Economics 120  Introduction to Economics
3 Credits
MW 1:30 PM-2:45 PM

INSTRUCTOR:  Paul Briggs
COURSE CODE:  60313
OFFICE:  Naauao 118
OFFICE HOURS:  M 3-4 PM W 9:30-10:30 AM, TTH 11:15AM-12:15 PM

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WEBSITE:  http://laulima.hawaii.edu
CLASSROOM:  ALAKAI 102
EFFECTIVE DATE:  Fall 2010

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

WCC DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor (Ann Lemke) to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by her office (Akoakoa 213) for more information.

CATALOG DESCRIPTION

This is a one-semester introduction to economics course that applies the basic economic principles to the analysis of public policy questions.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Explain specific tools for microeconomic analysis (e.g. opportunity cost, trade, markets, supply and demand, elasticity, cost-benefit analysis and externalities).

2. Analyze, assess and predict the outcome of selected social issues (Globalization, Environment, Crime, Health Issues, etc.) through the application of specific tools for microeconomic analysis (e.g. opportunity cost, trade, markets, supply and demand, elasticity, cost-benefit analysis and externalities).
COURSE CONTENT

Economics 120 will look at many of the issues and concerns that people face in their daily lives through the lens of an economist. The emphasis of this course will be on cases and examples with just enough economic ideas and concepts to analyze the issue clearly and objectively. Economics 120 can serve to highlight the many uses of the economic way of thinking to look at the world around us.

The book I have chosen for this course is *Economics of Public Issues* by Roger Miller, et al. (16th edition). This book presents several public issues that are subsequently analyzed from the lens of an economist. The chapters are short (2-4 pages), easy to read and will serve as an excellent introduction to economics and the economic way of thinking.

Completion of this course fulfills an elective requirement for the AA Degree at Windward Community College.

PREREQUISITES

There are no prerequisites for this course.

COURSE TASKS

ATTENDANCE: 10% of the grade (100 points). A survey of college students from the journal *On Campus* (April 2002) about their attendance revealed two stark truths:

1. Students who have better grades have fewer absences from class.
2. Students skip class because they can.

To belabor the obvious, attendance is the most successful ingredient for your success in this course. Class activities and/or lectures can cover much more material than the textbook. There are approximately 30 class days in the MW schedule. For each day that you are in class, you will receive approximately 3 points. If you are not in class for that day for whatever reason, you will not receive any points. If you are late to class, I will only give you 1.5 points for that day. I will be checking attendance at the beginning of every class period.

TESTS: There will be FOUR MIDTERMS each worth 100 points (10% of the grade each). Tests may be in varying formats ranging from multiple choice to essay questions. Tests will given on the dates listed in the class schedule and will take the entire period. We will go over the tests either during class or the next class meeting. I may give credit at that time if the questions are too confusing, etc. If you are not in class at that time (the class period immediately after the test) you will not get credit for any of the modifications.
PARTICIPATION: 18% of the grade (180 points). This portion is admittedly a subjective evaluation, but I will look for the following elements:

1. You will eagerly participate in any group assignments during class. Eager participation means that you will have attempted to answer the discussion questions before your group meets and then discuss possible answers for the practice questions in your group. Other group assignments may include group presentations of chapters, possible skits, and simulations that will involve the entire class. There will be at least one MANDATORY office hour visit with me to discuss your progress in the course.

2. Much of the class time will be spent in a structured discussion setting, whether it be a small group or a whole class setting. It is VERY important to participate in these discussions and a large portion of your participation grade will be based on this. I will have a more detailed description of the discussion process later on in this syllabus.

3. You will ask intelligent questions that contribute to the class, not detract from it. There are no stupid questions, as long as they pertain to the subject at hand. Some of the best discussions start with a simple “I don’t know?”.

4. When you are in class, you will demonstrate that you are awake, alive and alert. Our cell phones will not go off in the middle of class. If you really want to be in my good graces, you will turn off your cell phone before you enter class. This also includes your instructor!

READING CHECKS/QUIZZES: 12% of the grade (120 points=24 class sessions). There will be reading checks at the beginning of every class period that will encompass about 5 basic multiple choice questions that you can answer easily if you have read the material. The class discussions will not be nearly as effective if you have not read the material beforehand.

PAPERS 20% of the grade (200 points). I will ask you to write FOUR short papers (50 points each) of 1-2 pages each throughout the semester. You will select one article from a Hawaii based newspaper that corresponds to the material that we have covered in that section of the course. In your paper, you will then analyze the article using the economic concepts and ideas that will be presented in the course.

SUMMARY OF COURSE REQUIREMENTS

1. Test 1 100 points
2. Test 2 100 points
3. Test 3 100 points
4. Test 4 100 points
5. Quizzes 120 points
6. Papers 200 points
7. Attendance 100 points
8. Participation 180 points

1000 points
COURSE ASSESSMENT

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>500-699</td>
<td>D</td>
</tr>
<tr>
<td>Below 500</td>
<td>F</td>
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LEARNING RESOURCES

- Miller, Benjamin and North-*The Economics of Public Issues* (16th Edition)
- Readings from the Instructor Available on LAULIMA

HOW THIS COURSE WILL BE TAUGHT

This will be a discussion-based course in which you the student will be responsible for the day’s reading and I the teacher will lead you in discussion towards an economic way of thinking about the world around us. The basic format will be as follows:

1. At the beginning of class, there will be a short quiz on the previous night’s reading (stated in the syllabus). This quiz will serve as an incentive to do the reading and may even start off our discussion.
2. After the quiz, I will give a short presentation on the day’s topic that may focus on economic terminology, way of thinking or perhaps even my own perspective on the topic.
3. You will meet in small groups of 4-5 students to brainstorm the discussion question clusters (groups of questions centered around a particular theme).
4. After a certain amount of time (say 15-20 minutes), we will meet as a whole class to share our responses to the discussion question clusters.
5. There will be some sort of culminating activity (a one minute paper perhaps) that will conclude our discussion of the day’s topic.

We will go with this structure for the course for the time being. This is the first time I have taught this course, so there will be plenty of trial and error, I am sure. I will sometimes substitute another activity for our discussion sessions if I find one that is appropriate. Keep in mind that the exams will include questions and material that directly pertain to our discussion/activity sessions in class.
A CONTRACT FOR DISCUSSION

Discussion is an important part of our course and I have chosen a book containing readings that are rich, interesting, and central to the course’s main ideas. During discussion, I ask you to fully answer the questions of fact, interpretation and evaluation I pose before you judge the importance and relevance of a reading. Doing so will help you gain a deeper understanding of the economic ideas used by the authors of our book. I ask you to agree to the following contract, and pledge to abide by it myself.

As discussion leader, I agree to
1. Read the material carefully.
2. Prepare well-thought out questions and distribute them in advance.
3. Pose questions carefully during class.
4. Develop the discussion fully.
5. Avoid difficult and technical terms unless they are essential.
6. Listen carefully to students.
7. Involve each and every student.
8. Confine myself to asking questions and resist the temptation to lecture.
9. Evaluate the discussion in a formal and transparent way.

As a discussion participant, you agree to
1. Read the material carefully.
2. Offer evidence from the reading to support your responses.
3. Refer only to outside sources that everyone has access to.
4. Listen carefully to others and to the questions being asked.
5. Ask for clarification of points you do not understand.
6. Respectfully challenge answers you do not agree with.
7. Be willing to change your mind if someone shows you to be off the mark.
8. Respond to the questions posed by the leader before making other points.
9. Be as brief as possible and not repeat what others have said.
### COURSE OUTLINE
#### ECONOMICS 120
#### FALL 2010

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Readings</th>
<th>Assignments Due</th>
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</table>
| One (August 23 and 25)| August 23- **Introduction to course.**  
August 25- **What Makes a Good Discussion.**                                           | August 25- **Reading Check**                          |
| Two (August 30 and September 1) | August 30- **Ten Principles of Economics (Instructor) and Death by Bureaucrat (Miller-page 4)**  
September 1- **Ethanol Madness (Miller-page 10)**                                       | August 30- **Reading Check**  
September 1- **Reading Check**                                                          |
| Three (September 6 and 8) | September 6- **LABOR DAY**  
September 8- **Flying the Friendly Skies (Miller-page 14)**                             | September 8- **Reading Check**                        |
| Four (September 13 and 15) | September 13- **Sex, Booze and Drugs (Miller-page 29)**  
September 15- **Kidneys for Sale (Miller-page 36)**                                      | September 13- **Reading Check**  
September 15- **Reading Check**                                                          |
| Five (September 20 and 22) | September 20- **When High Prices are Low Prices (Miller-page 42)**  
September 22- **The Disincentives of Higher Prices (Miller-page 53), Review for Exam One** | September 20- **Reading Check**  
September 22- **Reading Check**                                                          |
| Six (September 27 and 29) | September 27- **EXAM ONE**  
September 29- **Why are Women Paid Less? (Miller-page 67), Go over Exam One**           | September 27- **EXAM ONE**  
September 29- **Reading Check**                                                          |
| Seven (October 4 and 6) | October 4- **The Effects of the Minimum Wage (Miller-page 72)**  
October 6- **Immigration, Superstars and Poverty (Miller-page 76)**                       | October 4- **Reading Check**  
PAPER ONE DUE  
October 6- **Reading Check**                                                             |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Readings</th>
<th>Assignments Due (Reading Checks are based on topic reading for the day)</th>
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</table>
| Eight (October 11 and 13) | October 11- *A Farewell to Jobs* (Miller-page 83)  
October 13- *Big Oil, Big Prices* (Miller-page 92) | October 11-Reading Check  
October 13-Reading Check |
| Nine (October 18 and 19) | October 18- *Contracts, Combinations and Conspiracies* (Miller-page 97)  
October 20- *Coffee, Tea or Tuition Free* (Miller-page 102) | October 18-Reading Check  
October 20-Reading Check |
| Ten (October 25 and 27) | October 25- *College Costs* (Miller-page 107), Review for Exam Two  
October 27-EXAM TWO | October 25-Reading Check  
October 27-EXAM TWO |
| Eleven (November 1 and 3) | November 1- *Go over exam two, Mortgage Meltdown* (Miller-page 121)  
November 3- *Crime and Punishment* (Miller-page 143) | November 1-Reading Check, PAPER TWO DUE  
November 3-Reading Check |
| Twelve (November 8 and 10) | November 8- *The Graying of America* (Miller-page 148)  
November 10- *The Trashman Cometh* (Miller-page 156) | November 8-Reading Check  
November 10-Reading Check |
| Thirteen (November 15 and 17) | November 15- *Bye, Bye Bison* (Miller-page 163)  
November 17- *Smog Merchants* (Miller-page 170) | November 15-Reading Check  
November 17-Reading Check |
| Fourteen (November 22 and 24) | November 22- *Greenhouse Economics* (Miller-page 175), Review for Exam Three  
November 24-EXAM THREE | November 22-Reading Check, PAPER THREE DUE  
November 24-EXAM THREE |
| Fifteen (November 29 and December 1) | November 29- *Go over Exam Three, Globalization and the Wealth of America* (Miller-page 183)  
December 1- *The $750,000 Steelworker* (Miller-page 189) | November 29-Reading Check  
December 1-Reading Check |
| Sixteen (December 6 and 8) | December 6- *The Lion, the Dragon and the Future* (Miller-page 194)  
December 8- REVIEW FOR EXAM FOUR | December 6-Reading Check  
December 8-PAPER FOUR DUE |
| Seventeen (December 13) | December 13-FINAL EXAM |
Getting Started With Laulima
(for online course material)

Logging In to Laulima
1. Go to the Laulima login page, which is located at:
   http://aulima.hawaii.edu

2. Log in using your UH ID name and password (or if you are not at UH, log in using the name and password you were provided)

Note: your screen will look different from the one pictured below, with other courses and perhaps other tools (the list on the left side)

Choosing Your Course
You are already a member in all of your credit courses.

On the top bar, select your course.

If the course does not appear, select the “more” button and a full list will appear.

There are many tools that could be available, depending on how your instructors have designed their courses.

You can set up your “My Workspace” by clicking on the “Preferences” tool.

You can enter profile information (such as your name, contact information, picture, and so on) by clicking on the “Profile” tool...
Forwarding Your UH Mail to Another Email Account

It is important to receive the email that is sent to your UH account. However, if you have another email account that you check more frequently, you can forward your UH email to that account.

1. **Log in** to your UH Email account by going to https://mail.hawaii.edu

2. Click on the **Options** tab.

3. Click on the **Settings** button on the left side.

4. The **forward options** are at the bottom of the window.
   - Click on “enable forwarding”
   - If you do not want the UH mail server to keep a copy of the mail that is forwarded to your other account, click “Don’t Leave Copy on Server”
   - Enter the email address that you would like your emails to be forwarded to.
   - Click on the “Save Changes” button

5. **Close** the web browser.

6. **Send** an email to your hawaii.edu account to verify it forwards properly.