# Course Description

This course is the study of the fundamental principles of economics and how they affect the consumer, business and industry, the government and the entire economy. Domestic as well as global issues are emphasized. Topics include economic scarcity, supply and demand, marginal analysis, competitive markets, fiscal and monetary policy, unemployment and international trade.

# Course Outcomes (CO)

* **CLO1**: Apply the foundational knowledge of economics to business issues. (LO3, LO5, LO7)
* **CLO2**: Explain the role of demand, supply, and elasticity in economic decision-making. (LO3, LO7)
* **CLO3**: Differentiate among the aspects of different market structures (i.e. pure competition, monopoly, oligopoly and monopolistic competition) and explain why each exists in a market economy. (LO3, LO5, LO7)
* **CLO4**: Describe the general equilibrium model consisting of the labor market, commodity market, money market and foreign exchange. (LO3, LO5, LO7)
* **CLO5**: Demonstrate an understanding of the interactions of key macroeconomic variables. (LO3, LO5, LO5, LO7)
* **CLO6**: Examine the role of economic policy, both fiscal and monetary. (LO3, LO4, LO7)
* **CLO7**: Describe the distinctive and unique role of the U.S. with regard to international trade. (LO3, LO4, LO7)

**Program Learning Outcomes (PLO)**

For full descriptions of the Program Learning Outcomes, please refer to the catalog.

* **PLO1**: The ability to clearly and effectively prepare written business communications. (ULO 1, 2, 4)
* **PLO2**: Business students will apply knowledge and skills to make appropriate business decisions. (ULO 1, 2, 3, 4)
* **PLO3**: The student will be able to apply ethical and moral decision-making principles to business situations. (ULO 2, 3, 4)
* **PLO4**: The student will demonstrate decision-support tools required for business professionals. (ULO 2, 3, 4)
* **PLO5:** The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. (ULO 1, 2, 4)

**School of Business Learning Outcomes (LO)**

* **LO1:** The ability to produce business related papers using APA format. (*GMCLO1)*
* **LO2:** The ability to clearly and effectively prepare written business communications. (*GMCLO1)*
* **LO3:** Business students will apply knowledge and skills to make appropriate business decisions. *(GMCLO2, GMCLO6)*
* **LO4:** The student will be able to apply ethical and moral decision-making principles to business situations. *(GMCLO3)*
* **LO5:** The student will display appropriate quantitative problem-solving abilities in the context of a business problem. *(GMCLO4)*
* **LO6:** The student will demonstrate the ability to use appropriate technological skills required for business professionals. *(GMCLO7)*
* **LO7:** The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. *(GMCLO5)*

**University Learning Outcomes (ULO)**

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning­
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

**Student Expectations**

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Baumol, W.J. & Blinder, A.S. (2012). *Economics: Principles and policies.* (12th ed.) Mason, OH: South-Western, Cengage Learning.

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# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Point Value** |
| **Week 1** |  |  |  |
|  | “Sharing Resources” Blog |  | 20 |
|  | Knowledge Check Quiz – Week One |  | 20 |
|  | Short Answer Essay Worksheet – Week One |  | 10 |
|  | Required Discussion Question: “Economic Scarcity” |  | 10 |
| **Week 2** |  |  |  |
|  | “$100 Gift” Blog |  | 20 |
|  | Knowledge Check Quiz – Week Two |  | 20 |
|  | Short Answer Essay Worksheet – Week Two |  | 10 |
|  | Required Discussion Question: “Farm Subsidies” |  | 10 |
|  | Case Study: “A Decade of Steve” |  | 20 |
| **Week 3** |  |  |  |
|  | “Baseball’s Antitrust Exemption” Blog |  | 20 |
|  | AdobeConnect Live Class Session Discussion |  | 20 |
|  | Knowledge Check Quiz – Week Three |  | 20 |
|  | Short Answer Essay Worksheet – Week Three |  | 10 |
|  | Case Study: “United States versus Microsoft” |  | 20 |
| **Week 4** |  |  |  |
|  | Individual Essay Assignment: Income Inequality |  | 10 |
|  | Knowledge Check Quiz – Week Four |  | 20 |
|  | Short Answer Essay Worksheet – Week Four |  | 10 |
|  | Required Discussion Question: “Government versus Free Markets” |  | 10 |
| **Week 5** |  |  |  |
|  | “Financial Crisis” Blog |  | 20 |
|  | Knowledge Check Quiz – Week Five |  | 20 |
|  | Short Answer Essay Worksheet – Week Five |  | 10 |
|  | Required Discussion Question: “Federal Deficit” |  | 10 |
|  | Trifold Brochure: The Federal Reserve System |  | 30 |
| **Week 6** |  |  |  |
|  | Knowledge Check Quiz – Week Six |  | 20 |
|  | Short Answer Essay Worksheet – Week Six |  | 10 |
|  | Case Study: “Robin Hood” |  | 20 |
|  | Research Paper |  | 80 |
| **Total Points** |  |  | **500** |

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| Week One: Setting the Stage: An Overview of Economics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define fundamental economic terms. | | CLO1 | |
| * 1. Describe the characteristics of the U. S. economy which make it distinctive from the economies of other countries. | | CLO1 | |
| * 1. Distinguish among the factors that create market efficiency. | | CLO1 | |
| * 1. Create demand and supply curves and establish the equilibrium point. | | CLO2 | |
| * 1. Explain the use of price floors and price ceilings. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 1, 2, 3, & 4 of *Economics: Principles and Policy*. | | 1.1, 1.2, 1.3, 1.4, 1.5 |  |
| **Watch** the “Demand and Supply” tutorial video, available on the Khan Academy website (8:16). <https://www.khanacademy.org/science/microeconomics/supply-demand-equilibrium/demand-curve-tutorial/v/law-of-demand>  **Post** a response to the following question in the Week One “Demand and Supply” Discussion Forum:   * What is the relevance of knowing how the demand curve is derived?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 1.4, 1.5 | Lecture Activity—reviews video and posts response =  **30 minutes** |
| **Watch** the “Minimum Wage and Price Floors” tutorial video, available on the Khan Academy website (9:06). <https://www.khanacademy.org/science/microeconomics/consumer-producer-surplus/deadweight-loss-tutorial/v/minimum-wage-and-price-floors>  **Post** a response to the following question in the Week One “Minimum Wage and Price Floors” Discussion Forum:   * Why does something like a price floor result in a loss of producer/consumer surplus?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 1.5 | Lecture activity—reviews video and posts response = **30 minutes** |
| **“Sharing Resources” Blog**  The United States is blessed with an abundance of resources. We share these resources with many poorer countries around the world.  **Write** a 500- to 800-word blog post answering the following:   * Should we continue this aid or use the money here at home to help the poor, resolve the federal deficit, or other domestic needs? * Why do we provide aid to poorer countries? * Should the aid go to countries we have conflicts with like Iraq or Afghanistan?   **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The comparison blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 1.3 | Blog- shares work and posts response = **1 hour** |
| **Test Yourself**  **Complete** the odd-numbered Test Yourself questions at the end of Ch. 1, 2, 3, & 4 of *Economics: Principles and Policy.*  **Compare** your answers against the correct answers found in the textbook.  **Review** any areas of weakness with this material. | | 1.1, 1.2, 1.3, 1.4, 1.5 | Review—complete exercises and review correct answers = **1 hour** |
| **Knowledge Check Quiz – Week One**  **Complete** the quiz over the chapter readings for this week.    **Review** the correct answers on questions that you missed. | | 1.1, 1.2, 1.3, 1.4, 1.5 | Quiz and review results =  **1 hour** |
| **Total** |  |  | **4 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | | |
| **View** the Power Point slides for Chapters 1-4. | | 1.1, 1.2, 1.3, 1.4, 1.5 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Short Answer Essay Worksheet – Week One**  **Complete** the short answer essay worksheet.  **Submit** the worksheet via Blackboard. | | 1.3, 1.4 | Short answer essay = **1 hour** |
| **Required Discussion Question: “Economic Scarcity”**  Write a response to the following discussion question in the Discussion forum:   * Individuals, company and countries have limited resources. How do individuals decide how to use their limited resources? In a capitalistic society who decides how the limited resources are used? Explain how economic specialization helps to solve the scarcity problem?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of five different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 1.2 | Discussion-one post and reply to five other posts =  **1 hour** |
| **Research Paper**  **Select** a topic for your research paper from the approved topics on the syllabus.  **Begin** research on the selected topic.  **Develop** and submit a reference section via Blackboard no later than Sunday, 11:59 p.m. (Eastern Time). | | LO1, LO2 | Research paper topic and submission of references= **2 hours** |
| **Total** |  |  | **4 hours** |
| **Notes** |  | | |

# Notes

The learning activities and assignments for this unit introduce the students to the foundations of economics. The videos and activities are designed to support the concepts presented in the textbook. This unit includes a Blog, which encourages students to develop a deeper view of how resource allocation impacts directly on them and on the world. There is also a Discussion Board that focuses on the issue of economic scarcity.

The research paper for the course is introduced here. Students are provided with topics to choose from (reflected in the syllabus) and they have to begin their research by providing a completed reference section. The research paper topics are as follows:

* Compare the fiscal policies of the Obama administration to that of the Reagan administration.
* Select an industry. Using real-world examples, explain the type of competitive structure it holds and, specifically, why it is that type of structure. Further, also explain the inefficiencies and/or efficiencies that result from interactions with the market.
* The U.S. is a major player in the world economy. Research the current position of the U.S. in terms of trade, exchange rates, and trading practices. Fully outline where the U.S. stands with regard to protectionism and /or trade embargoes with regard to other countries.

The paper should be 1,750-2,800 words long. The paper is due in Week Six.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Chapter I What is economics?
   1. Overview of upcoming foundational concepts and issues
      1. Opportunity cost
      2. Supply/demand influences
      3. Comparative advantage
      4. Trade
      5. Marginal analysis
      6. Externalities
      7. Efficiency vs. equality
      8. Fiscal policy
      9. Inflation and unemployment
      10. Long run productivity
   2. The discipline of economics
      1. Need for abstraction
      2. The role of economic theory
      3. Economic models
   3. Graphing overview
      1. Two variable diagrams
      2. Slope
      3. Y-intercept
      4. Indifference maps
2. Chapter 2 The U. S. Economy
   1. Key characteristics
      1. Private enterprise
      2. Relatively closed
      3. Historical growth
      4. Economic fluctuations
   2. Inputs
      1. Demographics of the American workforce
      2. Contribution to national income
      3. Capital as an element of national income
   3. Outputs
      1. Production
      2. Role of business
      3. Role of government
3. Chapter 3 Scarcity and Choice
   1. Opportunity cost vs. money cost
   2. Choice for a single firm
      1. Production possibilities frontier for a single firm and for society
      2. Principle of increasing costs
   3. Allocation of scarce resources
      1. Division of labor
      2. Comparative advantage
   4. Market exchange mechanism
   5. Market system of output distribution
4. Chapter 4 Supply and Demand
   1. Demand and quantity demanded
      1. Demand schedule
      2. Demand curve
      3. Shits in demand
   2. Supply and quantity supplied
      1. Supply schedule
      2. Supply curve
      3. Shifts in supply
   3. Equilibrium
      1. Law of supply and demand
      2. Effects of shifts in demand
      3. Effects of shifts in supply
   4. Restraining the market
      1. Price ceilings
      2. Price floors

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| Week Two: Demand and Supply | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the use of supply and demand to determine price and quantity decisions by firms. | | CLO2 | |
| * 1. Explain how a demand curve is derived from indifference curve analysis. | | CLO2 | |
| * 1. Differentiate between the types of elasticity that exist in the economy. | | CLO2 | |
| * 1. Summarize the role of marginal cost analysis in profit-maximization decisions for firms. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 5, 6, 7, & 8 of *Economics: Principles and Policy*. | | 2.1, 2.2, 2.3, 2.4 |  |
| **Watch** the “The Elasticity of Demand” video, available on YouTube (9:35).  <http://youtu.be/4oj_lnj6pXA>  **Post** a response to the following question in the Week Two “The Elasticity of Demand” Discussion Forum:   * Why does an airline slash prices to increase revenue, while a utility company will increase prices to increase revenue?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 2.1, 2.2 | Lecture Activity—reviews video and posts response =  **30 minutes** |
| **“$100 Gift” Blog**  Pretend you were given 100 dollars. You must spend the money on four items.  **Write** a 500- to 800-word blog post answering the following:   * What four items did you pick? * How would you rank the four items with one being your favorite and four your least favorite? Why is number one your first choice? * If you could, would you just buy one item? Why? * How does the cost of the item effect what you choose to buy?   **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The comparison blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 2.1 | Blog- shares work and posts response = **1 hour** |
| **Watch** the “Fixed, Variable, and Marginal Cost” tutorial video, available on the Khan Academy website (11:49).  <https://www.khanacademy.org/science/microeconomics/firm-economic-profit/average-costs-tutorial/v/fixed--variable--and-marginal-cost>  **Post** a response to the following question in the Week Two “Fixed, Variable, and Marginal Cost” Discussion Forum:   * Why is it that optimal decisions are made on the basis of marginal cost and revenue, and not average cost and revenue?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 2.3, 2.4 | Lecture activity—reviews video and posts response = **30 minutes** |
| **Test Yourself**  **Complete** the odd-numbered Test Yourself questions at the end of Ch. 5, 6, 7, & 8 of *Economics: Principles and Policy.*  **Compare** your answers against the correct answers found in the textbook.  **Review** any areas of weakness with this material. | | 2.1, 2.2, 2.3, 2.4 | Review—complete exercises and review correct answers = **1 hour** |
| **Knowledge Check Quiz – Week Two**  **Complete** the quiz over the chapter readings for this week.  **Review** the correct answers on questions that you missed. | | 2.1, 2.2, 2.3, 2.4 | Quiz and review results =  **1 hour** |
| **Total** |  |  | **4 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **View** the Power Point slides for Chapters 5-8. | | 2.1, 2.2, 2.3, 2.4 |  |
| **Read** the “Economic Basics: Utility” article found under the Resources tab. | | 2.1 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Short Answer Essay Worksheet – Week Two**  **Complete** the short answer essay worksheet.  **Submit** the worksheet via Blackboard. | | 2.1, 2.2, 2.3, 2.4 | Short answer essay = **1 hour** |
| **Required Discussion Question: “Farm Subsidies”**  **Read** the Plow 'em under: Time to end farm subsidies. Chicago Tribune (2011, September 26) article.  **Write** a response to the following discussion questions in the Discussion forum:   * Why does the U.S. government provide subsidies to farmers? * What effect does this have on the price of the crop? * Should the subsidies continue or be stopped? Why?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of five different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 2.1, 2.2 | Discussion-one post and reply to five other posts =  **1 hour** |
| **Case Study: “A Decade of Steve”**  **Read** the case study “A Decade of Steve”.  **Answer** the short-answer essay questions on the Case Study: “A Decade of Steve” worksheet.  **Submit** the worksheet via Blackboard. | | 2.1, 2.2, 2.3, 2.4 | Case study analysis and posting = **2 hours** |
| **Total** |  |  | **4 hours** |
| **Notes** |  | | |

# Notes

The learning activities and assignments in this section support the chapter material. The two videos correspond to important topics, and are used as reinforcement. The Blog question relates to individual choice and marginal net utility. The case study asks students to consider a real-world application of economic topics. The Discussion Board question references changes to supply and demand.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Chapter 5 Consumer Choice: Individual and Market Demand
   1. Scarcity and demand
   2. Utility analysis
      1. Total versus marginal utility
      2. Law of diminishing marginal utility
      3. Optimal purchase rule MU = P
      4. Downward-sloping demand curves
      5. Consumer surplus
      6. Inferior goods
   3. Market demand curves
      1. Horizontal sum of individual demand curves
      2. “Law” of demand
      3. Exceptions to the “law”---upward-sloping demand
   4. Indifference curve analysis
      1. Budget line
      2. Indifference curves
      3. Tangency conditions
      4. Deriving the demand curve
2. Chapter 6 Demand and Elasticity
   1. Price elasticity of demand
      1. Perfectly elastic
      2. Perfectly inelastic
      3. Straight-line demand curve
      4. Unit elastic demand
   2. Effects of price elasticity of demand on expenditures
   3. Determinants of demand elasticity
   4. Other types of elasticity
      1. Income elasticity
      2. Price elasticity of supply
      3. Cross elasticity of demand
3. Chapter 7 Production, Inputs, and Cost
   1. Economic short run vs. long run
   2. Fixed costs vs. variable costs
   3. Production with one variable input
      1. Total, average, and physical product
      2. “law” of diminishing marginal returns
      3. Optimal quantity decisions—MRP = P
   4. Multiple input decisions
      1. Marginal rule for optimal input proportions
      2. Relative input costs and substitution decisions
   5. Cost relationships
      1. Total, average, and marginal cost curves
      2. Total fixed and average fixed costs
      3. Law of diminishing marginal productivity
      4. Average cost curve
   6. Economies of scale
      1. “law” of diminishing returns
      2. Returns to scale
      3. Historical vs. analytical cost curves
   7. Production indifference curves
      1. Isoquants
      2. Budget lines
      3. Cost minimization
4. Chapter 8 The Importance of Marginal Analysis
   1. Economic profit and optimal decision-making
      1. Total, average, and marginal revenue
      2. Total, average, and marginal cost
      3. Profit maximization
   2. Marginal analysis with regard to profit
      1. Profit is maximized where MP = 0
      2. Profit is maximized where MR = MC

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| Week Three: Market Structure | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how the attributes of perfect competition result in a horizontal demand curve. | | CLO3 | |
| * 1. Describe the monopolistic industry and how it results in inefficiencies. | | CLO3 | |
| * 1. Differentiate between monopolistic competition and oligopoly. | | CLO3 | |
| * 1. Contrast regulation and deregulation in the market economy. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 10, 11, 12, & 13 of *Economics: Principles and Policy*. | | 3.1, 3.2, 3.3, 3.4 |  |
| **“Baseball’s Antitrust Exemption” Blog**  Monopolies were made illegal by antitrust laws. Major League Baseball has an exemption to this law.  **Write** a 500- to 800-word blog post answering the following:   * Do you agree with the exemption? * Why did the Congress grant this exemption? * Is there anything unique about professional baseball when compared to other businesses that would warrant the exemption? * Could Major League Baseball survive without the exemption?   **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The comparison blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 3.2 | Blog- shares work and posts response = **1 hour** |
| **Watch** the “Perfect Competition” tutorial video, available on the Khan Academy website (10:17).  <https://www.khanacademy.org/science/microeconomics/perfect-competition-topic/perfect-competition/v/perfect-competition>  **Post** a response to the following questions in the Week Three “Perfect Competition” Discussion Forum:   * What characteristics pertain exclusively to perfect competition? * What are some real world examples?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 3.1 | Lecture activity—reviews video and posts response = **30 minutes** |
| **Watch** the “Oligopolies, Duopolies, Collusion, and Cartels” tutorial video, available on the Khan Academy website (8:26).  <https://www.khanacademy.org/science/microeconomics/perfect-competition-topic/monopolistic-competition-oligop/v/oligopolies--duopolies--collusion--and-cartels>  **Post** a response to the following question in the Week Three “Oligopolies, Duopolies, Collusion, and Cartels” Discussion Forum:   * There is a fine line between price leadership and cartels. What example can you provide of a cartel that came under scrutiny by the U.S. government? * Why did the U.S. government scrutinize this cartel?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 3.3, 3.4 | Lecture activity—reviews video and posts response = **30 minutes** |
| **AdobeConnect Live Class Session**  **Read** the following articles:   * “United and Continental Merge to Create World’s Biggest Airline” * “Service Cuts May Follow Merger of Airlines”   **Prepare** to discuss the following questions about those articles in a live class session via AdobeConnect to be scheduled by the instructor:   * What characteristics of oligopoly structure are evident in the articles? * How does merger impact consumer choice and customer satisfaction? * What do you see as the economic benefits or deficits of these mergers? | | 3.3 | Live class Discussion= **1 hour** |
| **Test Yourself**  **Complete** the odd-numbered Test Yourself questions at the end of Ch. 10, 11, 12, & 13 of *Economics: Principles and Policy.*  **Compare** your answers against the correct answers found in the textbook.  **Review** any areas of weakness with this material. | | 3.1, 3.2, 3.3, 3.4 | Review—complete exercises and review correct answers = **1 hour** |
| **Knowledge Check Quiz – Week Three**  **Complete** the quiz over the chapter readings for this week.  **Review** the correct answers on questions that you missed. | | 3.1, 3.2, 3.3, 3.4 | Quiz and review results =  **1 hour** |
| **Total** |  |  | **5 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **View** the Power Point slides forChapters 10-13. | |  |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Short Answer Essay Worksheet – Week Three**  **Complete** the short answer essay worksheet.  **Submit** the worksheet via Blackboard. | | 3.1, 3.2 | Short answer essay = **1 hour** |
| **Case Study: “United States versus Microsoft”**  **Read** the case study “United States versus Microsoft”.  **Answer** the short-answer essay questions on the Case Study: “United States versus Microsoft” worksheet.  **Submit** the worksheet via Blackboard. | | 3.3, 3.4 | Case study analysis and posting = 1 **hour** |
| **Research Paper**  **Document** the progress on your research paper by submitting a 1-2 page outline of the research paper which includes your reference page.  **Submit** the outline and reference page via Blackboard. | | LO1, LO2 | Research paper and submission of outline; review instructor feedback = **30 minutes** |
| **Total** |  |  | **2 hours**  **30 minutes** |
| **Notes** |  | | |

# Notes

The learning activities and assignments in this unit support the text materials. In addition to the weekly videos, this class session contains an AdobeConnect live class session. The class session is an instructor-facilitated discussion of the recent airline mergers, and how the mergers raised discussions of the possibility of tacit collusion.

There is also a Blog related to baseball’s antitrust exemption, and a case study regarding Microsoft. This week also has a required submission of the research paper outline. This requirement exists to ensure that students are working on the paper throughout the course.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Chapter 10 Perfect Competition
   1. The firm under perfect competition
      1. Horizontal demand curve
      2. Short-run equilibrium
      3. Shutdown and breakeven analysis
      4. Short-run supply curve
   2. The industry under perfect competition
      1. Short-run supply curve
      2. Industry equilibrium in the short run
      3. Industry equilibrium in the long run
      4. Zero economic profit
      5. Long run supply curve
   3. Economic efficiency
2. Chapter 11 Monopoly
   1. Sources of monopoly
   2. Natural monopolies
   3. Supply decisions
   4. Profit-maximizing output
   5. Monopoly vs. perfect competition
      1. Profit
      2. Output restriction
      3. Inefficient resource allocation
   6. Shifts demand and cost curves
   7. Benefits of monopoly
      1. Aiding innovation
      2. Natural monopoly
   8. Price discrimination
3. Chapter 12 Monopolistic Competition and Oligopoly
   1. Monopolistic competition
      1. Characteristics
      2. Price and output determination
      3. Excess capacity theorem
      4. Resource allocation
   2. Oligopoly
      1. Types of models
      2. Sales maximization
      3. Kinked demand curve
      4. Game theory
   3. Monopolistic competition and oligopoly and public welfare
4. Chapter 13 Regulation and Antitrust
   1. Antitrust laws and policies
   2. Measuring market power
      1. Concentration indices
   3. Anticompetitive practices
      1. Predatory pricing
      2. Bottlenecking
   4. Use of antitrust laws to prevent competition
   5. Regulation
      1. Objectives
      2. Key issues
   6. Pros and cons of “bigness”
   7. Deregulation
      1. Effects
      2. conclusions

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| Week Four: Macroeconomic Policy and Aggregage Demand | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Illustrate the historical evolution of macroeconomic policy. | | CLO1 | |
| * 1. Identify the goals of macroeconomic policy. | | CLO4 | |
| * 1. Differentiate between the components of aggregate demand. | | CLO4 | |
| * 1. Describe how equilibrium GDP changes when the consumption function shifts. | | CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 22, 23, 25, & 26 of *Economics: Principles and Policy*. | | 4.1, 4.2, 4.3, 4.4 |  |
| **Watch** the “Components of GDP” tutorial video, available on the Khan Academy website (4:58).  <https://www.khanacademy.org/science/macroeconomics/gdp-topic/GDP-components-tutorial/v/components-of-gdp>  **Post** a response to the following question in the Week Four “Components of GDP” Discussion Forum:   * Why is leisure time not counted in GDP when it obviously impacts on the level of national well-being?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 4.1 | Lecture activity—reviews video and posts response = **30 minutes** |
| **Individual Essay Assignment: Income Inequality**  **Read** the article “Income Inequality” from the *New York Times*.  **Write** a 400- to 600-word essay to answer the following questions:   * Should the people who earn more the 250,000 a year pay more in taxes? * How do we help those at the other end of the income scale? * Does the transfer of wealth from the rich to the poor discourage hard work?   **Submit** your essay via Blackboard. | | 4.2 | Blog-shares work and posts response = **1 hour** |
| **Watch** the “Aggregate Demand” tutorial video, available on the Khan Academy website (13:53).  <https://www.khanacademy.org/science/macroeconomics/aggregate-supply-demand-topic/aggregate-supply-demand-tut/v/aggregate-demand>  **Post** a response to the following questions in the Week Four “Aggregate Demand” Discussion Forum:   * How can inflation lead to increased employment in the short run?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 4.3, 4.4 | Lecture activity—reviews video and posts response = **30 minutes** |
| **Watch** the “MPC and the Multiplier” tutorial video, available on the Khan Academy website (9:53).  <https://www.khanacademy.org/science/macroeconomics/income-and-expenditure-topic/MPC-tutorial/v/mpc-and-multiplier>  **Post** a response to the following questions in the Week Four “MPC and the Multiplier” Discussion Forum:   * Can the MPC be influenced by monetary or fiscal policy?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 4.4 | Lecture activity—reviews video and posts response = **30 minutes** |
| **Test Yourself**  **Complete** the odd-numbered Test Yourself questions at the end of Ch. 22, 23, 25, & 26 of *Economics: Principles and Policy.*  **Compare** your answers against the correct answers found in the textbook.  **Review** any areas of weakness with this material. | | 4.1, 4.2, 4.3, 4.4 | Review—complete exercises and review correct answers = **1 hour** |
| **Knowledge Check Quiz – Week Four**  **Complete** the quiz over the chapter readings for this week.  **Review** the correct answers on questions that you missed. | | 4.1, 4.2, 4.3, 4.4 | Quiz and review results =  **1 hour** |
| **Total** |  |  | **4 hours**  **30 minutes** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **View** the Power Points for Chapters 22, 23, 25, & 26. | |  |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Short Answer Essay Worksheet – Week Four**  **Complete** the short answer essay worksheet.  **Submit** the worksheet via Blackboard. | | 4.1, 4.2 | Short answer essay =  **1 hour** |
| **Required Discussion Question: “Government versus Free Markets”**  **Write** a response to the following discussion question in the Discussion forum:   * We currently are in a political debate over the size of the federal government. Do you believe the federal government is too big? * If you could, how would you change the federal government? * How would you correct the problems within the country if not via the governments?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of five different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 4.3, 4.4 | Discussion-one post and reply to five other posts =  **1 hour** |
| **Total** |  |  | **2 hours** |
| **Notes** |  | | |

# Notes

The learning activities and assignments in this section support the text material. This week introduces the student to macroeconomic principles. The discussion question asks students to focus on a personal view of income inequality. The Discussion Board asks students to examine the role of government in market activity.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Chapter 22 Macroeconomics
   1. Differentiating between macro and microeconomics
   2. Gross domestic product
      1. Real vs. nominal
      2. What is counted
      3. Limitations
   3. The economy
      1. Historical trends
      2. Inflation and deflation
      3. Depression
      4. Stagflation
   4. Fiscal policy
      1. Reaganomics
      2. Clintonomics
      3. The Bush era
      4. Obamanomics
   5. Stabilization policy
      1. Unemployment
      2. Inflation
2. Chapter 23 Goals of Macroeconomic Policy
   1. Goal of economic growth
      1. Productivity growth
      2. Potential GDP and the production function
      3. Growth rate of potential GDP
   2. Goal of low unemployment
      1. Cost of high unemployment
      2. Unemployment statistics
      3. Types of unemployment
      4. What is “full” employment?
   3. Goal of low inflation
      1. Real wage rate
      2. Relative prices
      3. Redistribution of income and wealth
      4. Real vs. nominal interest rates
      5. Costs of low vs. high inflation
   4. CPI and the GDP deflator
3. Chapter 25 Aggregate Demand
   1. Aggregate demand = C + I + G + (X-IM)
   2. Circular flow diagram
   3. Consumer spending and income
   4. Consumption function and the MPC
   5. Factors that shift the MPC
      1. Wealth
      2. Price level
      3. Real interest
      4. Future income
   6. Investment
   7. Net export
4. Chapter 26 Demand-side Equilibrium
   1. Equilibrium GDP
   2. Income determination
      1. Expenditure schedule
      2. Induced investment
   3. Aggregate demand curve
   4. Demand-side equilibrium
      1. Recessionary gaps
      2. Inflationary gaps
   5. Savings and investment
   6. Changes in demand
      1. Multiplier
      2. Induced and autonomous consumption
      3. The multiplier and the aggregate demand curve

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| Week Five: Aggregate Supply, Fiscal and Monetary Policy | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the aggregate supply curve and the equilibrium level of GDP. | | CLO4, CLO5 | |
| * 1. Identify the reasons why recessionary and inflationary gaps occur. | | CLO4, CLO5 | |
| * 1. Analyze the impact of fiscal policy decisions on aggregate demand. | | CLO6 | |
| * 1. Describe the U.S. Federal Reserve System. | | CLO5, CLO6 | |
| * 1. Explain how banks contribute to money creation in the U.S. | | CLO5, CLO6 | |
| * 1. Differentiate between the monetary policy weapons of the Federal Reserve System. | | CLO6 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 27, 28, 29, & 30 of *Economics: Principles and Policy*. | | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 |  |
| **Watch** the “Stagflation” tutorial video, available on the Khan Academy website (2:56).  <https://www.khanacademy.org/science/core-finance/inflation-tutorial/inflation-scenarios-tutorial/v/stagflation>  **Post** a response to the following question in the Week Five “Stagflation” Discussion Forum:   * What is an example of the economy suffering from stagflation?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 5.1, 5.2 | Lecture activity—reviews video and posts response = **30 minutes** |
| **Watch** the “Fiscal Policy” video, available on YouTube (4:35).  [http://www.youtube.comwa/tch?v=1qhJPqyJRo8](http://www.youtube.com/watch?v=1qhJPqyJRo8)  **Post** a response to the following question in the Week Five “Fiscal Policy” Discussion Forum:   * What is the difference between a direct and an indirect influence on fiscal policy? Give examples of each.   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 5.3 | Lecture Activity—reviews video and posts response =  **30 minutes** |
| **“Financial Crisis” Blog**  The financial crisis that hit our banking system dramatically affected the housing and credit markets.  **Write** a 500- to 800-word blog post answering the following:   * What caused the crisis? * What remedies were taken to resolve the crisis? * What should be done to prevent this from happening in the future?   **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The comparison blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 5.5, 5.6 | Blog- shares work and posts response = **1 hour** |
| **Test Yourself**  **Complete** the odd-numbered Test Yourself questions at the end of Ch. 27, 28, 29, & 30 of *Economics: Principles and Policy.*  **Compare** your answers against the correct answers found in the textbook.  **Review** any areas of weakness with this material. | | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | Review—complete exercises and review correct answers = **1 hour** |
| **Knowledge Check Quiz – Week Five**  **Complete** the quiz over the chapter readings for this week.  **Review** the correct answers on questions that you missed. | | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | Quiz and review results =  **1 hour** |
| **Total** |  |  | **4 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **View** the PowerPoint slides for Chapters 27, 28, 29, & 30. | | 5.1-5.6 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Short Answer Essay Worksheet – Week Five**  **Complete** the short answer essay worksheet.  **Submit** the worksheet via Blackboard. | | 5.1, 5.2, 5.5 | Short answer essay = **1 hour** |
| **Required Discussion Question: “Federal Deficit”**  **Write** a response to the following discussion questions in the Discussion forum:   * The Federal Deficit is at a record high. How would you lower the deficit? * Should all government programs be reduced or just social programs? * Would you adjust Social Security and Medicare? * Would you raise taxes?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of five different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 5.3 | Discussion-one post and reply to five other posts =  **1 hour** |
| **Tri-fold Brochure: Federal Reserve System**  **Resource**: Tri-fold Brochure Template (Word document)  Visit the following sites and read the articles.  [**http://www.dallasfed.org/fed/understand.cfm**](http://www.dallasfed.org/fed/understand.cfm)  [**http://www.federalreserve.gov/faqs/about\_12594.htm**](http://www.federalreserve.gov/faqs/about_12594.htm)  You are a public relations specialist for the Federal Reserve. The chairman has asked you to create a series of educational brochures that explain the role of the Federal Reserve System.  **Create** a tri-fold brochure that would explain in common terminology what the Federal Reserve System is and what its purpose is. The audience for the brochure would be the general public.  **Submit** the brochure in Word document or PDF format via Blackboard. | | 5.4 | Research the Federal Reserve and create the Trifold Brochure = **2 hours** |
| **Research Paper**  **Submit** arough draft to your instructor through SafeAssign via Blackboard. | | LO1, LO2 | Research paper and submission of draft; review instructor feedback =  **30 minutes** |
| **Total** |  |  | **4 hours**  **30 minutes** |
| **Notes** |  | | |

# Notes

The learning activities and assignments in this week support the chapter material. This section focuses on the supply side of the economy. It also introduces monetary and fiscal policy. The Blog directly supports the text material by examining reasons for the recent financial crisis. The Discussion Board also supports the course material by examining the federal deficit. Lastly, the reflection assignment asks students to demonstrate an understanding of the role of the Federal Reserve.

A rough draft of the research paper is due this week, to allow for formative feedback and a review of the paper through plagiarism software.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Chapter 27 Aggregate Supply
   1. Aggregate supply curve
   2. Shifts of the curve
      1. Nominal wage rate
      2. Input prices
      3. Technology and productivity
      4. Supplies of labor and capital
   3. Aggregate demand and supply equilibrium
   4. Inflation and the multiplier
   5. Recessionary and inflationary gaps relative to supply
   6. Supply shock stagflation
   7. Equilibrium and a growing economy
2. Chapter 28 Fiscal Policy
   1. Income taxes
   2. The multiplier with regard to taxes
      1. Automatic stabilizers
      2. Government transfer payments
   3. Expansionary fiscal policy
   4. Contractionary fiscal policy
   5. Supply-side tax cuts
3. Chapter 29 Money and Banking
   1. Money
      1. Monetary exchange
      2. Conceptual definition
      3. Measuring the quantity of money
   2. Banking system
      1. Fractional reserves and required reserves
      2. Profits vs. safety
      3. Bank regulation
      4. Deposit insurance
      5. Banking supervision
   3. Systematic risk and “too big to fail”
   4. Money creation
      1. By a single bank
      2. Multiple money creation by a series of banks
      3. Money contractions
   5. Monetary policy
4. Chapter 30 Monetary Policy
   1. The Federal Reserve System
      1. Origins and structure
      2. Central bank independence
   2. Open market operations
      1. Expansionary policy
      2. Bond prices and interest rates
   3. Federal funds rate
   4. Lending to banks—discount rate
   5. How monetary policy operates—conventional monetary policy
   6. Money and price levels

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| Week Six: International Economics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the concept of comparative advantage. | | CLO1, CLO7 | |
| * 1. Define protectionism with regard to international trade. | | CLO7 | |
| * 1. Explain the evolution of our floating exchange rate system. | | CLO7 | |
| * 1. Analyze the impact of monetary and fiscal policy on exchange rates and trade deficits/surpluses. | | CLO6, CLO7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 35, 36, & 37 of *Economics: Principles and Policy*. | | 6.1, 6.2, 6.3, 6.4 |  |
| **Watch** the “Absolute and Comparative Advantage” video, available on YouTube (5:40).  <http://youtu.be/Vvfzaq72wd0>  **Post** a response to the following question in the Week Six “Absolute and Comparative Advantage” Discussion Forum:   * Why would South Africa not produce DVD’s? Explain.   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 6.1 | Lecture Activity—reviews video and posts response =  **30 minutes** |
| **Watch** the “Better Understanding Global Trade Flows” video, available on YouTube (2:38).  <http://youtu.be/RZKX-0SK41U>  **Post** a response to the following question in the Week Six “Better Understanding Global Trade Flows” Discussion Forum:   * Why do countries trade?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 6.2, 6.4 | Lecture Activity—reviews video and posts response =  **30 minutes** |
| **Watch** the “Floating Exchange Resolving Trade Imbalance” tutorial video, available on the Khan Academy website (4:06).  <https://www.khanacademy.org/science/core-finance/money-and-banking/china-us-debt-situation/v/floating-exchange-resolving-trade-imbalance>  **Post** a response to the following question in the Week Six “Floating Exchange Resolving Trade Imbalance” Discussion Forum:   * How does trade impact on the exchange rate?   *Note*. Initial answers to the discussion question must be substantive and in the range of 100-200 words. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday. | | 6.3, 6.4 | Lecture activity—reviews video and posts response = **30 minutes** |
| **Test Yourself**  **Complete** the odd-numbered Test Yourself questions at the end of Ch. 35, 36, & 37 of *Economics: Principles and Policy.*  **Compare** your answers against the correct answers found in the textbook.  **Review** any areas of weakness with this material. | | 6.1, 6.2, 6.3, 6.4 | Review—complete exercises and review correct answers = **1 hour** |
| **Knowledge Check Quiz – Week Six**  **Complete** the quiz over the chapter readings for this week.  **Review** the correct answers on questions that you missed. | | 6.1, 6.2, 6.3, 6.4 | Quiz and review results =  **1 hour** |
| **Total** |  |  | **3 hours**  **30 minutes** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **View** the PowerPoint slides for Chapters 35, 36, & 37. | | 6.1, 6.2, 6.3, 6.4 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Short Answer Essay Worksheet – Week Six**  **Complete** the short answer essay worksheet.  **Submit** the worksheet via Blackboard. | | 6.1, 6.2, 6.3, 6.4 | Short answer essay =  **1 hour** |
| **Case Study: “Robin Hood”**  **Read** the case study “Robin Hood”.  **Answer** the short-answer essay questions on the Case Study: “Robin Hood” worksheet.  **Submit** the worksheet via Blackboard. | | 6.1, 6.2 | Case study analysis and posting = 1 **hour** |
| **Research Paper**  **Resource**: Research Paper Grading Rubric  **Complete** the research paper.  **Submit** the final version for grading via Blackboard. | | LO1, LO2 | Completion of research paper =  **1 hour** |
| **Total** |  |  | **3 hours** |
| **Notes** |  | | |

# Notes

The learning activities and assignment in this week support the chapter material. The case study reinforces the concepts of international trade and comparative advantage.

The research paper is due this class session.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Chapter 35 International Trade
   1. Reasons for trade
      1. Specialization
      2. Mutual gains
   2. Law of comparative advantage
      1. Absolute advantage
      2. gains calculated by comparative advantage
   3. Tariff and Quotas
   4. Reasons for trade restrictions
      1. Domestic price advantage
      2. Protectionism
      3. National defense
      4. Infant industry argument
      5. Strategic policies
   5. Dumping
   6. Supply and demand in world trade
2. Chapter 36 The International Monetary System
   1. Exchange rates
   2. Floating exchange rates
      1. Exchange rate impacts in the short, medium, and long run
   3. Balance of payments
      1. Fixed exchange rates
      2. Balance of payments deficits and surpluses
   4. History of exchange rates
      1. Gold standard
      2. Bretton Woods
      3. Reasons for fixed exchange rates
   5. Current system
      1. The IMF
      2. The dollar and its volatility
      3. The Euro
3. Chapter 37 Exchange Rates and the Macroeconomy
   1. International trade and aggregate demand
      1. Relative prices and exports and imports
      2. Currency appreciation and depreciation
   2. Aggregate supply and trade
   3. Macroeconomic effects of exchange rate fluctuations
      1. Currency depreciation—expansionary
      2. Currency appreciation—contractionary
      3. International capital flows
   4. Fiscal policy and exchange rates
      1. Fiscal expansion leads to exchange rate appreciation
      2. Effects of international capital flows
   5. The budget deficit and the trade deficit
   6. Ways to reduce the trade deficit

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 8 hours |
| **Week 2** |  |  |
| Required |  | 8 hours |
| **Week 3** |  |  |
| Required |  | 7 hours 30 minutes |
| **Week 4** |  |  |
| Required |  | 6 hours 30 minutes |
| **Week5** |  |  |
| Required |  | 8 hours 30 minutes |
| **Week 6** |  |  |
| Required |  | 6 hours 30 minutes |
|  |  |  |
| **Total Hours** |  | 45 hours |