ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 1-21-2011

1. ACADEMIC UNIT: School of Public Affairs

2. COURSE PROPOSED:

<table>
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<th>Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Semester Hours</th>
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<tr>
<td>PAF</td>
<td>201</td>
<td>Economics &amp; Public Policy</td>
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3. CONTACT PERSON:

Name: Chris Hiryak
Phone: 6-0465
Mail Code: 3720
E-Mail: chris.hiryak@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas
- Literacy and Critical Inquiry—L □
- Mathematical Studies—MA □ CS □
- Humanities, Fine Arts and Design—HU □
- Social and Behavioral Sciences—SB □
- Natural Sciences—SQ □ SG □

Awareness Areas
- Global Awareness—G □
- Historical Awareness—H □
- Cultural Diversity in the United States—C □

6. DOCUMENTATION REQUIRED.

(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: □ No □ Yes; Please identify courses:

Is this a multisection course?: □ No □ Yes; Is it governed by a common syllabus?

Jonathan Koppell
Chair/Director

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

## ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
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<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>✗</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<tr>
<td>✗</td>
<td>☐</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:&lt;br&gt;• ANTHROPOLOGY&lt;br&gt;• ECONOMICS&lt;br&gt;• CULTURAL GEOGRAPHY&lt;br&gt;• HISTORY&lt;br&gt;Public Administration/Policy Economics</td>
</tr>
<tr>
<td>✗</td>
<td>☐</td>
<td>3. Course emphasizes:&lt;br&gt;a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).&lt;br&gt;OR&lt;br&gt;b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<tr>
<td>✗</td>
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<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
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<tr>
<th>Criteria</th>
<th>How course meets spirit</th>
<th>Evidence</th>
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<tr>
<td>Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>As indicated by the course description and objectives, PAF 201 is designed to introduce students to analytical methods and terms used in micro-economics, especially as it relates to the public sector and public policy. It is designed to advance the basic understanding of human interaction, in this case the behavior of individual consumers and organizations. It further relies upon those forces which help guide economic policymaking.</td>
<td>See course description and course objectives on page 1 of attached syllabus.</td>
</tr>
</tbody>
</table>
| Course content emphasizes the study of social behavior such as that found in public administration/policy and economics. | PAF 201 relies on theories and methods primarily from the fields of public administration/policy and economics.                                                                                                                                                                        | For example, the course includes a study of (see attached syllabus):  
- Poverty, Discrimination & Economics (Class 2 & 5)  
- Economic Systems (Class 6 & 8)  
- Government Control of Economic Systems (Class 7)  
- Unemployment (Class 23 & 24)  

In addition, the table of contents in the text clearly indicates that theories of social behavior found in public administration/policy and economics are covered within the course. For example, “The Role of Economic Reasoning” (chapter 1); “Economic Systems” (chapter 2), “Unemployment Issues” (chapter 11). Because of the nature of economics within the larger framework of government, it is inherently a study of social behavior. |
| Course emphasizes the distinct knowledge base of the social and behavioral sciences. | PAF 201 applies micro-economic principles to the distribution of income, policies for eliminating poverty and discrimination, the problems of environmental pollution, and the impact of different market structures on economic activity.                                                                                         | For example, the course includes a study of (see attached syllabus):  
- Poverty, Discrimination & Economics (Class 2 & 5)  
- Economic Systems (Class 6 & 8)  
- Government Control of Economic Systems (Class 7)  
- Unemployment (Class 23 & 24) |
In addition, the table of contents in the text clearly indicates that theories of social behavior found in public administration/policy and economics are covered within the course. For example, “The Role of Economic Reasoning” (chapter 1); “Economic Systems” (chapter 2), “Unemployment Issues” (chapter 11).

Because of the nature of economics within the larger framework of government, it is inherently a distinct study of social behavior.

Course illustrates use of social and behavioral science perspectives and data. PAF 201 reviews various economic theories and the impact economic and governmental policies have on society.

For example, the study of poverty, discrimination and economics (syllabus, class 2 & 5; text – chapter 7) considers the various economic forces that cause and the government policies that try to combat these issues.

The course is a study of how applied micro-economic principles relate to public policy issues (see syllabus “Course Description”).
PAF 201
Economics & Public Policy
Arizona State University, School of Public Affairs

Spring 2011, Downtown campus, Room UCENT L1-63
Tuesdays / Thursdays 3:00 - 4:15

Melissa S. Kovacs, Ph.D.
Tel: 602.361.8070
Email: mkovacs1@asu.edu
Office Hours: Tuesdays and Thursdays after class as needed and by appointment.

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REQUIRED TEXTS:

Other readings to be distributed in class.

COURSE DESCRIPTION:
This course introduces students to the terminology and methods of analysis in micro-economics. In particular, it examines the behavior of individual consumers and firms, with a focus on market failures and the role of government policy in correcting those failures. The course applies micro-economic principles to the distribution of income, policies for eliminating poverty and discrimination, the problems of environmental pollution, and the impact of different market structures on economic activity.

This course will also allow you to witness, gain an understanding of, and assist in solving problems of poverty and homelessness in Maricopa County, AZ through a service component with the Maricopa County Human Services Campus.

COURSE OBJECTIVES:
The goal of PAF 201 is to develop a conceptual and analytic framework in which students can effectively assess the role of government in a market economy. This framework introduces the student to the economic way of thinking about the forces at work in society and which guide economic policymaking.

- Students will develop a useful set of conceptual tools for analyzing issues in public affairs economics.
- Students will understand basic empirical methods used to shed light on economic behavior.
- Students will become familiar with the key institutional economic features of the public sector.
• Students will apply the tools learned to examine a variety of important public policy issues.

COURSE REQUIREMENTS:
Your grade in this course will be based on your active, thoughtful participation in our class discussions. It will also include two in-class quizzes on the material covered and a comprehensive final exam.

This course has a service component to it, and all students will spend 15 hours throughout the semester volunteering at the Human Services Campus of Maricopa County (HSC). The HSC benefits the homeless by providing food and shelter services, medical and dental care, art therapy, a post office, professional clothing for job interviews, 12-step meetings, veterans’ services, bicycle repair, and other services at one location. The volunteer options at HSC are numerous, based on your own preferences and interests and the many services they provide.

Throughout the semester you will write three brief Service Papers reflecting on your HSC experience and linking your observations, experiences, and proposed solutions to our classroom content. More guidance for the Service Papers will be distributed in class.

GRADE CONSTRUCTION:
Quiz 1 19%
Quiz 2 19%
Short Service papers (3) 27%
Class Participation 15%
Final Exam 20%

FINAL GRADES:
A+ 98-100%
A 93-97%
A- 90-92%
B+ 88-89%
B 83-87%
B- 80-82%
C+ 78-79%
C 70-77%
D 60-69%
E 0-59%

PLEASE NOTE:
Papers are due in class on their due date according to this syllabus. Late papers will not be accepted except in the case of serious illness or tragedy. I will only accept papers in class handed in to my physical hands.

Cell phones are to be silent during class. Please save texting and emailing for after class.

You are expected to strictly adhere to ASU’s Student Academic Integrity Policy. The Policy and other resources can be found at http://provost.asu.edu/academicintegrity If you are unclear regarding plagiarism, source citation, etc. please ask me.

COURSE SCHEDULE:
Tuesday, Jan. 18
Introduction to the course and each other

Thursday, Jan. 20
Poverty, Discrimination, and Economics
SRG chapters 1 and 7

Tuesday, Jan. 25
Tour of Human Services Campus

Thursday, Jan. 27
Bornstein Reading 1
Discussion of Tuesday’s tour

Tuesday, Feb. 1
Poverty, Discrimination, and Economics cont’d.
SRG chapter 7 cont’d.
Service Paper 1 due

Thursday, Feb. 3
Economic Systems
SRG chapter 2

Tuesday, Feb. 8
Government Control of Economic Systems
SRG chapter 3

Thursday, Feb. 10
Economic Systems cont’d. and Review

Tuesday, Feb. 15
Quiz 1

Thursday, Feb. 17
No class – Service make-up day
Tuesday, Feb. 22
Monopolies
SRG chapter 8

Thursday, Feb. 24
Monopolies cont’d. and Service discussion

Tuesday, March 1
Global Competition
SRG chapter 10

Thursday, March 3
Economic Growth
SRG chapter 11

Tuesday, March 8
Competition and Growth cont’d.
Sachs Reading

Thursday, March 10
Service Paper 2 due
Service Discussion

Tuesday, March 15 and Thursday, March 17 – NO CLASS Spring Break

Tuesday, March 22
Economics of Education
SRG chapter 6

Thursday, March 24
Money and Banking
SRG chapter 12

Tuesday, March 29
Money and Banking cont’d.

Thursday, March 31
Service Discussion and Review

Tuesday, April 5
Quiz 2

Thursday, April 7
No class – Service make-up day

Tuesday, April 12
Unemployment and Inflation
SRG chapter 13

Thursday, April 14
Unemployment and Inflation cont’d.

Tuesday, April 19
Spending and Taxation
SRG chapter 14

Thursday, April 21
Spending and Taxation cont’d.
Guest Speaker – Sam Coppersmith, former member of U.S. House of Representatives

Tuesday, April 26
Social Security and Medicare
SRG chapter 15

Thursday, April 28
Social Security and Medicare cont’d.

Tuesday, May 3 – last class
Service Paper 3 due
Wrap-up and Review

Thursday, May 5
FINAL EXAM in class, 12:10 – 2:00
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