Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>College of Public Programs</th>
<th>Department</th>
<th>School of Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>SWU</td>
<td>Number</td>
<td>181</td>
</tr>
</tbody>
</table>

Is this a cross-listed course?
If yes, please identify course(s)
No

Is this a shared course?
No
If so, list all academic units offering this course

Course description:
Introduces economic principles through the lens of contemporary social issues for social work and related fields.

Requested designation: Social and Behavioral Sciences-SB
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

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.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social- Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☑ Signed General Studies Program Course Proposal Cover Form
☑ Criteria Checklist for the area
☑ Course Catalog description
☑ Course Syllabus
☑ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name: Cecilia Ayón
Phone: 602.496.1196

Mail code: 3920
E-mail: cecilia.ayon@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Michelle M. Carley
Date: 9-9-2014
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12, 5/14
Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

# ASU--[SB] CRITERIA

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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td></td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>• ANTHROPOLOGY</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>• ECONOMICS</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>• CULTURAL GEOGRAPHY</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>• HISTORY</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>Economics</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>3. Course emphasizes:</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
</tr>
</tbody>
</table>

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 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>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>Through readings and assignments- this course provides an introduction to economic principles through the lens of contemporary social issues.</td>
<td>Syllabus pages 8 &amp; 9: Students will read about, write, and discuss factors that cause individuals to utilize formal welfare services, how individuals manage/cope with living in poverty, and how individuals use informal social networks and support to compliment formal welfare services. Page 9- Discussion Board question #3.</td>
</tr>
<tr>
<td>2- Course emphasizes the study of human behavior as found in Economics</td>
<td>Through readings and assignments- this course provides students with an understanding of social behavior found in economics.</td>
<td>Syllabus pages 5-7, &amp; 9 students will read about, write, and discuss factors that impact micro and macro economics. Page 9- Discussion board question #1.</td>
</tr>
<tr>
<td>3- Course emphasizes the distinct knowledge base of the social and behavioral sciences.</td>
<td>Through readings and assignments this course emphasizes a foundational knowledge base in economics and social policy.</td>
<td>Syllabus pages 5-8: students will read, write, and discuss economic principles that impact individuals and society. Page 9- Discussion Board questions #s 1-3.</td>
</tr>
<tr>
<td>4- Course illustrates the use of social and behavioral sciences perspectives and data.</td>
<td>Course illustrates the use of social and behavioral sciences perspectives and data to examine how economic policy affects particular populations, such as those defined by race, ethnicity, culture, class, gender, age, ability/disability status, and sexual orientation.</td>
<td>Syllabus pages 5-8: students will read about, write, and discuss how economic policies impact diverse populations. Students will read about the perspectives of diverse populations who utilize formal social welfare services. Page 9- Discussion Board question # 2.</td>
</tr>
</tbody>
</table>
**SWU 181 Economics: A social issues perspective**

Catalog Description:

Introduces economic principles through the lens of contemporary social issues for social work and related fields.
ARIZONA STATE UNIVERSITY  
School of Social Work  
Fall 2014  

I. **Name and Number of Course:** SWU 181: Economics: A Social Issues Perspective  

II. **Program Level:** BSW  

III. **Course Requirements:**  
Credit: 3 Credits  
Elective or Required: Required  
Prerequisites: None  

IV. **Course Description:**  
This course provides an introduction to economic principles through the lens of contemporary social issues.  

V. **Rationale for the Course:**  
This course provides students with an understanding of micro and macro economic principles necessary in order to effectively understand and advocate on policy issues. The course will examine how economic policy affects particular populations, such as those defined by race, ethnicity, culture, class, gender, age, ability/disability status, and sexual orientation. It will also examine the relationship between economics and relevant social policy issues. Students will evaluate relevant economic concepts and social issues through the perspective and ethical foundation of their own professional orientation.  

VI. **Course Competencies:**  
Upon successful completion of this course, students will be able to:  
1. Compare and contrast micro and macro economic principles [EPAS 2.1.5; 2.1.8]  
2. Explain and discuss micro and macro economic issues impacting oppressed and vulnerable populations [EPAS 2.1.5].  
3. Analyze the impact of positive and normative economics in the development of economic policies [EPAS 2.1.8]  
4. Apply various economic principles to social policy issues [EPAS 2.1.8]  
5. Understand the complexities of many contemporary social problems and their economic costs [EPAS 2.1.5].
VII. **Key Course Concepts:**

**Economic Concepts:**

Poverty; Goods; Resources; Labor; Capital; Human Capital; Scarcity; Abundance; Opportunity Costs; Modeling; Rational Behavior; Microeconomics; Macroeconomics; Positive Economics; Normative Economics; Neoclassical Economics; Efficiency; Equity; Access; Margin; Law of Diminishing Returns; Marginal Utility; Economic Profit; Keynesian Economics; Perfect Competition; Supply and Demand; Elasticity; Pareto Efficiency; Equilibrium Price; Laissez-Faire; Imperfect Competition; Monopoly; Price-Setting; Sticker Price; Monopsony; Oligopoly; Market Failure; Government Intervention; Externality; Public Good; Asymmetric Information; Cost-Benefit Analysis; Cost-Effectiveness Analysis; Rent Seeking; Rent Avoidance; Bureaucracy; Substitution Effect; Income Effect; Marginal Tax Rate; Derived Demand; Marginal Product; Marginal Revenue Product; Discrimination; Statistical Discrimination; Unemployment; Frictional Unemployment; Cyclical Unemployment; Structurally Unemployed; Discouraged Workers; Fiscal Policy; Absolute Definition of Poverty; Relative Definition of Poverty; Theories of Poverty; Efficiency-Equity Trade-Off; Workfare; Minimum Wage; Wage Subsidies; Economic Demography

**Social and Economic Issues:**

Affirmative Action; Minimum Wage; Living Wage; Anti-Discrimination Legislation; Bilingual Education; Immigration; Rent Control; Free Trade; Health Care; Voting; Taxation; Unemployment; Welfare; Aging; Job Training; Family Care

**Professional Issues:**

Social Justice; Economic Justice; Oppression; Discrimination; Poverty; Lobbying; Policy; Professional Ethics

VIII. **Textbook & Readings:**

**Required Texts**


Note: You will be required to use this edition, as all 10 quizzes will be based upon this edition.


Note: You will be required to use this edition as the 3 discussion boards are based upon this text.
A list of required textbook(s) for Online courses or courses at the Downtown Phoenix Campus is available on the ASU Bookstore website (copy and paste to your web browser):

http://bookstore.asu.edu/asu/home.aspx

IX. **ASU and Related Professional Policies**

Students are responsible for reviewing and complying with the following policies:

**Academic Integrity Policy:**
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

**Student Code of Conduct:**
http://www.asu.edu/studentaffairs/studentlife/judicial/

**Computer, Internet, and Electronic Communications Policy:**
https://techbase.asu.edu/wiki/index.php/Computer,_Internet_and_Electronic_Communications

**School of Social Work Student Academic Integrity Policy:**
http://ssw.asu.edu/portal/filelib/students/PlagiarismPolicy.pdf

**National Association of Social Workers Code of Ethics:**
http://www.socialworkers.org/pubs/code/code.asp

Violations of these policies such as plagiarism will result in a failing grade. You are also required to be familiar with the NASW Code of Ethics. Your oral and written (i.e. E-mail) communications for this class are to be professional and courteous. During class, you are expected to attend to the speakers and refrain from surfing the internet, doing email, sending/receiving texts, talking with the people near you, doing work/personal tasks, etc. Rude, disruptive and/or discourteous behavior is unacceptable. You are expected to be attentive and respectful to your colleagues and the instructor at all times. This includes all time in class, as well as all time spent working in groups outside of class. Your failure to meet this expectation will result in an **Administrative Removal** (a grade of “w” on your transcript) from this class. The instructor has the option of giving you a warning before removing you from the class.

**Accommodations for Students with Disabilities**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. If you are a student with a disability and have need of assistance or special accommodations, please review the following policy: http://www.asu.edu/aad/manuals/ssm/index.html#700 and contact the ASU Disability Rating Center.
Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC.

Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: [http://campus.asu.edu/downtown/DRC](http://campus.asu.edu/downtown/DRC)
University Center Building, Suite 160
602-496-4321 (Voice)
602-496-0378 (TTY)

XI. **Health Insurance Portability and Accountability Act (HIPAA) Policy Statement:**

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client’s identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.
X. **Units of Study**

**SWU 181 Course Schedule Outline with Due Dates**

**WEEK ONE:** (Beginning August 21, 2014)

*Note: Last day to register or drop/add without college approval is August 27, 2014*

Read and review all Course Materials on Blackboard.

Suggested: Print Syllabus and Course Schedule Outline with Due Dates and place all due dates in your calendar.

**WEEK TWO:** (Beginning August 25, 2014)

*Note: Tuition & Fees 100% Refund Deadline – September 3, 2014. For more information see Tuition and Refund Policy*

Read Chapter 1: Introduction (Brux)

Take Quiz #1: Chapter 1 (Brux) 10 points (Due: Sunday, August 31, 2014, 11:59 pm)

**WEEK THREE:** (Beginning September 2, 2014)

*Note: Labor Day Holiday Observed September 1, 2014 - University Closed*

Read Chapter 2: Crime and Drugs (Brux) and

Read Chapter 3: The Environment (Brux)

Take Quiz #2: Chapters 2 & 3 (Brux) worth 10 points (Due Sunday, September 7, 11:59 pm)

**WEEK FOUR:** (Beginning September 8, 2014)

Read Chapter 4: Education (Brux) and

Read Chapter 14: Unemployment and Inflation (Brux)

Take Quiz #3: Chapter 4 & 14, 10 points (Due: Sunday, September 14, 11:59 pm)
Complete Discussion Board #1 (Due Friday September 12, 11:59 pm)

WEEK FIVE: (Beginning September 15, 2014)

Read Chapter 5: Discrimination (Brux) and

Read Chapter 7: Housing (Brux)

Take Quiz #4: Chapter 5 & 7, 10 points (Due: Sunday, September 21, 11:59 pm)

WEEK SIX: (Beginning September 22, 2014)

Read Chapter 8: Health Care (Brux) and

Read Chapter 9: Social Security (Brux)

Take Quiz #5: Chapters 8 & 9, 10 points (Due: Sunday, September 28, 11:59 pm)

WEEK SEVEN: (Beginning September 28, 2014)

Note: Academic Status Report #1 – September 29 – October 7, 2014. Students can view ASRs in My ASU within 24 hours after the last reporting day.

Read thoroughly Chapters 1, 2, 3 in the Seccombe text (So you think I drive a Cadillac?) and begin working on Discussion Board Essay #2

WEEK EIGHT: (Beginning October 6, 2014)

Note: Academic Status Report #1 – September 29 – October 7, 2014. Students can view ASRs in My ASU within 24 hours after the last reporting day.

Note: Fall Break – October 11 – 14, 2014. Classes Excused

Complete Discussion Board #2 (Due: Friday, September 10, 2014, 11:59 pm)

WEEK NINE: (Beginning October 15, 2014)
Note: Fall Break – October 11 – 14, 2014. Classes Excused

WEEK TEN: (Beginning October 20, 2014)
Read Chapter 15: Government Macroeconomic Policy (Brux) and
Read Chapter 16: Taxes, Borrowing, and the National Debt (Brux)
Take Quiz #6: Chapters 15 & 16, 10 points (Due: Sunday, October 26, 11:59 pm)

WEEK ELEVEN: (Beginning October 27, 2014)
Note: Academic Status Report #2 – October 27 – November 3, 2014. Students can view ASRs in My ASU within 24 hours after the last reporting day.
Read Chapter 6: U. S. Poverty (Brux) and
Read Chapter 10: World Poverty (Brux)
Take Quiz #7: Chapters 6 & 10, 10 points (Due: Sunday, November 2, 11:59 pm)

WEEK TWELVE: (Beginning November 3, 2014)
Note: Academic Status Report #2 – October 27 – November 3, 2014. Students can view ASRs in My ASU within 24 hours after the last reporting day.
Note: Course withdrawal deadline November 5, 2014  https://students.asu.edu/drop-add
Read Chapter 12: International Trade (Brux) and
Read Chapter 13: Market Power (Brux)
Take Quiz #8: Chapters 12 & 13, 10 points (Due: Sunday, November 9, 2014, 11:59 pm)

WEEK THIRTEEN: (Beginning November 10, 2014)
Read Chapter 11: Agriculture (Brux) and
Read Chapter 17: Globally Free Markets for the Twenty-First Century (Brux)
Take Quiz #9: Chapter 11 & 17, 10 points (Due: Sunday, November 16, 11:59 pm)

WEEK FOURTEEN: (Beginning November 17, 2014)

Take Quiz #10: Review of Key Concepts, 10 pts. (Due: Sunday, November 23, 11:59 pm)

Read thoroughly Chapters 4, 5, 6 in the Seccombe text (So you think I drive a Cadillac?) and begin working on Discussion Board Essay #3

WEEK FIFTEEN: (Beginning November 24, 2014)

Note: Thanksgiving Observed – November 27 – 28, 2014. University Closed

Read thoroughly Chapters 7, 8, 9 in the Seccombe text (So you think I drive a Cadillac?) and continue working on Discussion Board Essay #3

WEEK SIXTEEN: (Beginning December 1, 2014)

Note: Complete session withdrawal deadline December 5, 2014

Complete Discussion Board #3. (Due, Friday, December 5, 11:59 pm)

Course Completion Policy: All quizzes and assignments must be completed per course completion requirements. (You may not pass this class without completing all quizzes and all assigned Discussion Boards).

Grades available December 15, 2014
XI. Student Responsibilities and Assignments

Grading:

Your total grade will be based on your scores from 10 quizzes and 3 discussion boards.

Chapter Quizzes:
10 quizzes @ 10 points/quiz = Total: 100 points

Discussion Board Assignments (evaluation of social issues):
Discussion Board 1 = 20 points
Discussion Board 2 = 40 points
Discussion Board 3 = 40 points
Total: 100 points

Total Possible Course Points:
200 points

Grade Score (200 points)
A 180-200
B 160-179
C 140-159
D 130-139
E < or = 130
EN non-participation in On-Line Course

Discussion Board Topics [EPAS 2.1.5; 2.1.8]

1) How do social and economic policies related to crime and drugs impact oppressed and vulnerable populations in the U.S.? Do you think these policies are fair? Why or why not?

2) How does discrimination impact the economy and oppressed and vulnerable populations? Do you think the government should intervene to help oppressed and vulnerable populations? Why or why not?

Choose one of the following for Discussion Board Topic #3

3) What economic issues impact poverty around the world? What economic and social policies can help alleviate world poverty?

OR

GRADE POLICY

An "A" grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments, and demonstrates a thorough grasp of the material. To receive an "A" grade a student must go well above and beyond the basic expectations for the course.

A "B" grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments, and demonstrates (at the very least) a strong grasp of the material.

A "C" grade at the undergraduate level means that a student is doing at least satisfactory work, and is meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A "D" or "E" at the undergraduate level means that a student is doing unacceptable work, demonstrating a lack of understanding of course concepts.

An "EN" at the undergraduate level means that a student has failed as a result of non-attendance.

There are no + or - signs for grades.

Late Policies

Quiz Due Date Policy: Each Quiz (1 – 10) has a specified Due Date. Quizzes must be completed by the date and time due to receive full credit. Late quizzes will result in a loss of 10% of grade points from the total points earned. All course Quizzes will close and become unavailable at 11:59 PM Friday, December 5, 2014.

Discussion Board Due Date Policy: Each Discussion Board assignment (there are 3) has a specified Due Date. All Discussion Board assignments must be completed by the specified due date to receive full credit for points earned. Discussion Board assignments have two parts: the first part is your posted Essay which responds to the DB Topic. The second part is your posted response to another student's Essay posting. Discussion Board assignments posted after the specified due date will lose 10% of the points earned and NOT receive any points for responding to another student’s post. Note: You are required to post your DB Essay before responding to another student's post. No late DB Essays will be accepted after 11:59 PM, Friday, December 5, 2014.

Course Completion Policy: All quizzes and assignments must be completed per course completion requirements. (You may not pass this class without completing all quizzes and all assigned Discussion Board Essay Assignments regardless of points earned for work completed).

Incomplete Policy: Incompletes will only be awarded if a student has maintained consistent and timely submission of assignments up to the time (within fourteen days) of the written request for
an Incomplete and only in the occurrence of extenuating circumstances making it difficult for the student to complete the course by the final deadline. Requests for a grade of Incomplete will be considered on an individual basis and are at the discretion of the Instructor.

Culture of Poverty.
Fatalism.

Critical Thinking Questions.

Awareness of Societal Attitudes Toward Welfare Recipients.
Racism and Welfare.
Contexts Where Stigma and Discrimination Occur.

Managing Stigma.
Denial.
Distancing Themselves From Other Welfare Recipients.
Blaming External Forces: “It’s Not My Fault.”
Extolling the Importance of Motherhood.

Critical Thinking Questions.

4. Why Welfare?
The Influence of Social Structure.
Employment.
The Risk of Losing Health Insurance.
Childcare.
Fathers’ Involvement.
Transportation.
Racism and Sexism.
The Welfare System Breeds “Dependence” on the System.
Fatalism.
Bad Luck.
Poor Health.
The Termination of Relationships.
Violence.

Why the Inconsistency between Explanations of Their Own and Others’ Use of Welfare.

Critical Thinking Questions.

5. Day to Day Living and Decision Making.
Daily Activities: Wild Living or Depressing Routine?
Making Ends Meet with “The Check.”
Living and Surviving on Food Stamps.
Juggling Bills.
Coping with the Stress.
Affording Life’s “Luxuries.”
Supplementing Welfare.
Critical Thinking Questions.

Support from Families.
Support from Friends and Neighbors.
Support from Children’s Fathers.
Formal Support: Help from Charities and Social Services.
Working Side Jobs: Is This Fraud?
Critical Thinking Questions.

7. Insiders’ Perspectives on the Welfare System.
Florida WAGES: A Case Example.
The Role of the Government.
Opinions of the Welfare System.
Strengths of the Welfare System.
Weaknesses of the System
Welfare Reforms.
Time Limits.
Work Requirements.
Family Caps.
Ideas for Reform.
Critical Thinking Questions.

The Women in the Middle: Increasing Human Capital Is Only One Answer.
Education and Employment Training
Work Experience
The Importance of Our Social Structure.
Not Enough Jobs.
The Type of Jobs Available for Women on Welfare.
The Value of Health Insurance
Why Some Women on Welfare Are Hesitant to Take Jobs.
Critical Thinking Questions.

9. Conclusion: Lessons Learned and Visions of Change.


Has Welfare Reform Been a Success or Failure?

The Reasons for Its Failure.

Insights from Other Countries.

Critical Thinking Questions.

Websites of Interest.

References.

Index.
Contents

part I Introduction to Economics, Scarcity, Public Goods, and Spillovers  1

chapter 1 Introduction  3
  Economics and Scarcity  3
  Economics and Distribution  8
    Demand and Supply  8
  Efficiency and Equity  20
  A Glimpse of the Future  20
    Public Goods and Services  21
    Spillovers  21
    Equity  22
    Market Power and Trade  22
    Special Markets  22
    Stability  22
    Some Final Comments to Students  23
  You, the Student  23
  SUMMARY  25
  DISCUSSION AND ACTION QUESTIONS  25
  NOTE  26
  APPENDIX  27

chapter 2 Crime and Drugs  29
  Crime Prevention  31
    Crime Prevention as a Public Good  31
    Crime Prevention Measures  31
    Evaluation by Cost-Benefit Analysis  32
    Benefits and Costs of Crime Prevention Activities  32
    Increased Costs of Our Prison System  33
    Empirical Studies of the Trend Toward Higher Incarceration Rates  33
  Cost-Benefit Analysis of the Death Penalty  35
  White-Collar Crime  36
chapter 3

The Environment  55

The Problem of Pollution  55
  Spillover Costs and Benefits  56
  Inefficient Resource Allocation  57
  The Effects of Pollution from One Market onto Another Market  59

Environmental Policies and Politics  60

Environmental Legislation  60

Methods of Regulation  62
  The Standards Approach  62
  Pollution Fees  63
  Marketable Pollution Permits  63
  Climate Change  65
  Cap and Trade  67

World Energy and Petroleum  68

Other International Environmental Problems  71

Evaluation of Environmental Policies  72

Conservation and Recycling  73
  Economics of Conservation  73
  Economics of Recycling  75
  Innovative Policies  77

The Effects of Environmental Policy on the U.S. Economy  78
  International Aspects of Pollution Control  78

A Final Note  79

SUMMARY  80

DISCUSSION AND ACTION QUESTIONS  80

NOTES  81
chapter 4 Education 83

Education’s Spillover Benefits 83
Global Comparisons of Educational Spending and Literacy Rates 85

Educational Attainment in the United States 87
Kindergarten Through Grade 12 (K–12) Education 87

The Funding of K–12 Education 88
The Quality of K–12 Education 89
Proposals for Improving K–12 Education 92
President Obama’s Proposals for K–12 Education 96
Final Words on Public K–12 Education 97

Higher Education 97
Public and Private Higher Education 98
Higher Education as an Investment in Human Capital 98
Justification for Government Support of Public Higher Education 101
Decreasing Government Support for Public Higher Education 101
Financial Aid: What about Low-Income Students? 104
Affirmative Action: What about Underrepresented Groups? 105

A Final Note 107

SUMMARY 107
DISCUSSION AND ACTION QUESTIONS 108
NOTES 109

part II The Economics of Social Issues 111

chapter 5 Discrimination 113

The Diversity of the U.S. Population 114

Hispanics 114
African-Americans 115
Asian-Americans 115
Native Americans 115
What Is a Minority? 115

Earnings and Income 116

Earnings Differentials and Discrimination 117
Earnings and Education 118
Earnings and Unemployment 119
Earnings and Experience 119

Some Explanations of Discrimination 120

Statistical Discrimination 120
Occupational Crowding 120

Effects of Labor Market Discrimination 122

Effects on the Economy 122
Effects on Individuals 123

Problems in Measuring Labor Market Discrimination 123

Rational Individual Choice 123
Choice, Discrimination, and Culture Intermingled 124
Policies to Eliminate Labor Market Discrimination 124
   The Equal Pay Act of 1963 124
   The Civil Rights Act of 1964 125
   Affirmative Action in Employment 125
   Indirect Labor Market Policies 126
   Other Forms of Discrimination 127
   Residential Segregation 127
   Educational Segregation 128
Affirmative Action in Education 128

SUMMARY 130
DISCUSSION AND ACTION QUESTIONS 130
NOTES 131

chapter 6  U.S. Poverty 133
Relative Poverty 134
   Measuring Relative Poverty 134
   Trend in the U.S. Distribution of Income 134
   International Comparisons 135
Absolute Poverty 135
   Measuring Absolute Poverty in the United States 135
   Life at the Poverty Line 136
   Trends in Poverty Statistics 137
   The Incidence of Poverty 137
   The Implications of Poverty 140
   The Feminization of Poverty 140
Causes of Poverty 140
   Recession 140
   Poor Labor Productivity 141
   Structural Changes in Our Economy 141
   Personal Factors 141
   Demographic Trends 142
   Budget Cuts 143
   Additional Causes of Poverty 143
Solutions to Poverty 143
   Macroeconomic Policies to Relieve National Unemployment 143
   Microeconomic Policies to Improve Labor Productivity 144
   Universal Entitlements 144
   A Negative Income Tax 144
   Miscellaneous Solutions 145
   Welfare and Other Government Programs 146
Welfare Reform 147
   Controversy Over Welfare 147
   Temporary Assistance for Needy Families (TANF) 148
   Concerns about Welfare 149
The Role of Economic Growth Versus Government Programs 150
Complexity of Poverty 151
SUMMARY 152
chapter 7

Housing 159

Home Ownership: The American Dream 159

Trends in Home Ownership 160
The Price of Housing 162
Traditional Mortgage Lending 164
The Subprime Mortgage Crisis 166
Government Policy Toward Home Ownership 167

Rental Housing for Low-Income Families 168
Rental Ceilings 169

Programs to Increase the Supply of Rental Housing 171
Programs that Affect the Demand for Rental Housing 172
Do Our Housing Policies Meet the Needs of the Poor? 172

Homelessness in the United States 172
Who Are the Homeless? 173
Government Policy Concerning the Homeless 174
One Final Comment 174

Housing and Segregation 174

SUMMARY 176

DISCUSSION AND ACTION QUESTIONS 177

NOTES 177

APPENDIX 178

chapter 8

Health Care 183

U.S. Health Care Expenditures and Outcomes 184
Social Significance of Increased Expenditures 185
Outcomes of Health Expenditures 185

U.S. Health Care Problems 187
Escalating Health Care Costs 187
Lack of Access to Health Care 191

The Rationing of Health Care 194
What Should Be Covered? 194
Who Should Be Covered? 195

Alternatives for Health Care in the United States 195
Privatization and Increased Competition on the Supply Side of Health Care 195
Increased Competition on the Demand Side of Health Care 196
Curtailment or Elimination of Medicare and Medicaid 196
Medical Savings Accounts 197
Group Practices and Managed Care 197
National Health Insurance 198
The Massachusetts Plan 199
A Health Care Reform Bill 199
chapter 9

Social Security  205

Social Security: A Social Insurance Program  206
Social Security Taxes and Benefits  208  
  Social Security Taxes  208
  Social Security Benefits  208

The Problem and the Response  209
  The Long-Run Problem: An Aging Population  209
  Efforts to Address the Problem  210
  Long-Run Financial Viability of Social Security  211

Other Issues and Problems  212
  Should Social Security Be Made Voluntary?  212
  The “Bad Buy” Issue: Is Social Security Unfair to Younger Workers?  213
  Does Social Security Decrease Savings?  214
  Social Security’s Treatment of Women  214
  Social Security, Immigrants, and Racial and Ethnic Groups  216
  Do Other Countries Face Similar Problems with Social Security?  216

What Does the Future Hold for the Social Security System?  216

Altering the Social Security Tax  217
Cutting Current Social Security Benefits  217
Increasing Retirement Ages  218
Investing Social Security Taxes in the Stock Market  218
Partial Privatization  219

SUMMARY  220
DISCUSSION AND ACTION QUESTIONS  220
NOTES  220

part III

Global Poverty, Agriculture, and Trade  221

chapter 10

World Poverty  223

GNI per Capita  223
Economic Growth  225

Problems in Measuring Well-Being  227
  Composition of Output  227
  Distribution of Income  227

Economic Development and Standards of Living  229

Issues in Economic Development  231
  Agricultural Development  232
  Human and Natural Resource Development  235
  Women’s Role in Development  236
  Population Issues  237
chapter 11  Global Agriculture 245

United States Agriculture 245
Characteristics of the Rural Sector 246
Characteristics of Agriculture 246

Inelastic Demand for Farm Products in the Short Run 246
Extensive Technological Change in the Past Half Century 248
Immobile Farm Resources 249

Government Policy Toward Agriculture 250
Price Supports 250
Programs to Restrict Supply 252
Efforts to Increase Demand 254
Recent Agricultural Policy 255

An Evaluation of U.S. Farm Policy 255
Treating a Symptom 256
Increasing Concentration in Agriculture 256
Distribution of Benefits 257
Harmful Environmental Effects 257
Diversity and Agriculture 257
Biotechnology 258
U.S. Hunger 258

Global Agriculture and Developing Countries 259
Food Production and Hunger 259
Subsidies and Trade Negotiations 260
The Complexity of World Hunger 261

The New Farm Bill and the Politics of U.S. Agricultural Policy 261
A Final Note 262

SUMMARY 264
DISCUSSION AND ACTION QUESTIONS 264
NOTES 265
APPENDIX 266

chapter 12  International Trade 271

The Importance of Trade 272
The Benefits of Trade 273
Absolute Advantage 274
Comparative Advantage 274
The Basis for Advantage 277
All of the Benefits of Trade 278
The Distribution of Benefits 278
Restrictions to Free Trade 280
The Rest of the Controversy 281
  Developing Countries 281
  U.S. Agricultural Policies 285
  Economics and Trade 285
  Politics and Trade 285
  International Trade Agreements 287
A Final Note 288
SUMMARY 289
DISCUSSION AND ACTION QUESTIONS 290
NOTES 291
APPENDIX 292

part IV  Efficiency and Stability Issues 297

chapter 13  Market Power 299
  Competition 300
  Monopoly and Oligopoly 302
  Measuring Concentration 303
  Barriers to Entry 305
    Economies of Scale 305
    Exclusive Franchises 306
    Control of Essential Raw Materials 306
    Patents 306
    Product Differentiation 307
    Licensing 307
    Behavior of Established Firms 307
  Implications of Market Power 308
    Collusion 309
    Inefficiency 309
    Price Discrimination 310
  Forces That Decrease Market Power 311
    Technological Change 311
    The U.S. Antitrust System 311
    Regulation and Deregulation 313
    Import Competition 315
  The Extent of Market Power 315
  Local Aspects of Market Power 315
  International Aspects of Market Power 316
  Too Big to Fail? 318
A Final Note 318
SUMMARY 320