



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit College of Public Programs Department School of Social Work

Subject SWU Number 181 Title Economics: A Social Issues Perspective Units: 3

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

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 \(SQ/SG\)](#)
- [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.

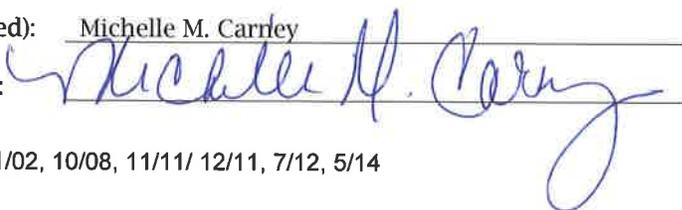
Contact information:

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. Carney Date: 9-9-2014

Chair/Director (Signature): 

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.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;">Economics</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Economics	Syllabus, Bibliography
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Economics				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		<ul style="list-style-type: none"> • 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. 			

Course Prefix	Number	Title	General Studies Designation
SWU	181	Economics: A Social Issues Perspective	

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1- Course is designed to advance basic understanding and knowledge about human interaction.	Through readings and assignments- this course provides an introduction to economic principles through the lens of contemporary social issues.	Syllabus pages 8 & 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.
2- Course emphasizes the study of human behavior as found in Economics	Through readings and assignments- this course provides students with an understanding of social behavior found in economics.	Syllabus pages 5-7, & 9 students will read about, write, and discuss factors that impact micro and macro economics. Page 9- Discussion board question #1.
3- Course emphasizes the distinct knowledge base of the social and behavioral sciences.	Through readings and assignments this course emphasizes a foundational knowledge base in economics and social policy.	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.

Social And Behavioral Sciences [SB]

Page 4

<p>4- Course illustrates the use of social and behavioral sciences perspectives and data.</p>	<p>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.</p>	<p>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.</p>
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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

Brux, J. M. (2011). *Economic issues & policy* (5th ed.). Mason, OH: Cengage Learning.

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

Secombe, K. (2011). *So you think I drive a Cadillac?: Welfare recipients' perspectives on the system and its reform*. (3rd ed.). Boston, MA: Allyn & Bacon.

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 On Line 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](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

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>

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

- 3) Why do people in the U.S. go on welfare? What strategies do people in poverty use to survive and eventually get off of welfare? Do you think welfare causes dependence? Why or why not?

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.

SWU 181

Bibliography

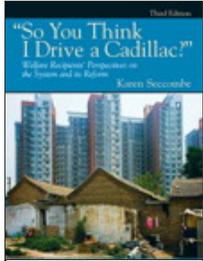
Brux, J. M. (2011). *Economic issues & policy* (5th ed.). Mason, OH: Cengage Learning.

Secombe, K. (2011). *So you think I drive a Cadillac?: Welfare recipients' perspectives on the system and its reform*. (3rd ed.). Boston, MA: Allyn & Bacon

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"So You Think I Drive a Cadillac?" Welfare Recipients' Perspectives on the System and Its Reform, 3/E



"So You Think I Drive a Cadillac?" Welfare Recipients' Perspectives on the System and Its Reform, 3/E

Karen Seccombe, *Portland State University*

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