

ECONOMICS

Mr. Bryant

What good will it be for a man if he gains the whole world, yet forfeits his soul? --Jesus Christ, quoted in Matt. 16:26.

Philosophy

According to Martin Luther, "There are three conversions a person needs to experience: The conversion of the head; the conversion of the heart; and the conversion of the pocketbook." Our choices about money are the greatest outward indicator of our spiritual condition.

The study of economics, however, is the attempt to look beyond the issue of money and resources and to see instead the reasons for the choices people make. Some of these reasons can be expressed with graphs and numbers; others are plain for anyone with "common sense" to see. And at still other points, they are attributable only to the spiritual condition of humans—whether the chooser is reprobate or regenerate.

Objectives

- Students will acknowledge God as the ultimate source and rightful owner of the world and its resources.
- Students will learn the vocabulary and skills they need to describe the economic systems they observe around them.
- Students will analyze and express their reasons for the decisions they make.

Texts

The Worldly Philosophers, 7th Edition by Robert L. Heilbroner (Simon & Schuster, 1995)

Economics in One Lesson by Henry Hazlitt (Three Rivers Press, 1979)

The Communist Manifesto by Karl Marx and Friedrich Engels (Washington Square Press, 1964)

The Law by Frederic Bastiat (Foundation for Economic Education online translation)

Various articles, essays and video resources

Grading

Quarter

Assignments	15%
Short Papers	20%
Quizzes	15%
Tests	50%

Semester

Quarter 3	40%
Quarter 4	40%
Final Project	20%

Assignments

These include text readings, journal activities, and preparation for and participation in discussion.

Short Papers

Every two weeks, students will submit a typed 1-2 page paper responding to a prompt or a reading. In these papers, students will articulate their own developing economic philosophy. In conjunction with journal activities, these papers will form the basis of the student's final project. See "Personal Economic Philosophy Papers" description below.

Preparedness:

Students who fail to submit an assignment on time will receive 0% on that assignment.

Students who fail to submit or present a short paper on time will lose 30% per day late, unless prior arrangements are made with the instructor.

Students who miss a Daily Quiz (scheduled quiz over notes, assignments, or media) will receive a zero initially. However, the instructor will drop the two lowest Daily Quiz scores at the end of each quarter. Students missing more than two Daily Quizzes will arrange to take makeup quizzes (subject to be determined by the instructor) no later than three days before the end of the quarter.

Students should monitor their own quiz forms and anticipate this. Absence is the only occasion for makeup work in the "Daily Quiz" category.

Students planning extended absence must submit assignments and complete tests beforehand. Missed testing appointments will result in 0% on the scheduled test if no notice is given.

Students wishing to submit an assignment that would under normal circumstances receive a zero or other penalty must complete and attach a Late Work Petition (available in the classroom) to the ***completed assignment***. In general, students will be allowed one day late per day of class missed for any given assignment. Specific hardships or special considerations should be noted on the Late Work Petition. Credit will be assessed by the instructor with reference to this form.

Students will fulfill restroom obligations between classes.

Quizzes and Tests

Vocabulary, theory, and assigned reading topics will be the subject of brief quizzes. Tests will be given approximately every two weeks, and will conclude each unit.

Website and e-mail

The Internet will be a vital tool in student success. Most outside readings will be posted in .pdf format on Mr. Bryant's web page; some will be links to other sites. Since much of our work this semester will be done independently, it is critical that any questions or concerns that arise outside class be emailed to Mr. Bryant at bryant@cvc.org. Please allow a day for an online response to evening emails; requests for additional information or direction can often be fulfilled the next time we meet.

January Due Dates	
F20	PEPP 1: Making choices
F27	PEPP 2: From <i>The Theory of Moral Sentiments</i> by Adam Smith
February Due Dates	
F3	Journal 1 and 2: One week's time (5 activities), one week's spending
F10	PEPP 3: Learning from the past
F17	Journal 3: Five Presidential economic priorities
F24	PEPP 4: From <i>Slouching Towards Utopia?</i> by J. Bradford deLong
March Due Dates	
F2	Journal 4: Two articles from <i>The Economist</i>
F16	PEPP 5: Remembering the future
F23	Journal 5: Garments from three nations
April Due Dates	
F13	PEPP 6: From <i>An Essay Concerning the Principle of Population</i> by Thomas Malthus
F20	PEPP 7: What <u>did</u> Jesus do?
May Due Dates	
F4	Final project due—combines information from the following according to description and rubric into a unified whole 5-7 pages long: <ul style="list-style-type: none"> ✓ PEPP 1,3, <u>or</u> 5 ✓ PEPP 2,4,<u>or</u> 6 ✓ PEPP 7 ✓ Three journal entries

Expectations for individual assignments, activities, and discussions will be provided on each Unit Calendar. Journal and PEPP due dates will often fall on the same day as unit tests or quizzes, so it is advisable to work in advance. Daily assignments will be kept to a minimum, but be aware that all units are cumulative in nature—that is, each lesson's concepts build on the ideas in previous lessons. Readings, notes, and class activities require preparation time that may exceed time spent in class.

Get to know your syllabus, and ask questions any time you want clarification.

Personal Economic Philosophy Papers

Every week or two, you will submit a 1-2 page paper describing and evaluating your own philosophy of economics. You should include the kinds of decisions that you currently face, the basis for your own choices, the impact of our class reading and discussions, and your plans for making choices in the future. You will relate your responses in each paper to the topics or readings listed.

The schedule, subject to change if necessary, is below. (2012 dates)

PEPP#	Emphasis	Due
1	Making Choices	Jan. 20
2	From <i>The Theory of Moral Sentiments</i> (Smith)	Jan. 27
3	Learning from the Past	Feb. 10
4	From <i>Slouching Towards Utopia?</i> (deLong)	Feb. 24
5	Remembering the Future	Mar. 16
6	From <i>An Essay Concerning the Principle of Population</i> (Malthus)	April 13
7	WDJD: What Did Jesus Do?	April 20
	Final Paper Due—See Rubric	May 4

Format: Typed. Single-spaced. Times New Roman 12-font. 1-2 pages. Full name, topic, and PEPP number in upper right corner. No additional headings or titles.

Criteria: Follows format. Demonstrates thought and reflection. Flows logically. Exhibits good writing and proofreading. Reflects **personal involvement** with previous weeks' reading and discussion. Identifies sources of reference or quotations. Refrains from plagiarism or overdependence on source material. Uses thesis statement, paragraphs, and topic sentences to best effect. Tables or charts, if included, are not large enough to detract from overall length of piece.

Suggestions for Personal Economic Philosophy Papers

Choose no more than one for each topic, or ask your instructor about other possibilities.

1. Making Choices
 - Explain several ways your decisions have been motivated by positive or negative incentives.
 - Contrast results of good and poor decisions.
 - Trace the effects and unintended outcomes of one of your choices over time.
 - Attempt to prove that studying economics is a waste of time.
2. From *The Theory of Moral Sentiments*, Adam Smith (available at cvc.org)
 - Explain how advertisers use the principles Smith describes to sell products or services.
 - Evaluate the importance of conspicuous consumption (displaying wealth relative to others) in your life.
 - Examine how the fear of shame or poverty has influenced your decisions.
3. Learning from the Past
 - Explain why either the oil industry or the housing market has not operated as a truly “free” market, and predict what a free market approach might mean to one of them.
 - Use anecdotes from history, your family, the news, or the Bible to explain why past decisions affect the present.
 - Relate decisions about school work to decisions about money. Can or should people be “graded” on their past successes or failures with money? How is creditworthiness determined in each case?
4. From *Slouching Towards Utopia?*, J. Bradford deLong (available at cvc.org)—Chapter 2, “Wealth”
 - Consider deLong’s list of basic necessities (health insurance, etc.), and explain what you think are the indispensable social and practical elements of your life.
 - Reflect on whether you are “better off” than your great grandparents’ generation.
 - Explain whether or not you think the increase in material well-being described here is going to happen someday in a selected developing nation.
5. Remembering the Future
 - Discuss some expenses that you know you will probably face in the next five years.
 - Contrast the benefits of saving with the benefits of living from month to month without saving. Provide tables or charts to explain each scenario using realistic dollar amounts.
 - Give your opinion of retirement, and the trend of rising age requirements.
6. From *An Essay Concerning the Principle of Population*, Thomas Malthus (available at cvc.org)
 - Agree or disagree (with reasoning) with Malthus’ contention that the “wealth” of a society does not benefit the ones who do the work—the “labouring poor.”
 - Explain the “Malthusian problem” (see Heilbroner) and relate this reading to the larger issues Malthus considers.
 - Argue whether or not Malthus’ assessment of the Chinese economy still applies. Include tables or charts to support your opinion.
7. W.D.J.D.: What Did Jesus Do?
 - Characterize the circumstances of Jesus’ family in Luke 2.
 - Interpret Matthew 16: 24-27 and explain whether your priorities are reflected in these verses.
 - Compare the three parables about decision-making in Matthew 25.
 - Apply principles in Revelation 3:14-22 to 21st-century Christian living.

Journal Assignments

These should be neat, complete, and easily readable. Each may be generated on a computer; otherwise, they should be neatly handwritten using a ruler when necessary to construct tables or columns.

1. Construct a table of your choices regarding time use for one week. Include the 5 most time-consuming activities, not including sleep, eating, and school. (Nor breathing, etc.) **Predict what these will be and chart each**. Include a section of your table which explains the reasons for your choice to allot time to the selected activity. Include starting and ending dates.

Due Feb. 3

2. List all consumer goods and services you choose to purchase, as well as any charitable giving or fulfillment of private contracts, over the course of one week. Indicate whether you used cash, credit, debit, gift cards, etc., but **do not include dollar amounts or any items you would be embarrassed to mention**. Next to each item, explain why you chose to purchase it. Record starting and ending dates.

Due Feb. 3

3. Identify five specific economic policy statements in the President's State of the Union or Inaugural Address. (If you cannot watch the speech, locate a transcript online.) Then **rate each** according to your own estimate of its importance, and **suggest a concrete way in which one of these goals could be met**.

Due Feb. 17

4. Read two essays from *The Economist's* online magazine (accessible at www.economist.com). Then explain **the relevance of each of these stories to you**. Include title of each piece, author, and date. Write a paragraph explaining each article and **include specific references to your own situation** as appropriate.

Due Mar. 2

5. Choose three **foreign nations** wherein three of your garments were manufactured and create a current fact sheet for each. Use the following format; you may print this page, fill it out, and turn it in if you wish. You may use the Government and Economy categories in the *CIA Factbook*, accessible at <http://www.cia.gov/cia/publications/factbook/index.html>

Due March 23

Student _____
Journal #5

Garment _____	Nation _____
Form of government: _____	Population _____
Type of economy: _____	Head of State _____
Average per capita income _____	Currency _____

Garment _____	Nation _____
Form of government: _____	Population _____
Type of economy: _____	Head of State _____
Average per capita income _____	Currency _____

Garment _____	Nation _____
Form of government: _____	Population _____
Type of economy: _____	Head of State _____
Average per capita income _____	Currency _____

Economics

Final Project Description and Rubric

Date due: Friday, May 4, 2012

Purpose: To reflect on your ideas and experiences over the semester.

Task: In a 5-7 page paper, combine one of your reading responses (PEPP 2, 4, or 6) with one of your opinion essays (PEPP 1, 3, or 5) and demonstrate how your decisions relate to the ideas of either de Long, Smith, or Malthus. In addition, compare or contrast your decisions with the Biblical perspective you discussed in PEPP 7. Other readings may be consulted as support for your thesis. Include and interpret the data from 3 of your journal assignments as part of your overall analysis, providing tables as appropriate. 60 points possible. (Counts as semester final, independent of Quarter 3 and 4 grades. 20% of total.)

Format (12/60):

- 12-point Times New Roman font, single-spaced
- 5-7 pages
- No headings/chapter divisions
- Separate title page with title and subtitle, full name, and period
- Default margins
- Page numbers

Elements Incorporated (18/60):

- PEPP 2, 4, or 6
- PEPP 1, 3, or 5
- PEPP 7
- 3 Journal assignments

Requirements (24/60):

- Formulate thesis and state clearly in first paragraph
- Edit and connect content to fit new format
- Present journal data as tables within text
- Include no illustrations
- Focus on analysis of your own decision-making through explanation and example
- Avoid extended quotations from authors; re-state and attribute accurately

Citation (6/60):

- In-text citations (APA-style)
- Works Cited section after final page

From the National Council on Economic Education: The Basic Concepts

1. **Scarcity**--Productive resources are limited. Therefore, people can not have all the goods and services they want; as a result, they must choose some things and give up others.
2. **Marginal Cost/Benefit**--Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are "all or nothing" decisions.
3. **Allocation of Goods and Services**--Different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
4. **Role of Incentives**--People respond predictably to positive and negative incentives.
5. **Gain from Trade**--Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.
6. **Specialization and Trade**--When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
7. **Markets: Price and Quantity Determination**--Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
8. **Role of Price in Market System**--Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.
9. **Role of Competition**--Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
10. **Role of Economic Institutions**--Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.
11. **Role of Money**--Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

12. **Role of Interest Rates**--Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.

13. **Role of Resources in Determining Income**--Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

14. **Profit and the Entrepreneur**--Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.

15. **Growth**--Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.

16. **Role of Government**--There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.

17. **Using Cost/Benefit Analysis to Evaluate Government Programs**--Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.

18. **Macroeconomics: Income/Employment, Prices**--A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.

19. **Unemployment and Inflation**--Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.

20. **Monetary and Fiscal Policy**--Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.