

**John Jay College of Criminal Justice**  
**CUNY**  
524 W. 59<sup>th</sup> Street, New York, NY 10019

**ECO 101.12: Introduction to Economics and Global Capitalism**  
**Spring 2023**

Time: M.W. 12:15 PM - 1:30 PM  
Location: New Bldg 1.101  
Office Hours: Wednesday 3-4PM (or by appointment)  
Office Location: 9.63.09 (or on Zoom)

Instructor: Carolyn Hietter  
Email: hietterc@gmail.com  
Phone: 650-678-4174

**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 introduces students to economics as a specific mode of analysis and social science. It covers the fundamental terminology and methodology that economists employ in order to describe the way resources are coordinated and distributed in our global capitalist system. This course will also contextualize these more technical concepts within the larger scope of the ever-changing political, social, and technological landscape we live in. In this course we will be focusing primarily on contemporary, global capitalism, but will occasionally take into account certain important historical perspectives as well.

**Course Text**

*Understanding Capitalism* by Samuel Bowles, Fourth Edition, 2018

**Grading**

Participation 35%  
Assignments 35%  
Midterm Exam 15%  
Final Exam 15%

Please come to class on time, do the reading, and complete your assignments. Learning is much easier when you ask questions and participate in class discussions, and I'm here to facilitate that. This class is discussion-based, so your participation and respect for

your classmates' participation is vital. The class will be easier if everyone is reading the texts thoughtfully and coming to class with questions. The material we cover is largely about economic literacy, so reading the news and relating what we are learning to what you see happening around you is an important part of the course. Economics impacts all of our lives, and the tools you learn in this class will help you understand the society and economy we participate in daily.

There will be no makeup assignments or exams.

### ***Assignments***

Throughout the semester, you are required to complete weekly response papers and 2 newspaper article assignments. If you are having trouble with any concepts or terms at any point throughout the semester, I strongly encourage you to come to office hours or make an appointment to discuss with me. I also encourage you to work together to understand the terms. All submitted work should utilize APA citation.

For more information on that, visit:

<https://guides.lib.jjay.cuny.edu/c.php?g=288322&p=7472824>

The newspaper articles will be due on **Monday 3/20 and Monday 5/1**.

Find two newspaper articles about the same economic subject from two different newspapers. The newspapers should be reputable (The New York Times, Wall Street Journal, Financial Times, Washington Post, etc.), and the articles should be about some economic topic that we have discussed in class. In your response, you will (1) summarize and contextualize the economic issue you will be discussing, and compare/contrast the articles' approaches (2) critically engage with the articles—ask questions, articulate the government's role in the matter (if any), identify the motivations of all relevant "actors," and discuss how this issue relates to what we have learned in class, (3) discuss how this economic issue relates to your own life and the choices you make as a participant in the economy.

The response papers are due before the first class of every week, and must be in response to that week's assigned reading. I may give additional prompts some weeks to guide your responses. The papers should be 1-2 pages typed, and should (1) summarize and/or engage with the reading, (2) provide a thoughtful and critical response to the topics raised, and (3) utilize specific vocabulary terms and economic terminology defined in the text. I will only give you feedback on *three* of the response papers you turn in, and the rest you will get full credit just for completing them. These responses should not be overly time-consuming—they are meant to provide you with and opportunity to reflect on the reading and prepare for class discussion. Have fun with them.

### ***Course Outline***

*I will always post the readings for each week on blackboard, but this is the general skeleton for the course in regards to the topics we will cover and the primary text we*

*will be using. Please be aware that I will assign supplementary readings some weeks, but they will not be excessively long.*

I. Political Economy, Capitalism, Scope of Economic Analysis, Production and Reproduction, Property Rights, Accumulation

- UC Ch. 1-8, 16
- Weeks 1-7

II. Markets, The Invisible Hand, Resource Coordination, Surplus Distribution, Alienation, Corporations, The State

- UC Ch. 9-11, 14
- Weeks 8-13
- \*Newspaper assignment due 3/20
- \*Midterm exam, TBA

III. Global Capitalism

- UC Ch. 17-18
- Weeks 14-15
- \*Newspaper assignment due 5/1

IV. Final Review

- Week 16
- \*Final exam, TBA

## **Wellness and Student Resources**

Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.68 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

### **Academic Integrity** (copied 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](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** (copied 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.

**Extra Work During the Semester** (copied 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.

**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 [cdehls@jjay.cuny.edu](mailto: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](mailto: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](mailto: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>

## **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 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 to 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 to 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 to 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 to 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 to 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.**