Introduction to Economics and Global Capitalism
ECO 101.03 Asynchronous Online Syllabus
Professor Jay Hamilton
Fall 2021
John Jay College of Criminal Justice
524 West 59th Street, New York

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Feedback and Response Time
I will do my best to answer emails within 24 hours. Graded assignments may take up to a week for grading and comments. You have a right to helpful feedback on written assignments. If you feel that you have not received sufficient feedback, then email me and ask for more. If you can, be specific in your request for more feedback. The purpose to feedback is to help you improve your work.

Economics Department: 646-557-4835https://www.jjay.cuny.edu/department-economics

Course Description
This course is a guide to economic literacy, capitalism and the global economy in the 21st century. Students will learn and use economic tools of analysis to explore a variety of social phenomena. Real world examples will be used to study microeconomics, macroeconomics and political economy issues from alternative theoretical perspectives.

Professor Hamilton’s Goals (in descending order of importance):
• Students enjoy learning about economics – that means having fun.
• Students become better citizens and community members by gaining “Economic Literacy.”
• Convince some students to enroll in the Economics Major.

Course Summary
This is a huge syllabus. Don’t get overwhelmed at first – just look for what you need to know. Come back to this syllabus often because it is your map and guide to this course. Only at the end of the course should this syllabus make complete sense. Enjoy the journey!

Most work takes place on Blackboard.
Weekly readings, discussions, and exercises – the discussions are the most important part of the class. Textbook: Understanding Capitalism 4th ed. plus other provided materials.
One writing assignment due late in the semester and one presentation assignment with assigned due dates spread out starting after Week 2.
Final Exam.
The class environment should make students feel safe, but “a little uncomfortable.” Late work is accepted, but with a penalty.
Learning Outcomes (LOs)
This course serves as General Education Requirement in CUNY’s Pathway Flexible Common Core: Individual and Society. All Individual & Society courses share three Learning Outcomes and each course must deliver on three of five additional learning outcomes.

Learning Outcomes Across all Individual & Society Courses:
LO1: “Information”
Gather, interpret, and assess information from a variety of sources and points of view.
Introduction to Economics and Global Capitalism will enable students achieve this learning outcome by requiring students to analyze current and historical events by gathering, interpreting and assessing newspapers articles, empirical data, and textual evidence.

LO2: “Evaluate”
Evaluate evidence and arguments critically or analytically.
Introduction to Economics and Global Capitalism will enable students achieve this learning outcome by critically analyzing current and historical events from multiple perspectives.

LO3: “Communicate”
Produce well-reasoned written or oral arguments using evidence to support conclusions.
Introduction to Economics and Global Capitalism will enable students achieve this learning outcome by assigning written assignments, presentations, and exams that require well-reasoned arguments.

Additional Learning Outcomes for Individual & Society chosen for this course:
LO4: “Methods”
Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
Introduction to Economics and Global Capitalism will enable students achieve this learning outcome by requiring students to use both neoclassical and alternative economic theories to explain current and historical events.

LO5: “Examine”
Examine how an individual's place in society affects experiences, values, or choices.
Introduction to Economics and Global Capitalism will enable students achieve this learning outcome by examining important events in economics and the impacts of economic growth from the perspective of individuals and social institutions. Attention will be given to the economic factors that mediate the interaction between the individual and society.

LO6: “Engage”
Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
Introduction to Economics and Global Capitalism will enable students achieve this learning outcome by requiring students to analyze current economic phenomena in the context of contemporary society and their individual lives. Policy debates and social issues will be explored through the lens of economic concepts and methods.
**How to Succeed in this Class**

The most important factor in your grade will be the time you put into this course. You should spend 6-8 hours a week on this course. That means a total of 90 to 120 hours over the 15 weeks of the semester. Some students may need to spend more time on the course, and some may achieve their goals with less. The second factor is consistency and routine. You will do best if you pace yourself. It is too easy to let online courses slide and then try to catch up – that does not work. Your best strategy is to budget your 8 hours a week during times you know you can give the course your attention – stick it in your schedule and treat those hours as inviolate. Do not try to squeeze this class into the holes of your life. Third, ask questions! There is a special Discussion Thread in the “Introductions” Discussion Forum to ask questions about the class and you can start new threads in the weekly discussion to ask questions about the subject. Fourth, get all of the “easy” points that are not graded but are due by the end of each week (exercises and discussions).

**Format of the Course**

The course is divided into 14 Weeks. Some weeks are a bit more than seven days and some a bit less so that you are never required to participate on this class during days with no classes. You can work on the course on those days, but you do not have to. You are not required to work every day of the official “weeks.” If you have a religious observance, medical appointment, work, family obligation, or other time commitment during an official week, then you need to plan your class-time carefully so you can take that time away from class. There are readings and alternative media assignments for each week. These “inputs” should be started early in the week or even before the week begins. Each week also has assignments that earn points toward your final grade. Unless otherwise stated, these assignments are due at THE END OF THE WEEK. You are encouraged to work on them early and to submit them early.

Assignments include:

1. “Reading Exercises” – 14 weekly exercises, each worth 1% of course grade (14% total). These exercises contain multiple choice and true/false questions. These exercises should help you make the most of the readings and other media. You will be able to retake these until you earn full credit. You are encouraged to try the exercises BEFORE you begin the readings; this will help you identify the important parts of the readings.
2. Discussion Forums – 14 weekly discussion assignments, each worth 1% of the course grade (14% total). Post on time for full credit.
3. Other assignments explained in detail below.
4. Final Exam. You will be given a window of time to take the exams. More detailed instructions will be provided before the exam.
Texts & Media

Use the Reading Guides to help you efficiently “use” the textbook chapters.

Additional Readings and information sources will be provided through Blackboard.

**GRADING**

**Grading Assessments** and how they link to specific Learning Outcomes as described above:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1% Course Operation “Quiz”</td>
<td>None</td>
</tr>
<tr>
<td>1% Introductions Discussion</td>
<td>Examine</td>
</tr>
<tr>
<td>14% Reading Exercises</td>
<td>Methods</td>
</tr>
<tr>
<td>14% Discussion Forums</td>
<td>Examine &amp; Engage</td>
</tr>
<tr>
<td>15% Data Exploration Assignment</td>
<td>Information, Evaluate. Communicate &amp; Methods</td>
</tr>
<tr>
<td>20% Newspaper Articles Report</td>
<td>Information, Communicate, Evaluate, Examine &amp; Engage</td>
</tr>
<tr>
<td>35% Final</td>
<td>Evaluate, Communicate, Methods</td>
</tr>
</tbody>
</table>

* The instructor reserves the right to change the assignments and tests throughout the semester, but not in a way that will harm anyone’s grade. Any changes must be announced with sufficient time for students to prepare.

**Grading Scale**
The grading scale will be the following* (grades rounded to the nearest whole number):

<table>
<thead>
<tr>
<th>Grade Letter</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93 %</td>
</tr>
<tr>
<td>A-</td>
<td>92-90 %</td>
</tr>
<tr>
<td>B+</td>
<td>89-87 %</td>
</tr>
<tr>
<td>B</td>
<td>86-83 %</td>
</tr>
<tr>
<td>B-</td>
<td>82-80 %</td>
</tr>
<tr>
<td>C+</td>
<td>79-77 %</td>
</tr>
<tr>
<td>C</td>
<td>76-73 %</td>
</tr>
<tr>
<td>C-</td>
<td>72-70 %</td>
</tr>
<tr>
<td>D+</td>
<td>69-67 %</td>
</tr>
<tr>
<td>D</td>
<td>66-63 %</td>
</tr>
<tr>
<td>D-</td>
<td>62-60 %</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60 %</td>
</tr>
</tbody>
</table>

* I reserve the right to assign a higher letter grade than points earned (but not vice versa).

**Data Exploration with VoiceThread**
Due dates in Course Schedule below
For this assignment students will explore economic data and graphical information sources, post them for the rest of the class and provide audio commentary on their posting. Students will also add commentary and reactions to others’ posts. VoiceThread is the tool in Blackboard that records audio while displaying images. Students will be randomly assigned due dates. Check the final syllabus and Weekly folders for due dates. If you have questions, please ask! On their due date students must post a VoiceThread where they upload a graphical representation of economic data and talk about it. You can upload more than one image, but don’t go crazy. Sometimes it helps to have contrasting graphics such as one with U.S. wealth inequality and one with Cuban wealth inequality.
Please read the entire set of instructions before beginning this assignment.

In the VoiceThread post students should discuss the data’s “story.” This includes adding context and meaning. It can also include how the data makes you feel. The instructor and other students will then comment on the VoiceThread post.

The goal of this assignment is to get students comfortable finding, downloading, posting, and discussing graphical representations of economic data. These are skills you will need in other classes throughout your academic career and possibly in your professional life. This assignment is designed to build skills in four of our Learning Outcomes:

- **LO1: “Information”** Gather, interpret, and assess information from a variety of sources and points of view.
- **LO2: “Evaluate”** Evaluate evidence and arguments critically or analytically.
- **LO3: “Communicate”** Produce well-reasoned written or oral arguments using evidence to support conclusions.
- **LO4: “Methods”** Identify and apply the fundamental concepts and methods of economics.

This should be “fun” and about exploration. Students should take the time to find an interesting infographic that tells an interesting story. We are using VoiceThread because it should take some of the pressure off the story telling aspect – you just have to talk about it, no writing at all. Most of the grade is credit/no credit.

**Grading:**

Posting anything with a graphical representation of economic data and telling the rest of the class about it (even mumbling) will earn 10 of 15 points.

To get all 15 points a student must tell a compelling and complete story including critical evaluation the data and source.

Students who tell part of the story will score between 11 and 14 points. Most students will earn between 11 to 13 (73% to 87%)

Examples are provided in Blackboard.

**Bonus point:** earn a bonus point (but the max grade is still just 15) for commenting (text or voice) on other VoiceThread posts. I recommend commenting on the Voice Thread posted immediately before your own.

**Where to find data:**

Students should try to match their infographic to the week’s subject. Prospective data sources will be provided for each week in the course schedule, in the assignments listed below, and on Blackboard. Students can use other sources, but they must be credible – you can always ask the instructor as you work on the project. See “Tips to commonly used sources” below for guides on how to extract the infographics.

**How to use VoiceThread:**

Before creating your VoiceThread you should save the image you want to upload on the devise you are using to create the VoiceThread. You should also prepare your audio comments. It helps to have some
notes about what you want to say. But don’t write out a whole script. No points are deducted for “umms,” long silences, repeating words, or other things.

Once in VoiceThread you want to “Add your own.”

First, add your “media” – your graphical representation of economic data. Give it a title and use the description to add the web address and date retrieved.

Then you want to record an audio comment.

Review your production before you hit “save.”

Make sure you complete step 3 “Share and Return to Course.”

That’s all there is!

Then come back to see and hear comments on your posting.

WARNING – VoiceThread can be slow, especially if you have a weak connection or slower machine. If problems persist, notify the instructor.

Tips to commonly used sources

When you get to these sites try typing a bit of economic jargon into the search box. You want to capture an infographic from data site rather than from a published document like a government report or journal article.

I suggest taking a screen shot of the infographic. Some sites have other ways to download their infographics. Many of these sites also have the data available, but we only want the infographic. (If you want to learn to play with the actual data I suggest you take ECO 105: Understanding U.S. Economic Data.) Remember to copy the URL for proper citation.

As with all things Internet, it is a good idea to scan through the “about” section of these sites, so you know who creates and (more importantly) sponsors this information. “Follow the money!”

www.wid.world (yes, that is the URL)
I suggest either “World View” or “Country Graphs” (which is the same as “BY COUNTRY” in the top menu).
To save the graph, map, time-series, etc. click on the “share” arrow and download the chart as a jpg.

https://fred.stlouisfed.org/
The Federal Reserve Bank of St. Louis created one of the best sites for Economic data, especially about macroeconomics.

https://www.bls.gov/
The Bureau of Labor Statics is a powerhouse for collection and dissemination of economic data in the US. John Jay Economics has several successful alum working for the BLS in new York.

https://data.oecd.org/
The OECD is the “go to” place for international comparisons of Economic data.
Click on the “share” icon to get the proper citation.

https://apps.urban.org/features/wealth-inequality-charts/
These charts are pretty spiffy with an easy “SAVE CHART” button. Don’t use the interactive graphics – VoiceThread can do it, but it’s a large and slow file and it just runs the animation without interaction.

https://ourworldindata.org/
A good alternative to the OECD that concentrates on the areas that need to most improvement like poverty and pollution.

https://ilostat.ilo.org/
The International Labor Organization is one of the oldest entities to focus on improving the economic conditions of common people all over the world. Scroll down to find the “Data” list. I suggest hit “view” under “Data Explorer” and then use the “Mapper” feature to create maps it looks like flag waving 🇺🇸. Not all the data have the “Mapper” feature.

http://www.rajchetty.com/
This site takes pride in their innovative ways of displaying data in infographics. There are a few different paths to the graphics in this site. Most have a “DOWNLOAD CHART” feature.

Newspaper Articles Writing Assignment

Assignment Instructions
Find two newspaper articles about the same economic subject/topic from two different newspapers. The newspapers should be reputable such as The New York Times, Wall Street Journal, Financial Times, Washington Post, local “papers of record,” etc. Select your articles wisely, good selections score better than bad selections. They should not be super short or really long. Read the rest of the instructions including the grading rubric to help you select articles that lend themselves to the assignment. You must use APA citation for your articles. Your audience for this assignment is yourself. For information on using APA citation: https://guides.lib.jjay.cuny.edu/c.php?g=288322&p=7472824

Your review will have three paragraphs. In the first paragraph introduce the articles using proper citation and describe the issue using appropriate terminology (hint: use the textbook’s jargon). In your description break the issue into its most basic components. This first paragraph should be more than summary, it should place the subject in context. In other words, what does the reader need to know about the subject/topic that is NOT contained in the articles.

In the second paragraph critically evaluate the articles by asking a series of questions. One purpose of this assignment is encouraging you to “think through writing.” This means you do not need to answer your own questions. You can answer your questions if you want to, but you should not conduct research outside the two newspaper articles. To critically evaluate the issue consider adapting the following questions to the subject/topic of your articles. Or think of other probing questions. What are the motives behind the actions of the economic “actors” (companies, individuals, governments)? What is the right thing for the actors to do? Would other actors respond differently? How is the government involved? Is the government doing the right thing? Who determines the “right thing?”
In the final paragraph discuss how this issue affects your life and your decisions. You may want to discuss how your position in society affects what the subject/topic means to your life circumstances, or you may want to reflect on how your education (in this class and elsewhere) might change how you make decisions about the subject/topic. Hint: this is where it helps to select “good articles” that allow you to reflect on the subject/topic and your life decisions. You may want to identify with one of the articles more than the other.

Grading Rubric

<table>
<thead>
<tr>
<th>Graded Element</th>
<th>Score</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td></td>
<td>Communicate</td>
</tr>
<tr>
<td>Identification</td>
<td></td>
<td>Information</td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td>Evaluate</td>
</tr>
<tr>
<td>Effects on your life</td>
<td></td>
<td>Examine</td>
</tr>
<tr>
<td>Effects on your decisions</td>
<td></td>
<td>Engage</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>

| Each graded element is given one of the following evaluations with corresponding points: |
| Exceeds expectations               | 20    |
| Meets expectations                 | 18    |
| Approaches expectations            | 15    |
| Does not approach expectations     | 10    |
| Not addressed                      | 0     |

Expectations

For “Presentation” the paper is expected to have proper APA citation, use proper syntax, form complete sentences and paragraphs, and communicate your thoughts logically. It is not expected to be grammatically perfect. Better papers communicate compellingly.

For “Identification” the paper is expected to introduce the subject/topic using economic terminology, summarizing the issue, and placing the issue into context. Better papers use terminology compellingly, contain concise and complete summaries and provide relevant context.

For “Questions” the paper is expected to contain several questions about the subject/topic of the articles. Better papers contain questions that display critical thinking.

For “Effects on your life” the paper is expected to relate the subject matter to your life and your place in our society, specifically the economic aspects. Better papers make meaningful connections.

For “Effects on your decisions” the paper is expected to discuss how learning about this subject/topic may affect your life decisions. Better papers use imagination.
POLICIES

Academic Integrity (from the 2020-2021 Undergraduate Bulletin)

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf.

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed-book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else’s work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, smart phones, tablet devices, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the sources
- Failing to acknowledge collaborators on homework and laboratory assignments
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
Obtaining unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student’s academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam
- Intentionally obstructing or interfering with another student’s work

Falsification of records and official documents. The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document

**Attendance** (from the 2020-2021 Undergraduate Bulletin)
Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may result in the loss of financial aid. The number of absences that constitute excessive absence is determined by the individual instructor, who announces attendance guidelines at the beginning of the semester in the course syllabus. Students who register during the Change of Program period after classes have begun are responsible for the individual course attendance policy, effective from the first day of the semester.

**Online Attendance for this Course**
Attendance is determined by completion of weekly tasks – Reading Exercises and Discussion forums. Students not “attending” will directly receive reduced grades through these missed grading opportunities. Students facing reasonable difficulties participating every week should contact the instructor for guidance. The instructor is willing to work with every student and every circumstance to achieve the best results for the student.

**Extra Work During the Semester** (from the 2020-2021 Undergraduate Bulletin)
Instructors are not obligated to offer extra-credit work in any course. Any extra-credit coursework opportunities offered during the semester for a student to improve his or her grade must be made available to all students at the same time. The term "extra credit work" refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.
Late Work and “Extra Credit” for this Course
Late work may be accepted for reduced credit at the instructor’s discretion. No extra credit will be offered. Students facing reasonable difficulties completing assignments should contact the instructor for guidance on “substitute assignments.” The instructor is willing to work with every student and every circumstance to achieve the best results for the student.

Americans with Disabilities Act (ADA) (copied from the 2020-2021 Undergraduate Bulletin)
A student should make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation. The Student Disabilities Services Coordinator may consult with appropriate college officials such as the instructor or Provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.
Carrie Dehls is the Human Resources Benefits Coordinator. Employees may reach her at edehls@jjay.cuny.edu or at 212.237.8504.
Malaine Clarke is the Director of Accessibility Services. Students may reach her at maclarke@jjay.cuny.edu or at 212.237.8185.
Silvia Montalban is the College’s 504/ADA Compliance Coordinator, She can be reached at smontalban@jjay.cuny.edu or at 646.557.4409.
Additional information about this CUNY policy can be accessed at: http://www.jjay.cuny.edu/accessibility-services-appeal-process

Class Environment
This course discusses material some people consider sensitive. My goal is to provide a class where every student feels safe; but students should also feel “a little uncomfortable.” You should feel safe in that other students do not verbally attack you personally or make aspersions toward certain groups of people. You should feel safe in expressing your opinions. You should feel safe enough to make mistakes and expect forgiveness from others when you do. (I cannot over emphasize the importance of feeling safe enough to make mistakes – college is all about a safe place to make mistakes – or at least it should be).
You should also feel somewhat uncomfortable about the subject matter and the policy positions of others including politicians, your classmates, your professors and even yourself. We need to confront the things in our lives and society that make us uncomfortable so that we can produce positive change. If you find the class has progressed beyond uncomfortable and transgressed into “unsafe.” Please let me know immediately.
I do not provide “trigger” warnings for each item that may make someone feel unsafe. If you know that you are very sensitive to certain subjects, please discuss this with me at the beginning of the semester. I will work with you individually to navigate these subjects.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Data Sources</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8/25 to 9/2</td>
<td>Introduction</td>
<td><em>Understanding Capitalism</em> Chapters 1 &amp; 2</td>
<td>Course Operation “Quiz” Introductions Discussion Reading Exercise Discussion Forum</td>
</tr>
<tr>
<td>Week 2 9/9 to 9/14</td>
<td>Economics in Context</td>
<td><em>Understanding Capitalism</em> Chapters 3 &amp; 4</td>
<td>Reading Exercise Discussion Forum</td>
</tr>
<tr>
<td>Week 3 9/17 to 9/24</td>
<td>Capitalism</td>
<td><em>Understanding Capitalism</em> Chapters 5 &amp; 6</td>
<td>Reading Exercise Discussion Forum</td>
</tr>
<tr>
<td>Week 4 9/25 to 10/1</td>
<td>U.S. Capitalism</td>
<td><em>Understanding Capitalism</em> Chapter 7</td>
<td>Reading Exercise Discussion Forum</td>
</tr>
<tr>
<td>Week 5 10/2 to 10/8</td>
<td>Markets</td>
<td><em>Understanding Capitalism</em> Chapter 8</td>
<td>Reading Exercise Discussion Forum</td>
</tr>
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VoiceThread:
Student 4 Student 5 Student 6

VoiceThread:
Student 7 Student 8 Student 9

VoiceThread:
Student 10 Student 11 Student 12
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Profits</th>
<th><strong>Understanding Capitalism</strong></th>
<th>Reading Exercise Discussion Forum</th>
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<tbody>
<tr>
<td>10/16 to 10/22</td>
<td></td>
<td>Chapter 10</td>
<td>VoiceThread: Student 13 Student 14 Student 15</td>
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<tr>
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<td>Voice Thread Data Sources: <a href="https://data.oecd.org/">https://data.oecd.org/</a> <a href="https://fred.stlouisfed.org/">https://fred.stlouisfed.org/</a></td>
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<thead>
<tr>
<th>Week 8</th>
<th>Competition &amp; Market Power</th>
<th><strong>Understanding Capitalism</strong></th>
<th>Reading Exercise Discussion Forum</th>
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<tbody>
<tr>
<td>10/23 to 10/29</td>
<td></td>
<td>Chapter 11</td>
<td>VoiceThread: Student 16 Student 17 Student 18</td>
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<td>Voice Thread Data Sources: <a href="https://fred.stlouisfed.org/">https://fred.stlouisfed.org/</a> <a href="https://www.bls.gov/">https://www.bls.gov/</a></td>
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<thead>
<tr>
<th>Week 9</th>
<th>Workers</th>
<th><strong>Understanding Capitalism</strong></th>
<th>Reading Exercise Discussion Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/30 to 11/5</td>
<td></td>
<td>Chapters 12 &amp; 13</td>
<td>VoiceThread: Student 19 Student 20 Student 21</td>
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<th>Week 10</th>
<th>Inequality</th>
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<td>11/6 to 11/12</td>
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<td>Chapters 14 &amp; 15</td>
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<td>Chapter 16</td>
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<td>Week 12</td>
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| Final Exam | Friday Dec. 17 | |

Note: some weeks are longer than others.