**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.

This course provides a comprehensive look at the ways the economic lens perceives reality through its theories and tools. For this, special emphasis will be put in relating real world phenomena to how different economic theories conceive and understand them. In other words, this class will recognize that within the discipline of economics, there are various contesting theories. Elements from micro and macroeconomics will be used to focus on the United States, but always in relation to the present global economy with a historical perspective.

**Course Framework** In general terms, we will be using an approach that takes account of the interdependence between the economy and the political and social features of society. This approach emphasizes the dynamics of an economy as it changes over time. Consider our study of economics as a process of engaging with real-world events to make sense of policy debates and legislation that shape the relationships and processes that drive social reproduction.

For the introduction to economics components of the course, we will survey the currents of debate within the academic and professional fields of economics and identify the historical origins of theoretical and empirical arguments. These theories will be grounded in the context of the historical development and contemporary features of global capitalism focused on the social relationships of production, distribution and consumption in the real world.

**Learning Outcomes (LOs)** This course serves as a 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 to 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.

**Coursework Objectives** All of our course work, in and out of the classroom, is designed to help you demonstrate your attainment of these course learning goals throughout the semester. Writing and reviewing notes from lectures, readings and videos is the single most effective way to assess your own progress towards these learning goals. Developing an effective method for organizing information from various sources and in-class activities is the foundational skill of academic research and scholarship. We will spend at least a quarter of our classroom time actively discussing and practicing how to approach reading and writing to learn and demonstrate learning outcomes.

You are expected to use your course notebook to record your notes from both in-class activities (lectures, discussions, videos, writing prompts) and required readings (textbook chapters and articles). You need to properly date and label your notes (date; chapter number and name; and pages of the text. Begin in class notes with the date and the daily agenda and follow the periodic directions I give in class about what to write in your notebook). These notebooks will be used as evidence of your progression towards developmental learning objectives. A principle of “good practice for assessing student learning” is that “assessment is most effective when it reflects an understanding of learning as multidimensional, integrated and revealed in performance overtime.”

**Assessment and Grading** Your grade will be a reflection of how well you can demonstrate your attainment of the course learning goals as we progress throughout the semester. The consistent use of course notebooks throughout the semester provides an opportunity for us to spend more of our time on active learning processes rather than passive assessment activities. We will review these notebooks together at least twice this semester:

1. After the in-class midterm, we will meet to discuss your learning progress based on class attendance and notes, News Analysis Assignment 1, Economic Forum participation and the multiple choice and short answer responses of the midterm.
2. During the last three weeks of the semester, we will meet for the final assessment of your course work and learning progress. This coincides with the final political economy memo schedule, giving you a chance for feedback before the final draft is due.

These review sessions are mandatory and we will schedule these meetings by the end of September.
Assignments
20% Participation (In-class engagement, economic forum participation, notebook use)
20% News Analysis Assignments 1 and 2
20% Midterm Exam
20% Commodity Assignment
20% Political Economy Memo

Grading Scale
The grading scale will be the following (grades rounded to the nearest whole number):
A = 100 - 93%  A- = 92 - 90%  B+ = 89 - 87%  B = 86 - 83%  B- = 82 - 80%  C+ = 79 - 77%  C = 76 - 73%  C- = 72 - 70%  D+ = 69 - 67%  D = 66 - 63%  D- = 63 - 60%

Americans with Disabilities Act (ADA) and Reasonable Accommodation (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 cdehls@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

Academic Support Services The Writing Center is a service that provides free tutoring to students of John Jay College. The center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then
proofreading it as well as applying APA. The Writing Center is a valuable resource, and I encourage you to use it. ([http://jjcweb.jjay.cuny.edu/writing/homepage.htm](http://jjcweb.jjay.cuny.edu/writing/homepage.htm))

**Academic Honesty** Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary and direct quotations are acceptable forms of restatement, as long as the sources are cited. Students, who are unsure how and when to provide documentation, are advised to consult with me. The Library has free guides designed to help students with problems of documentation (John Jay College of Criminal Justice Undergraduate Bulletin, see Chapter IV Academic Standards at: [http://www.jjay.cuny.edu/academics/654.php](http://www.jjay.cuny.edu/academics/654.php)).

Plagiarism and other forms of academic dishonesty will result in a grade of F for the course, and a formal report of the incident to your department chair and the dean. Instructor will use originality check softwares such as Turnitin/Safeassign.

Below are some examples of Academic Dishonesty:
– Submitting as one’s own an author’s published or unpublished work (e.g. material from a journal, Internet site, newspaper, encyclopedia), in whole, in part, or paraphrased, without fully and properly crediting the author.
– Submitting as one’s own work or materials obtained from another student, individual, or agency without full and proper attribution.
– Submitting substantially the same work to more than one course without prior approval from all instructors involved: i.e., dual or multiple submission.
– Using any unauthorized material during an examination, such as notes, tests, calculators, cell phones, or other electronic devices. Use of cellular phones and similar devices for photographing test questions or other notes and materials are also prohibited.

A more extensive list of violations of the University’s Academic Integrity Policy can be found at: [http://www.cuny.edu/about/administration/offices/la/Academic Integrity Policy.pdf](http://www.cuny.edu/about/administration/offices/la/Academic Integrity Policy.pdf)

Course Website: This course will use Blackboard as the main communication system. Additional readings, assignments and announcements will be posted on Blackboard throughout the semester.

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. 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.

Course Topics and Readings Outline The following may be changed as the semester progresses. Any changes will be announced in class and on the Blackboard site. It is your responsibility to keep informed of them. The UC chapters listed refer to the *Understanding Capitalism* textbook.

I Introduction to Course Framework and Scope of Economic Analysis

UC 1

II Economics, Capitalism and Social Reproduction

UC 3, 4 (Fig 4.1 Production Reproduction Cloverleaf)

Video: *Capitalism*, Ep. 1: Adam Smith, the birth of the free market

III Property Rights, Income Flows and Social Structures of Accumulation
MIDTERM EXAM

IV Social Reproduction, Markets and the State
UC 9, 14
Video: Free to Choose Failure of Socialism Episode (1991)

V Corporations, Commodity Production and Surplus Distribution
UC 10, 11, 16
How It’s Made episodes, Visual Capitalist figures, Statista Charts

VI Production and Trade in Global Capitalism
UC 17, 18
Capitalism Ep. 3: Ricardo and Malthus: Did You Say Freedom?