significance of Race in Minority Male Joblessness" (with Ronald D'Amico). 1995. Social Forces, Vol. 73 (3), March, pp. 969-991. Reprinted in Leading Essays in Afro-American Studies (Nikongo BaNikongo editor), Durham: Carolina Academic Press, 1997.

"The Impact of Post-School Joblessness on Black-White Wage Differentials" (with Ronald D'Amico). 1994. Industrial Relations, Vol. 33 (2), Spring, April, pp. 184-205.

"The Effect on Black-White Wage Differences in the Quantity and Quality of Education". 1994. Industrial and Labor Relations Review, Vol. 47 (2), January, pp. 249-264.

"Changing Female Labor Force Participation: Influences on Income Inequality and the Distribution of Household Income". 1990. Social Forces, Vol. 68 (4), June, pp. 1251-1266.

"Labor Market Effects from Involuntary Job Losses in Layoffs, Plant Closings: The Role of Human Capital in Facilitating Reemployment and Reduced Wage Losses". 1989. American Journal of Economics and Sociology, Vol. 48 (2), April, pp. 129-141.

"Children: Effect on Labor Supply". 1989. Women's Study Encyclopedia: Views from the Sciences, Helen Tierney (ed.), Greenwood Press, pp. 59-61.

"Labor Force Participation". 1989. Women's Study Encyclopedia: Views from the Sciences, Helen Tierney (ed.), Greenwood Press, pp. 197-200.

"Occupational Differences in the Determination of U.S. Workers' Earnings". 1987. American Journal of Economics and Sociology, Vol. 46 (4), October, pp. 431-443.

"Employment and Wage Effects of Involuntary Job Separation: Male-Female Differences" (with Ronald J. D'Amico). 1986. American Economic Review, Vol. 76 (2), May, pp. 373-377.

"From Mother to Daughter: The Transmission of Work Behavior Patterns across Generations" (with Frank L. Mott and Anne Statham). 1982. Chapter 4 in The Employment Revolution: Young American Women in the 1970's, Cambridge: MIT Press.

### **Policy and Program Analysis**

"High School Career Academies and Post-Secondary Outcomes" (with Victor Rubin). 2002. Economics of Education Review, Vol. 21 (2), April, pp. 137-152.

"Step-to-College: Moving from the High School Career Academy through the Four-Year University". 2001. Evaluation Review, Vol. 25 (6), December, pp. 619-654.

"Fertility Policy and Employment: Implications from the Former Soviet Union". 1998. Population Research and Policy Review, Vol. 17 (4), August, pp. 351-368.

"A Cost Effectiveness Analysis of Large and Small Classes in the University" (with Jane S. Lopus). 1995. Educational Evaluation and Policy Analysis, Vol. 17 (2), Summer, pp. 167-178.

"The Lake Wobegon Effect in Student Self-Reported Data" (with Jane S. Lopus). 1994. American Economic Review, Vol. 84 (2), May, pp. 201-205.

"The Effect of Human Capital and Labor Market Segment on Retirement Income: A Policy Analysis". 1986. Social Science Quarterly, Vol. 67 (1), March, pp. 53-68.

"Mail Survey Response Rates: Effects of Questionnaire Topic and Length and Recipients' Community" (with Nancy M. Rudd). 1980. Psychological Reports, Vol. 46, pp. 435-440.

### **Education**

"The High School Economics Curriculum: Does Problem-Based Learning Increase Knowledge?" (with John Mergendoller and Yolanda Bellisimo). 2005. Journal of Economic Education. Forthcoming, Spring.

"Developing a Problem-Based Learning Simulation: An Economics Unit on Trade" (with John R. Mergendoller and Yolanda Bellisimo). 2004. Simulation and Gaming, Vol. 35 (4), December, pp. 488-498.

"Problem-Based Learning: Modifying the Medical School Model for Teaching High School Economics" (with Yolanda Bellisimo and John Mergendoller). 2001. The Social Studies, Vol. 92 (2), March/April, pp. 73-78.

"Comparing the Impact of Problem-Based Learning and Traditional Instruction in High School Economics" (with John Mergendoller and Yolanda Bellisimo). 2000. Journal of Educational Research, Vol. 93 (6), July/August, pp. 374-382.

Problem-Based Economics: Teaching Manual (with Yolanda Bellisimo). 1998. Novato CA: Buck Institute of Education.

"On Teaching Macroeconomic and Microeconomic Principles: Does Sequencing Make a Difference?" (with Jane S. Lopus). 1995. Economic Inquiry, Vol. 33 (2), April, pp. 336-350.

"Beyond High School: Does the High School Curriculum Make a Difference?" (with Jane S. Lopus). 1994. The American Economist, Vol. 38 (1), Spring, pp. 62-69.

"Survey of Labor Economic Textbooks". 1985. Journal of Economic Education, Vol. 16 (2), Spring, pp. 147-156.

### **Demography**

"Individual and Aggregate Influences on the Age at First Childbirth: Racial and Cohort Differences". 1991. Population Research and Policy Review, Vol. 10 (1), pp. 27-46.

"Demographic and Economic Determinants of United States Income Inequality". 1989. Social Science Quarterly, Vol. 70 (2), June, pp. 245-264.

"Economic Returns to Migration: Marital Status and Gender Differences". 1988. Social Science Quarterly, Vol. 68 (1), March, pp. 108-121.

"Trends in the Determinants of Early Childbearing" (with Frank L. Mott). 1987. Population and Environment, Vol. 9 (2), Summer, pp. 59-73.

"Influences on the Timing of Childbearing". 1987. Contemporary Policy Issues, Vol. 5, April, pp. 113-122.

"The Retirement Experience: Psychological and Financial Linkages to the Labor Market". 1985. Social Science Quarterly, Vol. 66 (1), March, pp. 2-33.

"School-Age Mothers: 1968 and 1979" (with Frank L. Mott). 1981. Family Planning Perspectives, Vol. 13 (6), December, pp. 287-292.

### **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*

"A Review of 'Efficiency Wage Models of the Labor Market' by George A. Akerlof and Janet A. Yellen". 1988. *Southern Economic Journal*, Vol. 54 (4), April, pp. 1068-1070.

*EXTERNALLY-FUNDED RESEARCH (Partial Listing)*

"Healthy, Wealthy, and Wise: Employment Based Health Insurance and the Plight of Low-Skilled Workers". 2005. (\$15,000 for pilot). W.E. Upjohn Institute for Employment Research.

"Anchoring Economics to the World of Work". 1996-2005. (\$325,000) Buck Institute of Education.

"Getting, Keeping and Moving on from Entry-level Jobs: What Employers Want and What Low-Income Workers Have". 2002-2005. (\$75,000) W.E. Upjohn Institute for Employment Research.

"Health Insurance Coverage for Low-Wage Workers: How Continuous is the Offer of Health Insurance by Employers?" (Co-Principal Investigator) 2003-2005. (\$60,000). Robert Wood Johnson Foundation, Economic Research Initiative on the Uninsured.

"PEGASUSS: Problem-based Economics and Government-Advancing Student Understanding of Social Studies" (Co-Principal Investigator). 2001-2004. (\$1,514,970). State of California, California Post-Secondary Education Commission, Buck Institute for Education.

"Community Outreach Partnership Center". 2000-2004. (\$1,047,060). U.S. Housing and Urban Development, County of Alameda, City of Hayward, CSUH.

"Evaluation of San Leandro Works: A Welfare-to-Work Collaborative". 1999-2004. (\$78,000). Davis Street Family Resource Center.

"Estimating the Size of the After School Workforce". 2003. (\$15,000). Blueprinted.

"Evaluating the CBO Contracting Process for Welfare-to-Work Services in Alameda County". 2000-2003. (\$168,542). Alameda County Social Services Agency.

"Evaluation of Project Transition". 2002-2004. (\$24,000). Hewlett Foundation.

"How Effective is CAPI and PAD at Reducing Remediation at CSUH?" 2002-2003. (\$50,000). California State University Hayward.

"Evaluating the City of Oakland's Welfare-to-Work Program". 2002. (\$15,000) City of Oakland.

"The Impact of a Living Wage Ordinance". 2001. (\$15,000). City of Richmond.

"Learning Center for Excellence: Welfare-to-Work in Alameda County". 1999-2001. (\$190,100). Rockefeller Foundation, County of Alameda, CSUH.

"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).



"Job Vacancy Survey". 1999-2000. (\$75,000) U.S. Department of Labor (subcontract from the San Francisco Private Industry Council).

" Vocational Education for Workers in the 21st Century" . 1995-2000. (\$113,457) W.E. Upjohn Institute for Employment Research.

" Post-Secondary Linkages: The Ability of the Career Academies to Build Academic Success in the University" . 1998-1999. (\$33,498) Department of Education, Office of Vocational and Adult Education (subcontract from National Center for Research in Vocational Education).

" Evaluating the Oakland Unified School District Career Academies" . 1995-1999. (\$51,000) City of Oakland.

" School-to-Work or School-to-Career" . 1995. (\$20,159) S.H. Cowell Foundation.

### ***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

Population Research and Policy Review, 1993 to 1998

Journal of Sports Economics, 1999 to present

Updated January 2005

**NAN L. MAXWELL**  
**Research Reports**

- Nan L. Maxwell. *Low Wages and Low Skills: The Role of Knowledge, Skills and Abilities for Low-Wage Workers*. May 2005. HIRE Center Report D05-04-04.
- Nan L. Maxwell (with Slav Ivanov). *Programs in the College of Business and Economics: A Perspective from Students as they Graduate in 2003-2004*. March 2005. HIRE Center Report F05-03-02.
- Nan L. Maxwell. *The Moscow MBA Program Supplemental Study: MBA-9 to MBA-13*. February 2005. F05-02-03.
- Nan L. Maxwell, Donna L. Wiley, Alex Cassuto, Shyam J. Kamath, Gary McBride. *Outcome Assessment in the College of Business and Economics: A Status Report*. December 2004. HIRE Center Report F04-12-13.
- Nan L. Maxwell and Lynn Paringer. *Employer-Based Health Insurance for Less-Skilled Workers: Offers and Acceptances*. October 2004. HIRE Center Report F04-10-11.
- Nan L. Maxwell. *Moving on Up: Getting, Keeping, and Moving from Low-Skilled Jobs*. September 2004. HIRE Center Report D04-09-10.
- Nan L. Maxwell. *Smoothing the Transition from School to Work: Job Skills*. August 2004. HIRE Center Report D04-07-09.
- Nan L. Maxwell and Lynn Paringer. *English Language Skills and Health Benefits*. July 2004. HIRE Center Report D04-06-07.
- Nan L. Maxwell. *Community Outreach Partnership Center: Final Report*. June 2004. F04-06-06.
- Nan L. Maxwell. *The Bay Area Longitudinal Surveys (BALS) of Households*. June 2004. D04-06-05.
- Nan L. Maxwell. *The Bay Area Longitudinal Surveys (BALS) of Firms*. June 2004. D04-06-04.
- Nan L. Maxwell. *Programs in the College of Business and Economics: A Perspective from Students as they Graduate in 2002-2003*. February 2004. HIRE Center Report F04-01-2.
- Nan L. Maxwell and Amy Rickard. *Describing South Hayward: Diversity along Many Dimensions*. January 2004. HIRE Center Report F04-01-1.
- Nan L. Maxwell. *Describing California's After School Workforce: A Preliminary Investigation*. December 2003. HIRE Center Report D03-12-12.
- Nan L. Maxwell. *A Statistical Portrait of Hayward California: Residents in the 94544 Zipcode* (with Jian Wu). November 2003. HIRE Center Report F03-11-8.
- Nan L. Maxwell and Donna Wiley. *Workforce 2010: Providing for Workers with Limited English*. October 2003. HIRE Center Report F03-10-9.
- Nan L. Maxwell. *San Leandro WORKs Enhanced Employment Services: A Fourth Year Program Assessment*. October 2003. HIRE Center Report F03-10-07.
- Nan L. Maxwell and Coreena Chen. *Reducing the Need for Remediation at CSUH: A Formative Assessment of the CAPI-PAD Programs*. June 2003. HIRE Center Report F03-06-6.

- Nan L. Maxwell and Anthony K. Lima. *The Effect of Technology on Student Learning of Macroeconomics: Short-Term and Long-Term Implications*. May 2003. HIRE Center Report F03-05-5.
- 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. *Project Transition: a Program Evaluation* (with Coreena Pai-Rou Chen). March 2003. HIRE Center Report F03-03-3.
- Nan L. Maxwell. *CBO Contracting: Service and Needs* (with Coreena Pai-Rou Chen). April. HIRE Center Report F03-01-2.
- Nan L. Maxwell. *CBO Contracting: Performance and Service*. April 2003. HIRE Center Report F03-01-1.
- Nan L. Maxwell. *San Leandro Works: A Third Year Program Assessment*. October 2002. HIRE Center Report F02-10-7.
- Nan L. Maxwell. *City of Oakland Welfare-to-Work Services: A Program Evaluation*. September 2002. HIRE Center Report F02-08-6.
- Nan L. Maxwell. *Developing Teaching and Learning Careers: A Pipeline Assessment* (with Debbie Jones-Ohel). June 2002. HIRE Center Report F02-06-5.
- Nan L. Maxwell. *Alameda County Social Services Internal Job Club Services*. May 2002. HIRE Center Report F02-05-4.
- Nan L. Maxwell. *Economic Opportunities for Workers with Limited English Abilities*. May 2002. HIRE Center Report D02-05-3.
- Nan L. Maxwell. *A Twenty-Year Perspective of Programs in the School of Business and Economics from Students upon Exiting*. April 2002. HIRE Center Report F02-04-2.
- Nan L. Maxwell, John Mergendoller, and Yolanda Bellisimo. *The High School Economics Curriculum: Does Problem-Based Learning Increase Knowledge?* January 2002. HIRE Center Report F02-01.
- Nan L. Maxwell and Victor Rubin. *Career Academy Programs in California: Outcomes and Implementation*. December 2001. California Policy Research Center, University of California.
- Nan L. Maxwell and Maneeza Aminy. *San LeandroWorks: Transitioning from Work First to Neighborhood Model Programs, 2000-2001*. November 2001. HIRE Center Report F01-15.
- Andé Bescia and Nan L. Maxwell. *The South Hayward Neighborhood: The Residents' Voice*. November 2001. HIRE Center Report F01-14.
- Aude Sanchez and Nan L. Maxwell. *Math Experiences for Girls Achievement: MEGA Camp's Fourth Year Evaluation*. October 2001. HIRE Center Report F01-13.
- Nan L. Maxwell, Yolanda Bellisimo, and John Mergendoller. *Using a Structured Problem Based Learning Simulation: An Economics Unit on Trade*. October 2001. HIRE Center Report D01-12.
- Nan L. Maxwell and Maneeza Aminy. *Enacting a Living Wage Ordinance in the City of Richmond: A Cost- Benefit Assessment*. September 2004. HIRE Center Report F01-9.
- Nan L. Maxwell. *CBO Welfare to Work Services: An Evaluation of Processes*. October 2001. HIRE Center Report F01-8.

*NAN L. MAXWELL*  
*PRESENTATIONS AT PROFESSIONAL CONFERENCES*

**A. National Meetings**

- "English-Language Skills, Wages, and Employment for Low-Skilled Workers." Presented at the tenth annual Society of Labor Economists meetings, June 2005.
- "Health Benefit Offers and Low-Skilled Workers" (with Lynn Paringer). Presented at the annual Population Association of America meetings, April 2005.
- "Problem-Based Learning: Modifying the Medical School Model for Teaching High School Economics" (with John Mergendoller). Presented at the PBL 2004: International Conference, June 2004.
- "Digitized Technology and Student Learning of Macroeconomics" (with Anthony Lima). Presented at the annual Allied Social Science Association meetings, January 2004.
- "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.
- "The High School Economics Curriculum: How Do Problem-Based Learning and Traditional Instructional Strategies Increase Knowledge?" (with John Mergendoller and Yolanda Bellisimo). Presented at the annual Allied Social Science Association meetings, January 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.
- "School-to-Work Transitioning: Do Current Policy Efforts Increase Post-Secondary Education and Labor Market Outcomes for All Demographic Groups?" Presented at the annual Population Association of America meetings, March 2000.
- "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.
- "The Impact of the World Wide Web on the Principles of Economics Course" (with Anthony K. Lima and Kami M. Huntzinger). Presented at the annual Allied Social Science Association meetings, January 1999.

- "Basic Skills, Occupational Training, and Wage Differentials Between Young Black and White Males". Presented at the annual Western Economic Association meetings, June 1993.
- "On Teaching Macroeconomic and Microeconomic Principles: Does Sequencing Make a Difference?" (with Jane S. Lopus). Presented at the annual Western Economic Association meetings, June, 1993.
- "Spatial Variation in Minority Male Joblessness: Patterns and Concomitants" (with Ronald D'Amico). Presented at the annual Western Economic Association meetings, July 1992.
- "Economics Then and Economics Now: Does the High School Curriculum Make a Difference?" (with Jane S. Lopus). Presented at the annual Western Economic Association meetings, July 1992.
- "Evaluating Learning in the Principles of Economics Class: The California State University, Hayward Experience" (with Jane S. Lopus). Presented at CSU Institute for Teaching and Learning Conference, February 1992.
- "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.
- "A Life-Cycle Model of Female Labor Supply: Time Allocation Among Work, General and Specific Human Capital Accumulation and Fertility" (with Lu Ann Duffus). Presented at the annual Western Economic Association meetings, July 1988.
- "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.
- "Occupational and Racial Differences in Wage Determination: The Relative Influence of Human Capital and Labor Market Structures". Presented at the annual Southern Economic Association meetings, October 1983.
- "Effects of Race and Preferences on Age at First Birth". Presented at the annual Southern Regional Demographic Group meetings, October 1983.
- "The Retirement Experience: Psychological and Financial Linkages to the Labor Market". Presented at the annual Southern Demographic Group meetings, October 1982.
- "The Influence of Family Background on Earnings and Wealth" (with Russell W. Rumberger). Presented at the annual Western Economic meetings, June 1980.

**C. Invited**

"Health Insurance Coverage for Less-Skilled Workers: Offers and Acceptances" Presented at Economic Research Initiative on the Uninsured, July 2004.

"Smoothing the Transition from School to Work: Job Skills". Presented at Russell Sage Foundation School-to-Work Conference, May 2004.

"Are Pipeline Programs Effective?" Presented at the Uniting to Address Allied Health Workforce Issues Conference, September 25-27, 2002.

"Do Academies Matter?" (with Victor Rubin). Presented at the Statewide California Partnership Academy Conference, April 2002.

"Do Academies Matter?" (with Victor Rubin). Presented at the Statewide California Partnership Academy Conference, March 2001.

"An Introduction to Free Market Economics". Presented at the Women in Business seminar at Russia State University, Moscow, March 1991.

"A History of Women in Labor Market Activities". The Robert C. Goode lecture at the Great Lakes College Association meetings, April 1988.

**NAN L. MAXWELL**  
**COMMUNITY SERVICE AND COMMITTEE WORK**

**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  
Provosts' 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  
"Labor Economics: What Economists want Journalists to Know." Lecture in the *Adventures in Economics* program for journalists.

**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)

**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.  
CSUH representative to "Articulation and the CSU" sponsored by the CSU, April 29, 1998  
Workshop Facilitator (Public Policy Workgroup), "Welfare-to-Work Conference", CSUH, May 1998.

**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  
Ohlone College Panel: "What's My Line? Career Information for the 1990's"  
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**

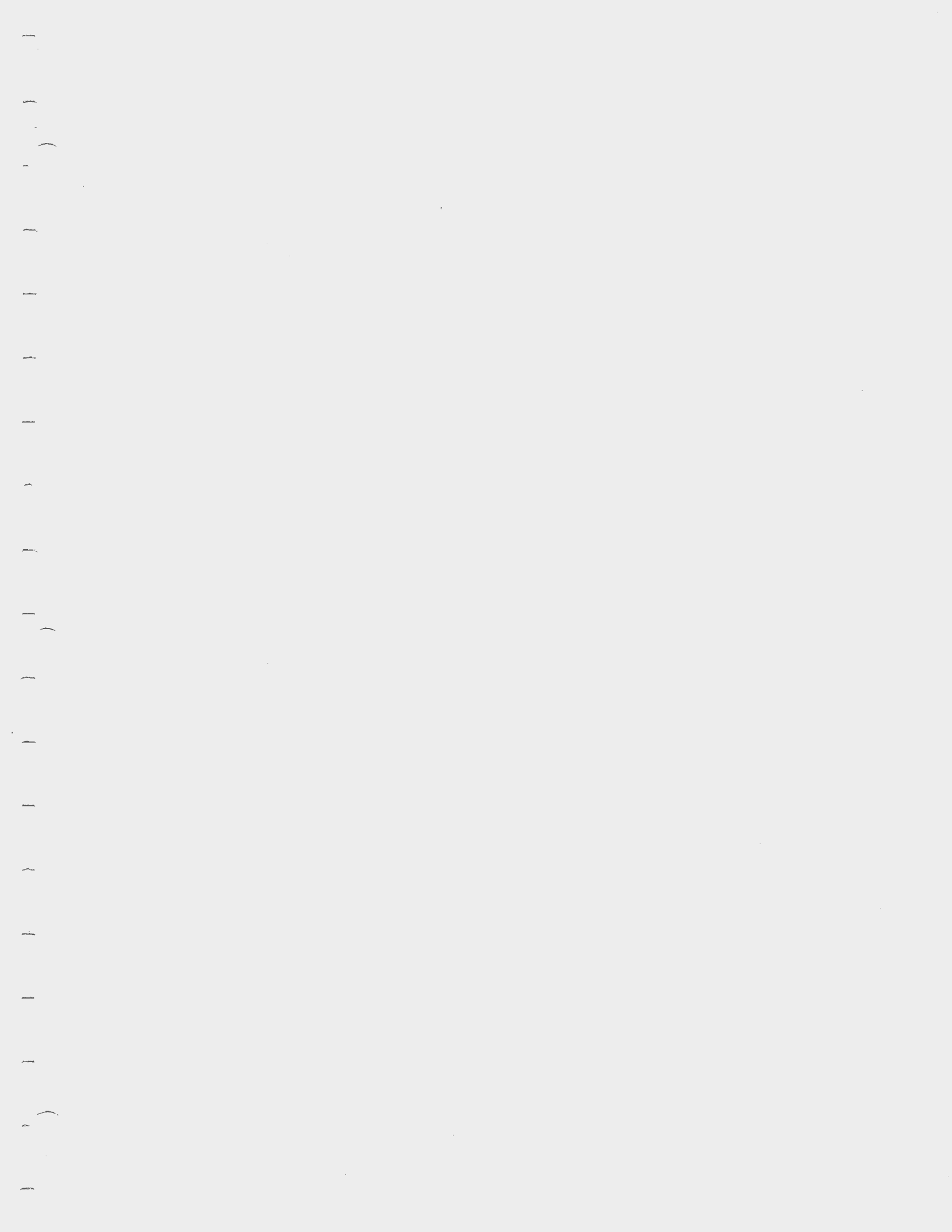
Session Chair, Eastern Economic Association  
Session Chair, Southern Demographic Association  
Session Chair, Western Economics Association  
Member, Program Committee, Eastern Economic Association  
Paper Discussant, Western Economics Association  
Paper Discussant, Eastern Economic Association  
Paper 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
Smith-Richardson Dissertation Fellow	1978-1981
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 Goods, Product Quality Determination and Dimensionality of Consumption,"  
*Public Finance*, Vol. 37, No. 3, (1982), pp. 387-403.

"Theory and Application in Business Education," *Business Forum*, Vol. 8, No. 4, (Fall,  
1983), pp. 37-40.

"News as a Public Good: Cooperative Ownership, Price Commitments, and the Success  
of the Associated Press," *Business History Review*, Vol. 60, (Spring, 1986),  
pp. 55-80.

## VITA

Stephen Shmanske

Professor of Economics  
California State University, East Bay  
Hayward, CA 94542  
(510) 885-3335  
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### 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
Smith-Richardson Dissertation Fellow	1978-1981
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 Goods, Product Quality Determination and Dimensionality of Consumption,"  
*Public Finance*, Vol. 37, No. 3, (1982), pp. 387-403.

"Theory and Application in Business Education," *Business Forum*, Vol. 8, No. 4, (Fall,  
1983), pp. 37-40.

"News as a Public Good: Cooperative Ownership, Price Commitments, and the Success  
of the Associated Press," *Business History Review*, Vol. 60, (Spring, 1986),  
pp. 55-80.

PUBLICATIONS (continued)

- with Tina Stevens, "The Performance of Medical Malpractice Review Panels," *Journal of Health Politics, Policy and Law*, Vol. 11, No. 3, (Fall, 1986), pp. 525-535.
- "On the Measurement of Teacher Effectiveness," *The Journal of Economic Education*, Vol. 19, No. 4, (Fall, 1988), pp. 307-314.
- "A Note on the Economics of the Wire Service Industry," *The Journal of Newspaper and Periodical History*, Vol. 5, No. 3, (Autumn 1989), pp. 29-33.
- "A Note on Else's Treatment of Quality and Public Goods," *Scottish Journal of Political Economy*, Vol. 37, No. 2, (May, 1990), pp. 193-196.
- "The Determinants of State Gasoline Taxation in the 1970's," *Resources and Energy*, Vol. 12, (1990), pp. 339-351.
- Public Goods, Mixed Goods, and Monopolistic Competition*, Texas A&M University Press, (College Station, Texas) 1991.
- "Two-Part Pricing in Differentiated Duopoly," *Journal of Institutional and Theoretical Economics*, Vol. 147, No. 3, (Sept., 1991) pp. 441-58.
- "Tied Bets, Half Points, and Price Discrimination," *The Kentucky Journal of Economics and Business*, Vol. 11, (1991) pp. 43-54.
- "Price Discrimination and Congestion," *National Tax Journal*, Vol. 44, No. 4, (Dec. 1991) pp. 529-32.
- "Price Discrimination and Monopolistic Competition," *Studies in Economic Analysis*, Vol. 14, No. 1, (Spring 1991) pp. 25-48.
- "Human Capital Formation in Professional Sports: Evidence from the PGA Tour," *Atlantic Economic Journal*, Vol. 20, No. 3, (Sept. 1992) pp. 66-80.
- "A Simulation of Price Discriminating Tolls," *Journal of Transport Economics and Policy*, Vol. 27, No. 3, (Sept. 1993) pp. 225-35.
- "On the Relevance of Policy to Kirznerian Entrepreneurship," *Advances in Austrian Economics*, Vol. 1, (1994) pp. 199-222.
- with Nabeela Kahn, "Golden Parachutes, Takeovers and Shareholder Value," *Atlantic Economic Journal*, Vol. 23, No. 1, (March, 1995) pp. 57-68.
- The Economics of Production*, Stephen Shmanske, (Berkeley, CA) 1995, 2nd edition, 1996.
- "Contestability, Queues, and Governmental Entry Deterrence," *Public Choice*, Vol. 86, (1996) pp. 1-15.

## 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**

- The Motorization of American Cities (New York: Praeger, 1986)
- Principles of Macroeconomics (Customized textbook with Martin Primack and James Willis) (Chico, CA: CAT Publishing, 1999)

## **Articles in Professional Books and Journals**

- "San Francisco's Pacific Exports, 1850 - 1898," in D. Flynn, A. Giraldez, and J. Sobredo, eds., Studies in Pacific History: Economic, Social, and Political History, (Aldershot, UK: Ashgate, 2002)
- "California and Nevada Minerals in the Pacific Rim, 1850 - 1900," in A.J.H. Latham and H. Kawakatsu, eds., Asia-Pacific Dynamism, 1500-2000 (London: Routledge, 2000)

- "The Gold Rush and the Beginnings of California Industry," in James J. Rawls and Richard J. Orsi, eds., A Golden State: Mining and Economic Development in Gold Rush California (Berkeley: University of California Press, 1999)
- "The Gold Rush and the Beginnings of California Industry," California History (Winter 1998/1999)
- "American Trade Dollars in Nineteenth Century China," in Dennis O. Flynn, Lionel Frost, and A.J.H. Latham, eds., Pacific Centuries (London: Routledge, 1999)
- "California Quicksilver in the Pacific Rim Economy, 1850 - 1890," in A.J.H. Latham, Dennis O Flynn, and Sally Miller, eds., Studies in the Economic History of the Pacific Rim (London: Routledge, 1998)
- "The Social Returns to Empire: A Note," (with Dennis O. Flynn) in Dennis O Flynn, ed., World Silver and Monetary History in the 16<sup>th</sup> and 17<sup>th</sup> Centuries (Aldershot, UK: Variorum Press, 1996)
- "New Almaden and California Quicksilver in the Pacific Rim Economy," California History (Winter, 1994/1995)
- 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)
- "The Motorization and Decline of Urban Public Transit, 1935-1950," The Journal of Economic History (September 1981) pp. 579-600.
- "The Social Returns to Empire: A Note," (With Dennis O. Flynn) The Journal of Economic History (December 1983) pp. 981-82.
- "Schumpeter's Theory of Capitalist Development: Revisited and Revised," Economic Forum (Summer 1980) pp. 62-78.
- "The Automobile Industry's Interests in Highway Legislation, 1930-1956," in Edwin J. Perkins, ed., Essays in Economic and Business History, Volume III

(Los Angeles: The Economic and Business History Association, and the History Department, University of Southern California, 1984) pp. 160-75.

- "Entrepreneurship and the American Automobile Industry," The Journal of Economic History (March 1980) pp. 177-79.

## **Book Reviews in Professional Journals**

- Twentieth Century Sprawl: Highways and the Reshaping of the American Landscape, by Owen Gutfreund, The Journal of Economic History (September 2004).
- Founded by the Bay: The History of the Macaulay Foundry, 1896-1996, by Anthony Kirk, California History (Summer 1998).
- Going private: The International Experience with Transport Privatization, by Jose Gomez-Ibanez and John Meyer, The Journal of Economic History (September 1994).
- Forging the Military-Industrial Complex, by Gregory Hooks, The Journal of Economic History (March 1993).
- From Industry to Arms, by Anthony DiFilippo, The Journal of Economic History (September 1992).
- The Fruits of Fascism, by Simon Reich, The Journal of Economic History (September 1991).
- Los Angeles and the Automobile, by Scott L. Bottles, The Journal of Economic History (June 1988).
- Off the Track, by Donald M. Itzkoff, The Journal of Economic History (March 1986).
- The Automobile and Urban Transit, by Paul Barrett, The Journal of Economic History (September 1984).

- From Streetcar to Superhighway, by Mark S. Foster, The Journal of Economic History (December 1981).

## **Professional Presentations**

- "California Quicksilver in the History of Hydraulic Mining," History of Hydraulic Mining Symposium, Pacific Division of the American Association for the Advancement of Science Meeting, San Francisco, June 20, 1999.
- "Gold, Silver, and California Quicksilver, 1850-1890," Western Economics Association International Conference, Lake Tahoe, NV, July 2, 1998.
- "California's Pacific Exports, 1850-1900," Third Pacific Centuries Conference and the Fiftieth California History Institute Conference, University of the Pacific, Stockton, CA, April 24-26, 1998.
- "The Impact of California Quicksilver on Precious Metals Production, 1850-1890," Stanford University Economic History Seminar, May, 1997.
- "American Trade Dollars in Nineteenth Century China," Second Conference on Pacific Rim History, La Trobe University, Melbourne, Australia, July 5-7, 1996.
- "The New Almaden Quicksilver Mine in the Pacific Rim Economy," First Conference on Pacific Rim History and the 1994 California History Institute Conference, University of the Pacific, Stockton, CA, May 1, 1994.
- "The Motorization of American Cities," Modern Transit Society, June, 1990.
- "Los Angeles Public transit in the 1930s," Western Economics Association Meeting, Los Angeles, July, 1988.
- "Expanding the Demand for Automobiles: Automobile Industry Activities in Urban Public Transit and Highway Policy." Presented in the "technology in American Society, 1607-1940: Choices and Consequences Institute," Tufts University and the National Endowment for the Humanities, Tufts University, June 29, 1987.

- Discussant, Economic History Association Meeting, San Francisco, September 19, 1987.
- "Los Angeles Transit in the 1930s," California State University, Fullerton, February 10, 1987.
- "National Defense and the Interstate Highway Act," Western Economics Association Meeting, San Francisco, July 4, 1986.
- "The Decline of American Urban Transit," Berkeley Economic History Seminar, University of California, Berkeley, March, 1984.
- "Economic Theory, History, and Ideology," Liberty Fund Seminar on Austrian Analysis in Current Economic Research, College of Notre Dame, Belmont, CA, June 27-July 2, 1982.
- "The Automobile Industry's Interests in Interstate Highway Legislation, 1930-1956," Economic and Business History Society Meeting, Portland, OR, April, 1981.
- "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.
- "Entrepreneurship and the American Automobile Industry," Economic History Association Meeting, Wilmington, DE, September, 1979.
- "Cost Comparisons in Urban Transit and the Snell Hypothesis," Western Social Science Conference, Lake Tahoe, NV, April, 1979.

## **Workshops and Educational Presentations**

- PEGASUSS Summer Institute Presentation, CSUH and the Buck Institute for Education, August 2-13, 2004.
- PEGASUSS Presentation, "Marx vs. Markets," CSUH and the Buck Institute for Education, December 9, 2003.
- PEGASUSS Presentation, "Of Wheelbarrows and Money: The German Hyperinflation of 1923," CSUH and the Buck Institute for Education, October 21, 2003.
- PEGASUSS 2003 Summer Institute Presentation, CSUH and the Buck Institute for Education, August 4-15, 2003.
- PEGASUSS Presentation, "Antitrust Policies," CSUH and the Buck Institute for Education, May 13, 2003.
- PEGASUSS Presentation, "Economic Theory and the Value of Life," CSUH and the Buck Institute for Education, April 23, 2003.
- PEGASUSS Presentation, "What Economists Know (and Don't Know) about the Great Depression," CSUH and the Buck Institute for Education, February 24, 2003.
- CSUH Economic Education Workshop Presentation, "What Economists Want Journalists to Know about Macroeconomics," May 21, 2002.
- CSUH Economic Education Workshop Presentation, "Recent Developments in the Former Soviet Union," May 2001.
- CSUH Economic Workshop Presentation, "What Economists Want Journalists to Know about Macroeconomics," May 2001.
- "Gold in the Early Development of the California Economy," Economic Workshop, CSUH, April 21, 1999.

- "American Trade Dollars in Nineteenth Century China," Economic Workshop, CSUH, October 22, 1997.
- "New Almaden and California Quicksilver in the World Economy, 1850-1890," Economic Workshop, CSUH, February 8, 1995.
- Kaiser-Permanente Management Development Program, CSUH, Summer, 1991.
- "The National Defense Rationale for the Interstate Highway System," Economic Workshop, CSUH, November 28, 1990.
- Kaiser-Permanente Management Development Program, CSUH, Summer, 1990.
- "Teaching Comparative Economic Systems," Center for Economic Education, CSUH, February, 1990.
- Soviet Executive Development Program (SEDPRO), CSUH, January, 1990.
- "Perestroika: Is there a Future for Soviet Economic Reforms?" Economic Institute for Teachers, CSUH, July 21, 1989.
- Kaiser-Permanente Management Development Program, CSUH, Summer, 1989.
- Kaiser-Permanente Management Development Program, CSUH, Summer, 1988.
- "Los Angeles Transit in the 1930s," Economic Workshop, CSUH, March 2, 1988.
- "Theories of the Great Depression," Economic Institute for Teachers, CSUH, August 21, 1987.
- Kaiser-Permanente Management Development Program, CSUH, Summer, 1987.

- "Economics for High School Teachers," Center for Economic Education, CSUH, June-July, 1986.
- Seven presentations in the Economic Institute for Teachers, CSUH, 1981 - 1986.
- Kaiser-Permanente Management Development Program, CSUH, Summer, 1986.
- "Highways and National Defense," Economic Workshop, CSUH, Spring, 1983.
- "Public Transit and the Automobile," Economic Workshop, CSUH, Fall, 1982.
- "Incorporating Economic History into the American History Curriculum," Center for Economic Education, CSUH, 1981.
- "Some Observations on the Marxian Paradigm," Economic Workshop, CSUH, December 5, 1980.
- "California Ballot Propositions," Economic Workshop, CSUH, May 9, 1980.
- "The Role of the Automobile Industry in the Decline of Public Transit, 1935-1955," Economic Workshop, CSUH, October 5, 1979.

### **Consulting and Professional Reviews**

- Review of Brad DeLong, Macroeconomics 2/e for McGraw-Hill Irwin, January 2004.
- Review of James Willis, Principles of Macroeconomics for North Point Press, January, 2003.
- Review of Brad DeLong, Macroeconomics, Updated Edition for McGraw-Hill Irwin, Winter 2003.
- Review of Case and Fair, Principles of Macroeconomics, 6/e for Prentice Hall Business Publishing, July, 2002.



- Review of John Stinespring, Managerial Economics for Addison-Wesley Publishing, May, 2002.
- Review of Brad Shiller, The Economy Today 9/e for McGraw-Hill Irwin, April 2002.
- Review of Brickley, Smith, and Zimmerman, Managerial Economics and Organizational Architecture, 3/e for McGraw-Hill Higher Education, April 2002.
- Review of Principles of Macroeconomics textbook for Worth Publishing, April, 1999.
- Review of Principles of Macroeconomics textbook for Worth Publishing, September - December, 1998.
- Review of Principles of Macroeconomic textbook for Worth Publishing, 1997.
- 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.
- Reviewer for The Institute for Policy Studies, Washington, D.C., "General Motors, National City Lines, and the Motor Bus: The Motor Bus' Role in the Decline of Mass Transit in the United States," David Lipson, March, 1990.
- Review of Managerial Economics textbook for Random House, November, 1987.
- Review of Managerial Economics textbook for Random House, October, 1986.
- Consultant, The Consulting Institute of America, Berkeley, CA, 1984-86.

- Review of Comparative Economic Systems textbook for West Publishing, April, 1984.

## **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.
- Recipient of Five CSUH Mini Grant Awards in: 2002-03; 2001-02; 1997-98; 1993-94; and 1992-93.

## **Education**

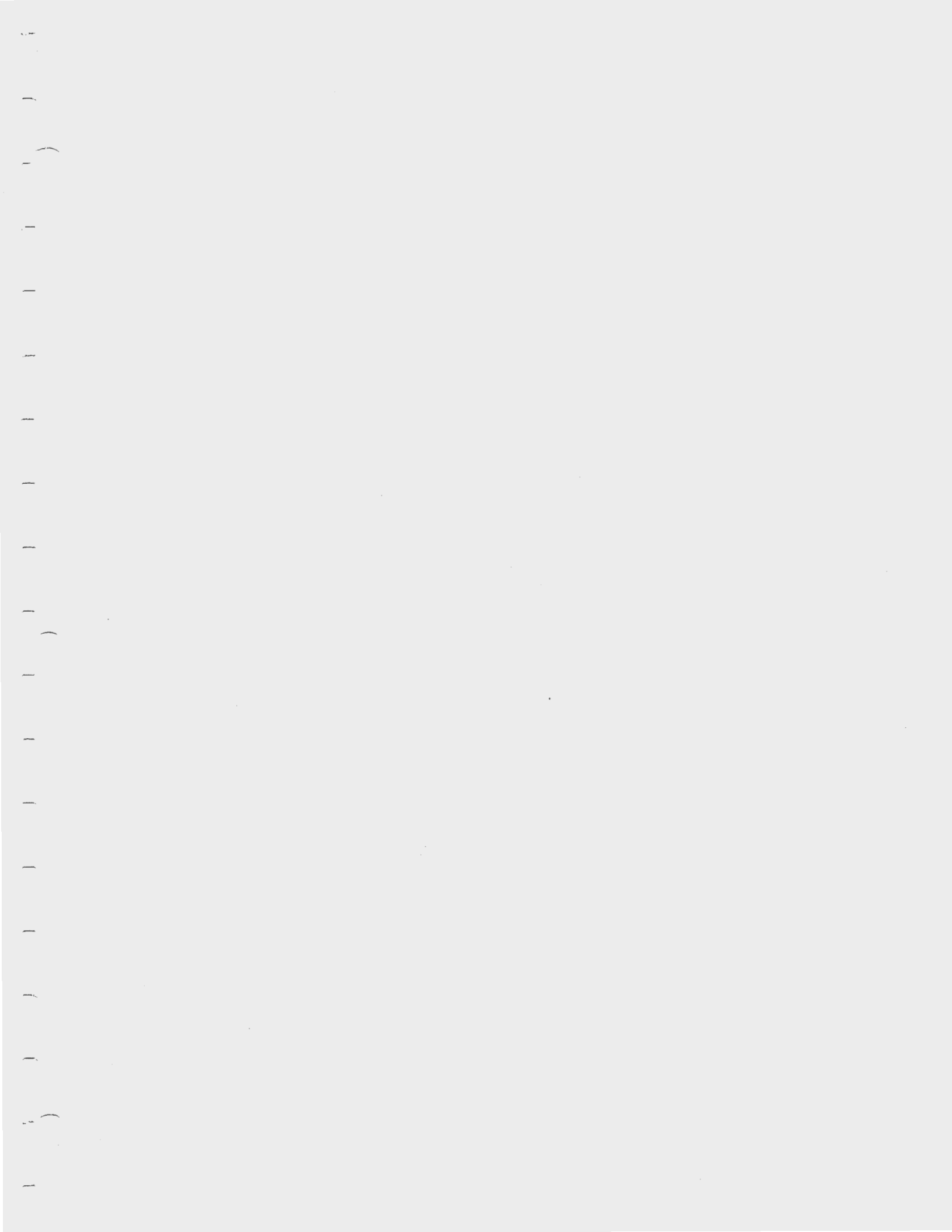
- Ph.D. in Economics, University of Utah, 1979.
- Bachelor Arts in Economics, San Jose State University, January, 1973.  
Graduated with "Great Distinction."

## **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.



**JAY L. TONTZ**

602 Lomond Circle  
San Ramon, CA 94583  
Office Telephone: 510-885-3289  
e-mail [jtontz@csuhayward.edu](mailto:jtontz@csuhayward.edu)  
FAX 510-885-2602

PRESENT POSITION: Professor of 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

PUBLICATIONS: "A Program for Local Economic Development," The General Agents and Managers Conference, News Journal, Vol. 15, No.6, November/December 1991

"The Economic and Social Consequences of Deregulation," with N.Gail Frey and R.H. Krolick, Social Science Perspectives, Summer 1990

"The Economic Environment of the 1990's," The General Agents and Managers Conference, New Journal, Vol. 14, No. 3, September/October 1990

“Implementing Management Technology in a University: A Case Study,” with S. Basu, presented at PICMET '04 Symposium, July 31 – Aug. 4, 2004, published in Proceedings.

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

CONSULEING:

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

The American Assembly of Collegiate Schools of Business (AACSB) Accreditation Visitation Committee, Initial Accreditation Committee 1986-1988,  
Visitation Committee 1989-1991

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](mailto: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 California	Adjunct Professor	2000-Present
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Courses Thought: Quantitative Analysis for Management, Statistics for Business, Applied Regression, Econometrics, Managerial Economics, Production Economics, Microeconomics & Macroeconomics (principle & intermediate), Money and Banking, Energy Economics.

HGI, Inc. California	Managing Director	1995 - 2000
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Prepared feasibility studies, project evaluation, established, micro-financed and supervised small-scale businesses.

United Nations Industrial Development Organization (UNIDO) Vienna, Austria	Industrial Economist	1988 -1995
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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 Managing Director 1984 -1986  
Investment  
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

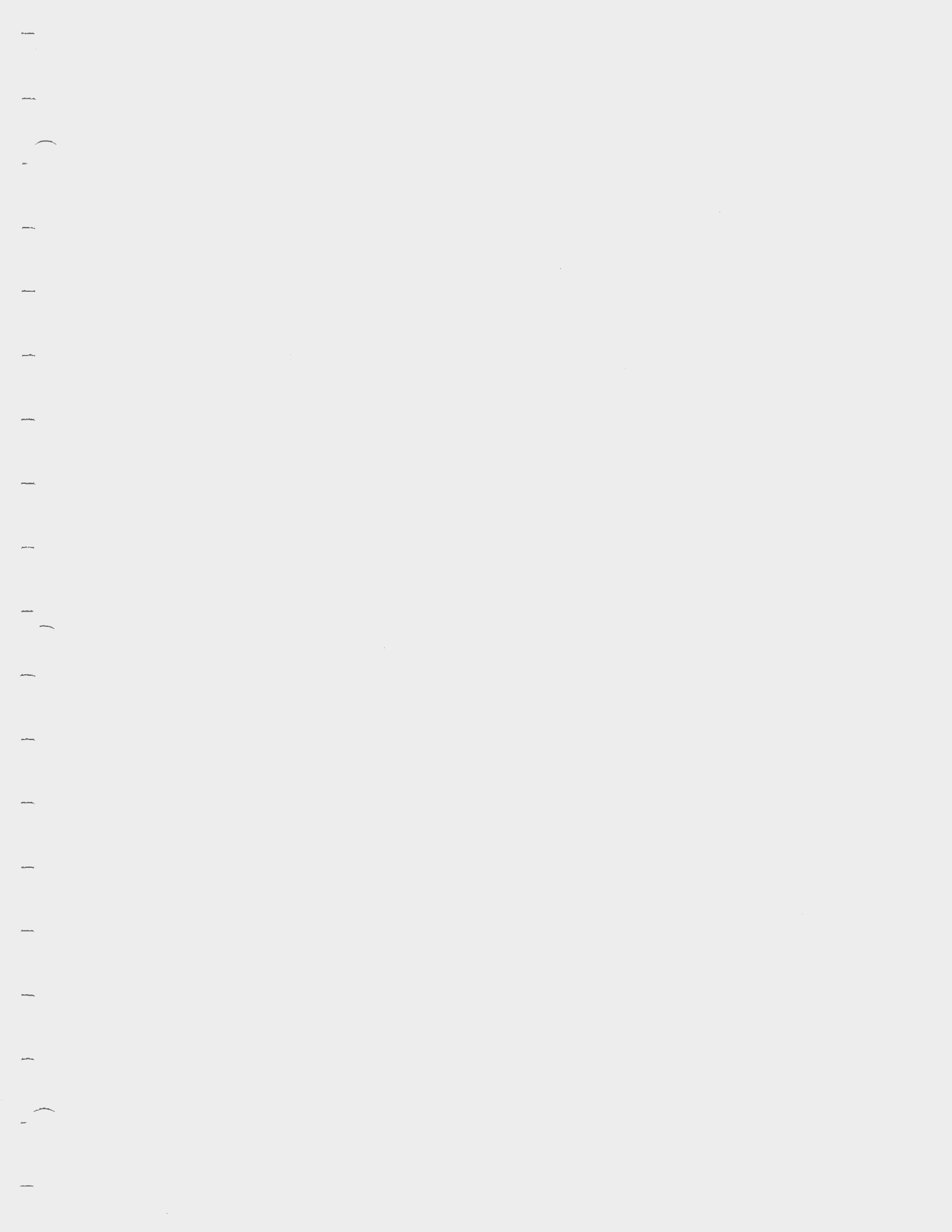
Courses taught: Principles of Macroeconomics and Microeconomics; Oil Economics; Money and Banking; Industrial Economics and Statistics for Business Decisions.

Wayne State University Teaching Assistant 1976 – 1979

Courses taught: Principles of Economics and Introductory Statistics.

**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.



# DAVID YAAR, Ph.D.

3350 Alfonso Drive  
Concord, California 94518  
Phone: (925) 691-5028 Fax: (925) 681-1222  
E-Mail: [yaar@yaarnet.com](mailto:yaar@yaarnet.com)

## EMPLOYMENT HISTORY:

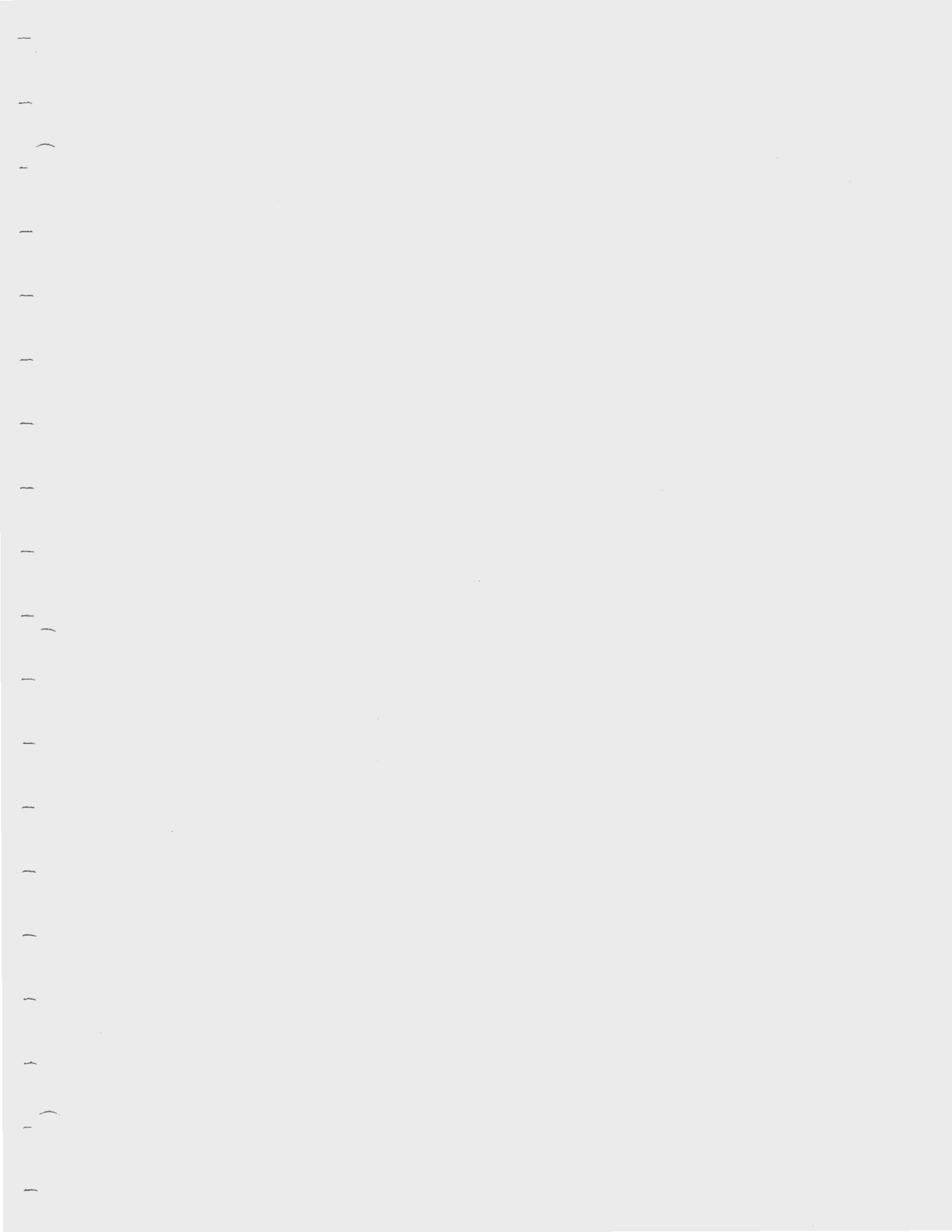
- **September 1988-Present.** Lecturer, Department of Economics, California State University at Hayward. Courses taught: Public Sector Economics, Principles of Macroeconomics, Principles of Microeconomics, Intermediate Macroeconomics, Urban Economics, International Trade, Money and Banking, Managerial Economics, Economics for Managers, Economics of Public Issues, Income, Poverty, and Wealth, and Economics of Industrial Organizations.
- **August 2002-Present.** Part-time Instructor, Department of Economics, Los Medanos College, Pittsburg, California. Courses taught: Principles of Macro and Micro, and History of the American Economy.
- **June 1994-September 1995.** Personal Financial Consultant, MML Investors Services, Inc., 1 Financial Plaza, 1350 Main Street, Springfield, MA 01103. (Worked at the Dublin, California Agency.) Provided financial consultation to individual and business clients.
- **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.
- **January 1973-June 1974.** Instructor, Department of Economics, Kabul University, Afghanistan.

## EDUCATION:

- **Ph.D. in Economics,** University of Cologne, Germany (1980-1985).
- **M.A. in Economics,** Bowling Green State University, Bowling Green, Ohio (1974-1976).
- **B.A. in Economics,** Kabul University, Kabul, Afghanistan (1969-1973).
- **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:**

- **Purchasing Power Parity Theory**, Vahlen Grosses Wirtschaftslexikon, Munich, 1987.
- **Role of Child Labor in Afghan Household Production**, Monograph, Stockholm, 1987.
- **Alternative Exchange Rate Regimes for LCD's**, Essay, Springer Verlag, Berlin, 1984.
- **Voice Of The Nation**, Editor-Publisher, Monthly Publication Advocating Free Markets and Democracy in Afghanistan. Published in Dari, Pashtu, and English since 1994.
- **An Introduction to the Principles, Theory, and Institutions of the Islamic State**. In Persian. Self-published, Concord, April 1999.
- **Political Economy of Afghanistan**, (co-author), Middle East Econ. Association, 2001.
- **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 Afghan Loya Jerga: Conceptual issues and Practical Problems**, research paper presented at the Society of Afghan Professionals, Fremont, June 2002.
- **The Grand Task of Reconstructing Afghanistan**, research paper presented at the Wednesday Seminar, Department of Economics, California State University at Hayward, Feb 5, 2003.
- **The Security-Reconstruction Nexus in Afghanistan**, paper published online.
- **An Economic Analysis of the New Afghan Constitution**, Afghan Mirror, No 94, 2004 (an Afghan monthly magazine published in Los Angeles).
- **Afghanistan: Past, Present, and Future**, Ohli Scholars' Lecture Series, CSUEB, June 2004.
- **Numerous articles on the current economic and socio-political problems and prospects of Afghanistan.**
- **www.afghanreality.org**, Online Research Library on Afghanistan's Politics, Economics, and Reconstruction. Launched in January 2003.



## LYNN PARINGER

Department of Economics  
School of Business and Economics  
California State University, Hayward  
Hayward, CA. 94542  
phone: (510) 885-3986  
e-mail: lparinge@csu Hayward.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
August 1978 - Sept. 1981	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 the U.S. Department of Education, Business and International Education Program), 2004.

### PUBLICATIONS AND RESEARCH REPORTS:

"Insurance Coverage and Employment of California Workers: Implications for Policy", Final Report submitted to the California Program on Access to Care, November, 2004.

"Employer-Based Health Insurance for Less-Skilled Workers: Offers and Acceptances" Final report submitted to the Robert Wood Johnson Foundation, October, 2004 with Nan Maxwell.

"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.

"The Impact of Immigration Status on Health Insurance Coverage, Access to Medical Care and Utilization of Services Among California Adults" final report submitted to the California Program on Access to Care, January, 2001.

"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.

"Methods of Contracting for Health Services: Lessons on Cost and Quality from the United States", Cah. Socio. Dem. Med. 40(1): 7-33 (January-March 2000)

"Employment-Based Health Insurance Among Californians Aged 50-64: Implications for Retirement", University of California, San Francisco conference on Health and Retirement, 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

"Managed Medicaid Cost Savings: The Arizona Experience", HEALTH AFFAIRS, Vol. 10, No. 4 (Spring, 1994) with C. William Wrightson, Nelda McCall and Gordon Trapnell

"How Competitive is Competitive Bidding?" HEALTH AFFAIRS, Vol. 10m No. 4. (Winter, 1991) pp.220-230, with Nelda McCall.

"Who Seeks HIV Testing? The Impact of Risk, Knowledge, and State Regulatory Policy on the Testing Decision," INQUIRY, Vol.28, No.3 (Fall, 1991) pp.226-235 with Kathryn Phillips and Teh-wei Hu

"Sex Differentials in Absentee Rates," in WOMEN'S STUDIES ENCYCLOPEDIA: VIEWS FROM THE SCIENCES, Vol.1, edited by Helen Tierney (New York: Greenwood Press) 1989, pp.5-8.

"Price Discrimination in Medicine: The Case of Medicare", QUARTERLY REVIEW OF BUSINESS AND ECONOMICS, Vol.28, No.1 (Spring, 1988) pp.49-68 with Vincy Fon.

"Evaluation of the Arizona Health Care Cost Containment System, 1984-1985," HEALTH CARE FINANCING REVIEW, Vol. 9, No.2 (Winter, 1987) pp.79-90 with Nelda McCall, Douglas Henton, Susan Haber, Michael Crane, William Wrightson, and Deborah Freund.

" Medicaid Policy Changes in Long-Term Care: A Framework for Impact Assessment," in C. Harrington et al. (eds), LONG-TERM CARE OF THE ELDERLY: PUBLIC POLICY ISSUES, (London: Sage Publications) 1985, pp.233-250.

"Forgotten Costs of Informal Long-Term Care," GENERATIONS, Vol. 9, No.4, (Summer, 1985), pp. 55-58.

"Women and Absenteeism: Health or Economics?" AMERICAN ECONOMIC REVIEW PAPERS AND PROCEEDINGS, Vol. 73, No. 2 (May, 1983) pp. 123-127.

"Economic Incentives in the Provision of Long-Term Care", in MARKET REFORMS IN HEALTH CARE, edited by Jack Meyer, (Washington, D.C.: American Enterprise Institute for Public Policy Research) 1983, pp.119-143.

"Short Term Illness and Labor Supply: The Impact of Sick Leave" in ADVANCES IN HEALTH ECONOMICS AND HEALTH SERVICES RESEARCH, Vol. 3, Annual Series in Health Economics (JAI Press) 1982, pp.221-233.

"Compensation Arrangements Between Hospitals and Physicians", BELL JOURNAL OF ECONOMICS, Vol. 12, No.1., (Spring, 1981) pp. 155-170 with Roger Feldman and Frank Sloan

"The Medicare Assignment Rates of Physicians: Their Response to Changes in Reimbursement Policy", HEALTH CARE FINANCING REVIEW, Vol. 18, No. 5, (Winter, 1980) pp. 75-89.

"A Review of the Economic Evidence on Prevention," MEDICAL CARE, Vol. 18, No. 5, (May, 1980) pp.473-484 with Richard Scheffler

"Major Trends in Graduate Medical Education," GRADUATE MEDICAL EDUCATION, PRESENT AND PROSPECTIVE: A CALL FOR ACTION REPORT OF THE MACY STUDY GROUP, November, 1980 pp.25-106 with Richard Scheffler.

"The Effect of Economic Incentives on the Education and Distribution of Physicians: A Review", HEALTH POLICY EDUCATION 1980, pp. 271-289, with Richard Scheffler, Gloria Ruby and Ruth Lis.

HEALTH STATUS AND USE OF MEDICAL SERVICES: EVIDENCE ON THE POOR, THE BLACK AND THE RURAL ELDERLY, (Washington, D.C. The Urban Institute) 1979, et. al.

"The Economic Cost of Illness, Fiscal 1975," MEDICAL CARE, Vol. 16, No. 9, (September, 1978) pp.785-790 with Aviva Berk and Selma Mushkin.

"Estimating Deaths by Cause, Age and Sex for the United States in 1900," PUBLIC HEALTH REPORTS, Vol. 93, No. 5, (September/October, 1978) with Aviva Berk and Theodore Woolsey.

#### **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 Robert Wood Johnson Foundation to assess, "Health Insurance Coverage for Low-Wage Workers: How Continuous is the Offer of Health Insurance by Employers?" with Nan Maxwell
- 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"
- 2000 Grant from the California Program on Access to Care for, "Determinants of Access to Health Insurance, Access to Health Care and Use of Health Services Among California Immigrants"
- 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)
- 1994 Contract with the Office of Technology Assessment of the U.S. Congress for, “An Assessment of the Definition, Distribution, and Projection of National Health Expenditures”
- 1993 Fulbright Teaching Fellowship to the Prague School of Economics
- 1989 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

- 1988- Vice President, Laguna Research Associates, San Francisco, CA.
- 1984-88 Consultant, Health Policy Research, Policy Division, SRI International, Menlo Park, CA.
- 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 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.

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

Schedules of courses offered

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

## **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.

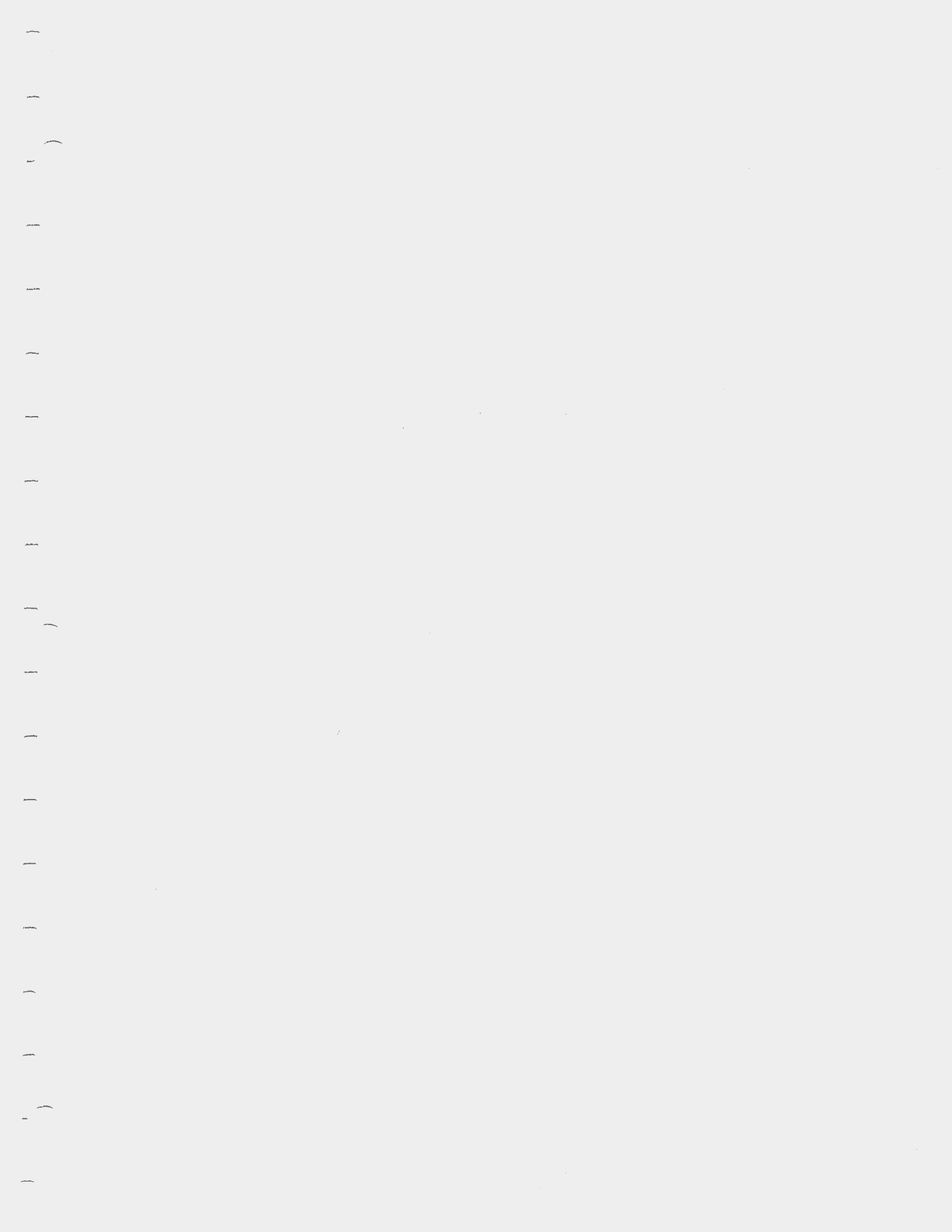
*Assessment:* Rubric-guided assessment in Econ 4896 will determine if students are proficient in using technology.

*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.***

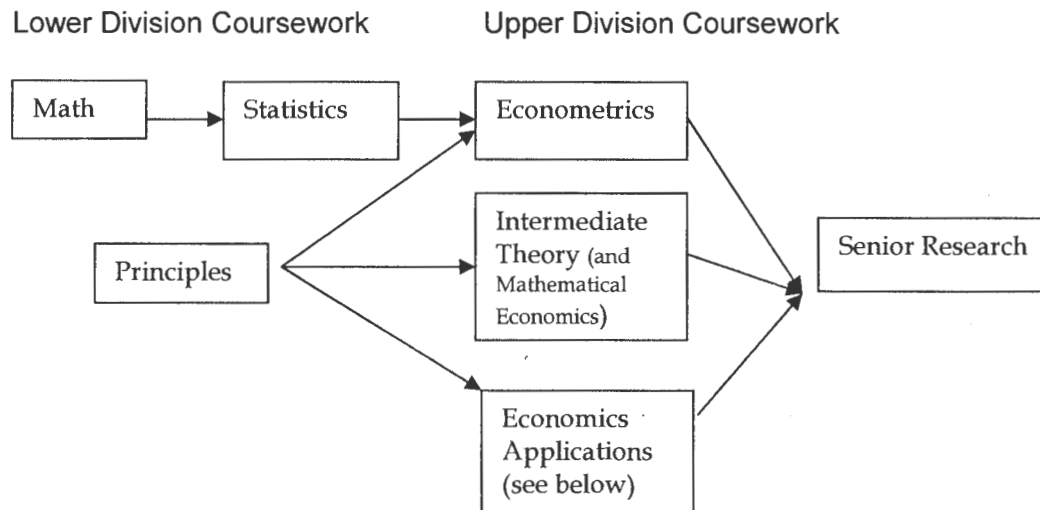
Figure 2 illustrates how this goal is achieved through program requirements. In this diagram, each "box" represents a cluster of courses that lead to the desired learning outcomes. The knowledge and skills gained through the series of coursework is integrated in our capstone course, Research Methods, 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.

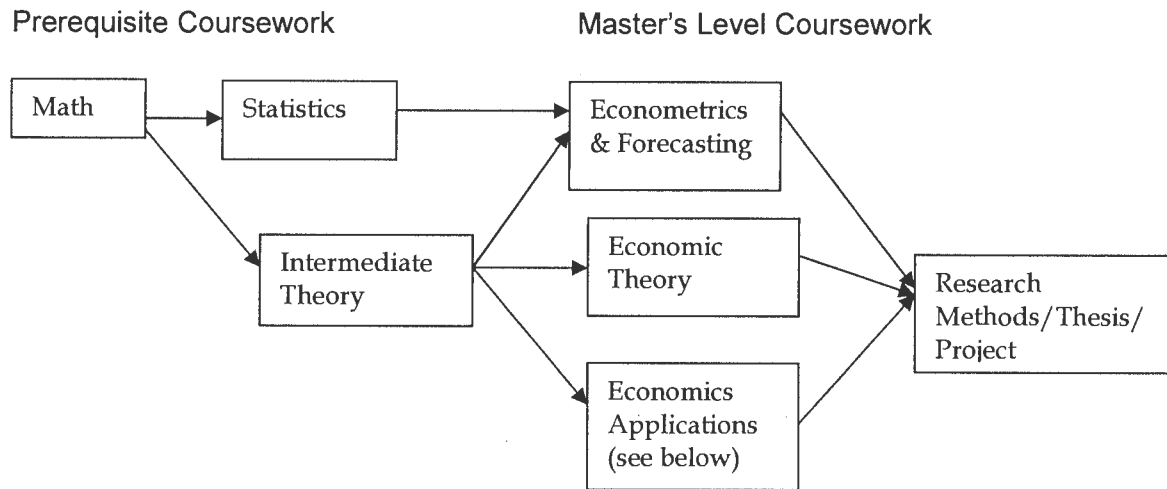
**Figure 1: Course Sequencing for the Bachelor's Degree in Economics**



**Economics Applications**

<b><i>Builds Content Knowledge</i></b>
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
<b><i>Builds Quantitative Skills</i></b>
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

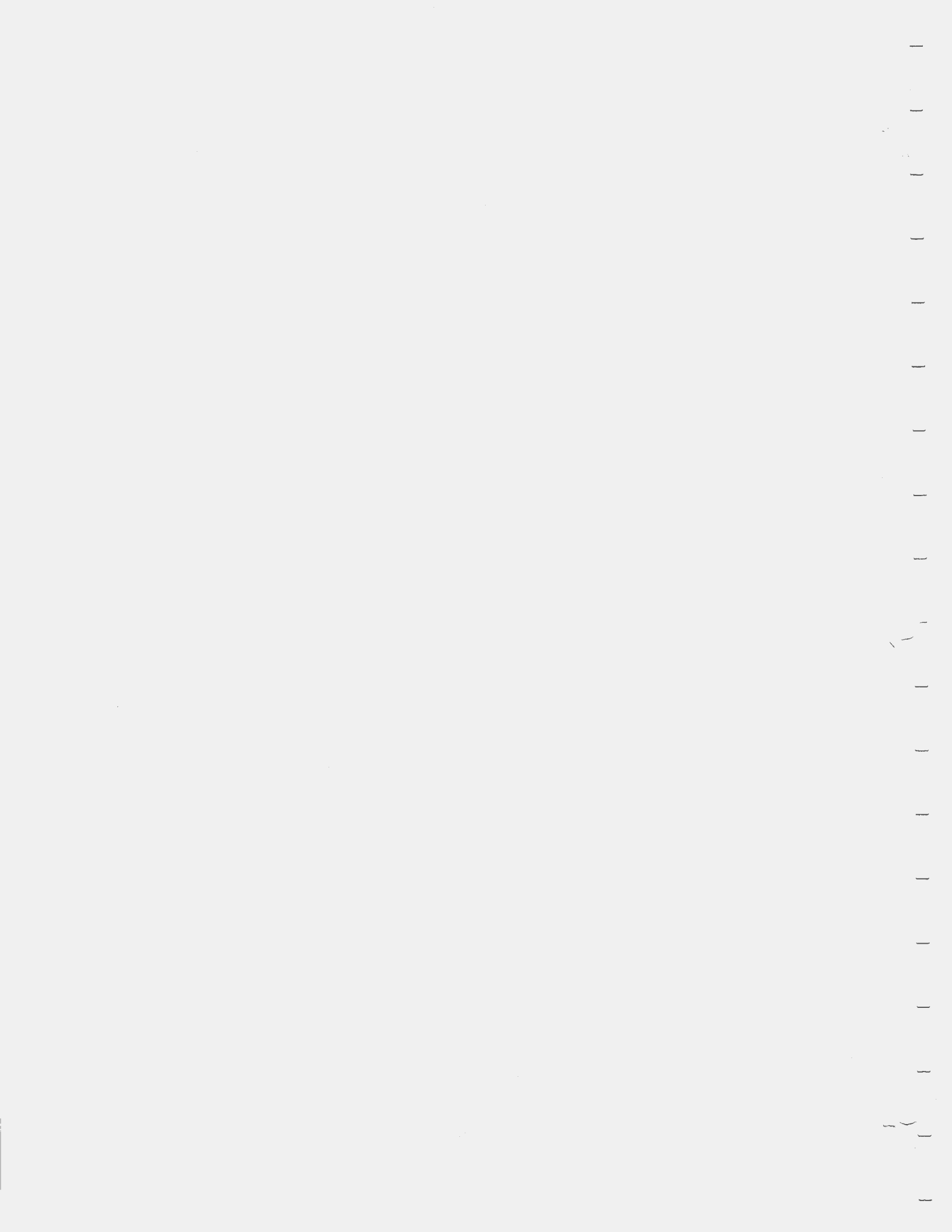
**Figure 2: Course Sequencing for the Master's Degree in Economics**



**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 student have met the goals. Course descriptions and learning objectives are presented by order of course numbering.

## **Econ 1000: Economics of Public Issues**

### **4 Units**

**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

## **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

## ***Econ 3375: Public Choice: The Economics of Politics***

### **4 Units**

**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

## ***Econ 3500: Urban Economics***

### **4 Units**

**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

## ***Econ 4590: Selected Topics in Economic Analysis***

### **4 Units**

**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

## **Econ 4700: International Trade**

### **4 Units**

**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

## **Econ 4705: International Finance**

### **4 Units**

**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



## **Econ 4896: Senior Research**

**1 Unit**

**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

## **Econ 6250: Seminar: Project Analysis**

### **4 Units**

**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 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.
- 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

## **Econ 6400: Seminar: Econometrics**

**4 Units**

**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

**Econ 6520: Seminar: Industrial Organization**

**4 Units**

**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

## ***Econ 6700: Seminar: International Trade***

### **4 Units**

**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:**

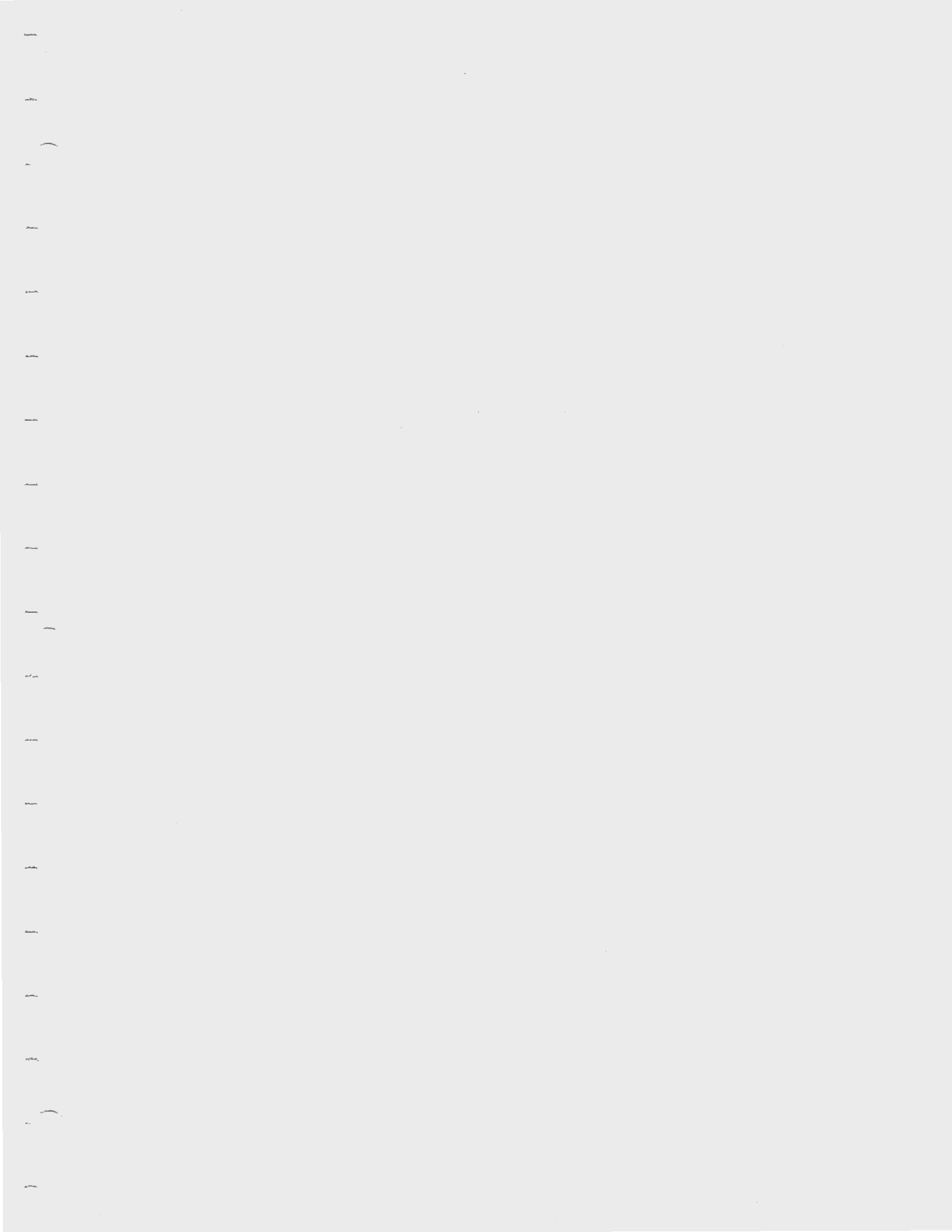
Upon successful completion of the course a student will be able to:

- 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.

**Economic Learning Outcome Coverage Grid: Bachelor's Level Courses**

Course	SLO 1 Micro Theory	SLO1 Macro Theory	SLO 1 Econo- metrics	SLO 2 Oral economic arguments	SLO 3 Written economic arguments	SLO 4 Computer technologies	PL 1 Mix theory, applications, methods	PL 2 Career
1000								
2301	I						I	
2302		I					I	
3000	I			A	A	A	I	
3005		I			A		I	
3150	A	A			A		I	
3170	A	A			A		I	
3190	A	A			A		I	
3200	P	P			A		I	
3310		A			A		I	
3370	A				A		I	
3375	A				A		I	
3500	A				A		I	
3551	A				A		I	
3680	A				A		I	
4000	I		P				I	
4306	A				A		I	
4315		A			A		I	
4400			I		A	I	I	
4520	A				A		I	
4590	P	P			A		I	
4700	A				A		I	
4705		A			A		I	
4710		A			A		I	
4895	P	P	P	P	P	P	I	I
4896	A	A	A	I	I	I	I	I

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**

Course	SLO 1 Micro Theory	SLO1 Macro Theory	SLO 2 Apply theory to research	SLO 3 Oral economic arguments	SLO 4 Written economic arguments	SLO 5 Computer technologies	PL 1 Mix theory, applications, methods	PL 2 Career
6051	I	I			A		I	
6101/6102	I				A		I	I
6105		I			A		I	
6150					A		I	
6170	A	A			A		I	
6190	A	A			A		I	
6200	P	P			A		I	
6250			A		A		I	
6306	A				A		I	
6310		A			A		I	
6315		I			A		I	
6370	A				A		I	
6375	A				A		I	
6400			A		A	A	I	
6500	A				A		I	
6520	A				A		I	
6590	P	P			A		I	
6680	A				A		I	
6700	A				A		I	
6705		A			A		I	
6710		A			A		I	
6896	A	A	I	I	I	I	I	I

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.

	High Pass 3	Pass 2	Low Pass 1	Fail 0
<b>Theories correct</b>	A high level of economic principles and theories is used and is used correctly.	Economic principles and theories are used and mostly used correctly.	Some economic principles and theories are used and used correctly	Economic principles are frequently misused or not used.
<b>Math correct</b>	All math is accurate and specific to the topic and demonstrates a true understanding of the topic.	Most math is accurate and specific to the topic with a clear overview of the mechanics.	Some math is accurate but errors create inconsistencies.	Math errors are sometimes fatal and do not always lead to a solution appropriate to the topic
<b>Graphs correct</b>	All graphs are accurate and specific to the topic and demonstrate a true understanding of the topic.	Most graphs are accurate and specific to the topic with a clear overview of the mechanics.	Some graphs are accurate but errors create inconsistencies.	Graphing errors are sometimes fatal and do not always lead to a solution appropriate to the topic
<b>Analysis correct</b>	Superior defense of the economic analysis is demonstrated.	A solid defense of the economic analysis is demonstrated.	Passable defense of the economic analysis is demonstrated.	Minimal defense of the economic analysis is demonstrated.

**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.

	Proficient 2	Barely Proficient 1	Not Proficient 0
<b>Oral Communication of Economics</b>	Economic principles and theories were communicated accurately and correctly.	Some economic principles and theories were communicated correctly.	Few economic principles were used or were communicated incorrectly.
<b>Organization</b>	Presentation is organized, informative, and maintains the audience's attention.	Presentation is somewhat organized and informative.	Presentation is disorganized and provides little information.
<b>Oral Skills</b>	Presenter(s) show command of presentation: eye contact, voice, and body language.	Presenter(s) show only some command of presentation: eye contact, voice, and body language.	Presenter(s) show little commend of presentation: eye contact, voice, and body language.
<b>Group preparation</b>	Most group members are prepared and participate. Transition between group members is smooth.	Only some group members are prepared and participate. Transition between group members is rough.	Few group members are prepared and participate. Transition between group members is labored.
<b>Assignment followed</b>	Presentation mostly adheres to requirements of the assignment and stays within the time limitation.	Presentation is consistent with the requirements of the assignment and may exceed time limitation slightly.	Presentation is not consistent with the assignment and strays over the time limitation.
<b>Use of technology</b>	Technology is used and enhances the presentation.	Technology is used, but does not enhance the presentation.	Technology is not used, used incorrectly, or detracts from the presentation.

Comments:

## **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.

	Proficient 2	Barely Proficient 1	Not Proficient 0	Points
<b>Oral Communication of Economics</b>	Economic principles were communicated accurately and correctly.	Some economic principles were communicated correctly.	Few economic principles were used or were communicated incorrectly.	
<b>Organization</b>	Presentation is organized, informative, and maintains the audience's attention.	Presentation is mostly organized and informative.	Presentation is disorganized and provides little information.	
<b>Oral skills</b>	Presenter(s) show command of presentation: eye contact, voice, and body language.	Presenter(s) show some command of presentation: eye contact, voice, and body language.	Presenter(s) show little commend of presentation: eye contact, voice, and body language.	
<b>Group preparation</b>	Most group members are prepared and participate.	Some group members are prepared and participate.	Few group members are prepared and participate.	
<b>Assignment followed</b>	Presentation mostly adheres to requirements of the assignment and stays within the time limitation.	Presentation is consistent with the requirements of the assignment and may exceed time limitation.	Presentation is not consistent with the assignment and strays over the time limitation.	
<b>Use of technology</b>	Technology is used and enhances the presentation.	Technology is used, but does not enhance the presentation.	Technology is not used, used incorrectly, or detracts from the presentation.	

**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.

	Proficient 2	Barely Proficient 1	Not Proficient 0	Points
<b>Written Communication of Economics</b>	Economic principles were communicated accurately and correctly.	Some economic principles were communicated correctly.	Few economic principles were used or were communicated incorrectly.	
<b>Organization</b>	Paper is organized, informative, and maintains the reader's attention.	Paper is mostly organized and informative.	Paper is unorganized and provides little new information.	
<b>Written Skills</b>	Writer shows command of the written language: syntax, grammar, references, and style.	Writer shows command of the written language with few errors in syntax, grammar, references, and style.	Writer shows little command of the written language with errors in syntax, grammar, references, and style.	
<b>Sense of Audience</b>	Conveys an accurate sense of target audience with appropriate use of economic language.	Mostly conveys a sense of the target audience.	Inconsistent sense of audience and/or uses language inappropriate to the targeted audience.	
<b>Assignment followed</b>	Paper mostly adheres to requirements of the assignment and stays within the page limitation.	Paper is consistent with the requirements of the assignment and may exceed or shirk the page limitation.	Paper is not consistent with the assignment and strays over or shirks the page limitation.	
<b>Use of technology</b>	Technology is used and enhances the paper.	Technology is used, but does not enhance the paper.	Technology is not used, used incorrectly, or detracts from the paper.	

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

1. Mission, Goals, and Objectives	The plan should...	<u>Definitions of terms</u>	Rubric:	Score	Page number
	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 <b>at the program level</b> in measurable or observable terms.	Student-centered objectives describe <u>intended</u> 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

Academic Review Outcome Team Recommends Assessment Plan Rubric  
Revised CAPR May 2005

	E. link program level student-centered objectives to specific course level student-centered objectives in measurable or observable terms.	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.).	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	4	Appendix V Economics Department Mission, goals, and Assessment Report
2. Developing and Implementing Assessment Methods	F. describe assessment methods for student-centered objectives (D) at the program level.	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).	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 no methods are described	5	Appendix V Economics Department Mission, goals, and Assessment Report
	G. describe assessment methods for student-centered objectives at the course level.	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 <b>within</b> the courses that constitute the program.	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 = no methods are described	5	Economics Department Mission, goals, and Assessment Report
	H. present results of assessment activities as summaries of actual student learning outcomes data that have been collected by the unit.	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.	Y = yes, actual results from assessment activities are presented in the documentation (2) N = none are presented (0)	2 - Yes	Page 40

Academic Review Outcome Team Recommends Assessment Plan Rubric  
Revised CAPR May 2005

<b>3. Using Assessment Results</b>	I. describe and present results of other measures relating to program quality or effectiveness.	These typically include surveys, exit interviews, focus groups and other non-instructional assessment measures.	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	Appendix V Economics Department Mission, goals, and Assessment Report
	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 14
	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 (.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 15
	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	Appendix V Economics Department Mission, goals, and Assessment Report
	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	Page 14



Academic Review Outcome Team Recommends Assessment Plan Rubric  
Revised CAPR May 2005

	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	4	
4. Synthesis	<b>Synthesis: Overall quality of plan</b>				
	O. show how the unit's use of student learning outcomes data is an <b>effective</b> part of that program's curriculum and course development and revision activities	This section should present a well-developed and coherent assessment plan that includes continuous and well-integrated linkage among assessment, planning, and implementation activities.	4 = definitely 3 = probably 2 = possibly, but uncertain 1 = definitely not	<b>4</b>	
5. Total	<b>Total</b>				
	P. <b>Sum of scores out of possible 66</b>	60 out of 60			
	Q. <b>Average</b>				

**Student Learning Outcomes  
Assessment Plan Rubric  
Economics**

	<b>The plan should...</b>	<b>Definitions of terms</b>	<b>Rubric:</b>	<b>Score</b>	<b>Document location</b>
<b>1. Mission, Goals, and Objectives</b>	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
	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	3	Page 2
	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	Pages 4-7
	D. state intended student-centered objectives <b>at the program level</b> in measurable or observable terms.	Student-centered objectives describe <u>intended</u> 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	Pages 31-41
	E. link program level student-centered objectives to specific course level student-centered objectives in measurable or observable terms.	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.).	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	4	Pages 31-41

2. Developing and Implementing Assessment Methods	F. describe assessment methods for student-centered objectives (D) <b>at the program level.</b>	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).	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 no methods are described	4	Pages 31-41
	G. describe assessment methods for student-centered objectives <b>at the course level.</b>	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 <b>within</b> the courses that constitute the program.	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 = no methods are described	5	Pages 31-41
	H. present results of assessment activities as summaries of actual student learning outcomes data that have been collected by the unit.	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.	Y = yes, actual results from assessment activities are presented in the documentation (2) N = none are presented (0)	Y	Page 40
	I. describe and present results of other measures relating to program quality or effectiveness.	These typically include surveys, exit interviews, focus groups and other non-instructional assessment measures.	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	Separate employer survey.

3. Using Assessment Results	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 (.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

<b>4. Synthesis</b>	<b>Synthesis: Overall quality of plan</b>				
	O. show how the unit's use of student learning outcomes data is an <b>effective</b> part of that program's curriculum and course development and revision activities	This section should present a well-developed and coherent assessment plan that includes continuous and well-integrated linkage among assessment, planning, and implementation activities.	4 = definitely 3 = probably 2 = possibly, but uncertain 1 = definitely not	4	<b>Page 40</b>
<b>5. Total</b>	<b>Total</b>				
	Sum of scores out of possible 60	55			
	Average				

# 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: \_\_\_\_\_)

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: \_\_\_\_\_)

Adequately **See page 12 of self study.**

Exemplary (Comment: \_\_\_\_\_)

### 1.2. Tenure-track Position Applications

Are copies attached?

Yes

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.**)

Adequately

Exemplary (Comment: \_\_\_\_\_)

### 1.3. Outcomes Assessment (See Attached Rubric)

Not at All

Partially (Question: \_\_\_\_\_)

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?

Yes

No

Is the impact on program quality of enrollment trends discussed?

Not at All

Partially (Question: \_\_\_\_\_)

Adequately

Exemplary (Comment: \_\_\_\_\_)

Is the impact on program quality of trends in student-faculty ratio (SFR) discussed?

- Not at All  
 Partially (Question: \_\_\_\_\_)  
 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: \_\_\_\_\_)  
 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: \_\_\_\_\_)  
 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: \_\_\_\_\_)  
 Adequately **Tabular display of requirements at CSUEB and other locations.**  
 Exemplary (Comment: \_\_\_\_\_)

1.6. Other Program Achievements

- Not at All  
 Partially (Question: \_\_\_\_\_)  
 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



Exemplary (Comment: \_\_\_\_\_)

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:

Not at All

\_\_\_ Partially (Question: \_\_\_\_\_)

\_\_\_ Adequately

\_\_\_ Exemplary (Comment: \_\_\_\_\_)

Travel:

Not at All

\_\_\_ Partially (Question: \_\_\_\_\_)

\_\_\_ Adequately

\_\_\_ Exemplary (Comment: \_\_\_\_\_)

Other resource needs discussed, if any:

(Comment/Question: \_\_\_\_\_)

\_\_\_\_\_ )

\_\_\_ Exemplary (Comment: \_\_\_\_\_)

**3. Outside Reviewer's Report**

\_\_\_ Not at All

\_\_\_ Partially (Question: \_\_\_\_\_)

Adequately **Not as thorough as the self study. Lacking in vision.**

\_\_\_ Exemplary (Comment: \_\_\_\_\_)

**4. Program Response to Outside Reviewer's Report**

\_\_\_ Not at All

\_\_\_ Partially (Question: \_\_\_\_\_)

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.