



**FLORIDA POLYTECHNIC
UNIVERSITY**

General Education Syllabi -- Fall 2022

Courses

AMH 2020 - American History since 1877

IDS 2144 - Legal, Ethical, and Management Issues in Technology

ECO 2023 - Principals of Microeconomics

Instructions

To navigate this document open the arrow on the left-hand side and select the icon for bookmarks.

To search, click CTRL-F for find. A dialogue box will open in the top right-hand corner of the screen.

AMH 2020
American History since 1877 – All Sections
3 Credit Hours
Fall 2022

Dr. Patrick Luck, Assistant Professor of History
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Office: IST – 2068
Hours: TBA

Course Description

This course presents a survey of the emergence of modern America as an industrial world power; the Progressive Era; WWI; the Great Depression and the New Deal; WWII; and the Cold War era. This course meets communication/writing-intensive requirements (W).

Course Overview

This course will survey American history from the end of the American Civil War to the present. Through lecture, discussion, reading, and writing, we will explore the cultural, political, and social changes America underwent during this period. This course will focus on two major themes: 1) the changing meanings of freedom and liberty for Americans and 2) the origins of American society as it is today. Your course grade will be based on attendance and participation (10%) primary source responses (5%), a midterm exam (20%), a final exam (35%), and several papers (30%). In addition to providing students with an introduction to modern American history, this course will help students further develop their analytical, research, writing, and public speaking skills.

Course Objectives

In this course, we will explore

1. The attempt to remake the South during Reconstruction after the Civil War.
2. The challenges of industrial capitalism, urbanization, and political corruption in the late 1800s and early 1900s.
3. The changing role of the United States in world affairs from the late 1800s to the present.
4. The causes of the Great Depression and its impact on American society and the ways the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.
5. The influence of the Cold War upon domestic and international politics.
6. The causes and effects of the upheavals and dislocations the United States experienced starting in the late 1900s.

General Education Competency 4

Students will understand how questions about individuals and social groups are posed and addressed through research, experimentation, and analysis in the Social and Behavioral Sciences.

Students who complete the ways of knowing requirement in the Social and Behavioral Sciences will be able to (SLOs):

- Apply appropriate disciplinary methods and theories to the analysis of psychological, social, cultural, political, and economic issues or problems.
- Describe how political, social, cultural, and economic institutions influence human behavior.
- Describe how individuals interact and behave in political, social, economic, and psychological environments.

Florida State Civics Requirement

1. Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. An understanding of the United States Constitution and its application.
3. Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
4. An understanding of landmark Supreme Court cases, landmark legislation and landmark executive actions and their impact on law and society.

Course-Level Student Learning Outcomes

By the end of this course, students should be able to:

1. Summarize the central ideas of primary and secondary historical sources.
2. Synthesize information from several primary and secondary sources to develop arguments in formal writing assignments.
3. Produce work that articulates historical understanding of key course concepts.
4. Summarize the social, economic, political, and/or cultural reasons for historical change.

Required Texts

- *The American Yawp*, <http://www.americanyawp.com/>
- *The American Yawp Reader*, <http://www.americanyawp.com/reader.html>
- Nicolas Proctor, *Chicago, 1968: Policy and Protest at the Democratic National Convention* (Chapel Hill: The University of North Carolina Press, 2022).

Note: *The American Yawp* is freely available online. *Chicago, 1968* must be purchased.

Additional readings and other class resources will be available on CANVAS or will be distributed.

Readings

The readings for this class are meant to assist students in understanding the lectures and participating in discussions. In addition, students will be held responsible for the material from the readings on exams. To maximize your chance of succeeding in this class, **read the assigned readings for a given class session BEFORE attending that session.**

Assignments and Grading

Attendance and Participation 10%

Primary Source Responses 5%

Papers

- First Paper 10%
- Chicago, 1968 Papers 20%

Exams

- Midterm Exam 20%
- Final Exam 35%

Submission of Assignments

All assignments will be submitted on-line. For each assignment, students will need to upload a file to Canvas or, in the cases of the exams and primary source responses, directly type their response into Canvas. Acceptable file formats include any Microsoft Office formats or pdf. If you wish to use a different format, I must approve it beforehand. If you upload a file in a format that I cannot access, your assignment will be considered late until you upload it in a format that is accessible. In addition, it is the responsibility of the student to ensure that their file uploads properly. If a file does not upload properly or is corrupt, it will be considered not submitted until an uncorrupted file has been uploaded. If a student is experiencing insurmountable technical issues with Canvas, they may e-mail the file directly to me to ensure that it is not counted as late.

Attendance and Participation (10%)

Students in face-to-face courses are expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP).

This course will combine lecture and discussion. For this course to work, students must actively participate. Discussion will take a variety of forms. Time will be set aside in many classes to discuss a primary or secondary source. Discussion

will also take place in a less structured fashion throughout the semester, and students are encouraged to ask questions. Students will be expected to make thoughtful, relevant contributions to class discussion regularly. A student who does so should expect to receive full credit for participation.

During the “Chicago, 1968” game students will receive participation credit for actively participating in the games in a way that makes sense for their assigned role.

Students are expected to attend class regularly. Students may miss six classes (excepting those during the “games”) with no penalty to their final grade. However, if a student misses more than this number of classes, the student’s discussion grade will be penalized by 5% for each missed class exceeding six classes. Student absences may be excused with a good written and documented excuse – illness, car accident, death in the family, etc.

Students are required to attend the “game” sessions of Chicago, 1968 (November 9, 14, 16, and 18). Students who fail to attend a “game” session without an acceptable excuse will have their discussion grade penalized by 5% for each missed game session.

I am a student; what should I do if I think I may have COVID-19?

Students who are showing symptoms or who have been exposed to COVID-19 are expected to stay in their residences (at home or in their dorm rooms) and immediately notify the FL Poly CARE manager at care@floridapoly.edu. The CARE Manager will work with each student to triage their individual situation and the CARE Manager will notify faculty of students who are not attending courses due to COVID-19 symptoms.

Primary Source Responses (5%)

For every class that students are assigned at least one primary source (i.e. a document, song, painting, video, or other item produced during the time period under study) to read or view, students must submit a response to ONE of the primary sources assigned. This response must be at least one hundred words long. How students approach these responses is up to them. Students may discuss their reaction to the reading, summarize the document, or place the document into a larger historical context. These responses must be submitted on Canvas before class begins. Late responses will not be accepted without an acceptable excuse. These responses will not be graded for correctness, grammar, spelling, or on any other metric. Rather, if the length requirement is met and the response is on topic, the student will receive full credit. The five responses with the lowest grades will be dropped.

Papers (30%)

Students will write between three and four papers.

The first paper will ask students to respond to a prompt or prompts about the history of the American government. The first paper will be due on September 26.

The other papers are associated with the “Chicago, 1968” game. The exact assignments will vary from student-to-student depending on their role in the game. Students’ role sheets will explain their unique assignment(s). **Students should read their role coversheet carefully for paper length requirements and their specific due dates. The paper assignments will be structured such that students will be required to write roughly similar amounts regardless of the number of papers submitted.**

Exams (55%)

This course will have a midterm exam due on Sunday, October 9 and a final exam during the finals period. Both exams will be taken and submitted online. On the exams students will be asked to interpret primary sources and write a brief essay in response to a prompt. Time will be set aside in class to discuss the exams in greater depth.

If a student does better on the final exam than they did on the midterm, the grade on the final exam will replace the midterm exam grade.

Make-up Exams

Students can make up exams with a good written and documented excuse – illness, car accident, death in the family, etc. I must be informed of the excuse in a reasonable amount of time.

Late Work

Extensions will only be given on assignments with a good written and documented excuse – illness, car accident, death in the family, etc. I must be informed of the excuse in a reasonable amount of time.

However, late papers will be accepted. The grade for late papers will be penalized depending on how late it is submitted. For each weekday (excluding holidays) the work is late, the work's final grade will lose 1/3 of a letter grade. For example, if a paper would have received an A had it been turned in on time, it would receive an A- if a day late, a B+ if two days late, a B if three days late, and a B- if four days late.

Primary source responses may not be submitted late without a documented excuse.

Grading Scale

| | | | |
|----|--------|----|-------|
| A | 93-100 | C | 73-76 |
| A- | 90-92 | C- | 70-72 |
| B+ | 87-89 | D+ | 67-69 |
| B | 83-86 | D | 63-66 |
| B- | 80-82 | D- | 60-62 |
| C+ | 77-79 | F | 0-59 |

Note: In determining final grades, I use standard rounding rules. For example, an 89.49 is an 89 or B+; an 89.5 is a 90 or A-.

Office Hours

I will be holding office hours regularly throughout the semester. I will also be available during my office and by appointment. Office hours are a time intended for me to help you succeed in this class. You should feel free to drop by my office during office hours without an appointment. I am also happy to meet with students virtually if they are uncomfortable attending office hours in person.

During office hours, I would be happy to discuss any issues relevant to the class. Students should attend office hours to ask questions about course content, structure, and assignments; for help with exam preparation; for the review of rough drafts; and any other issue they would like to discuss with me.

Academic Integrity in this Course

Any instances of academic dishonesty will be taken very seriously in this class. Students should be particularly aware of the definition of plagiarism. Plagiarism is the copying or paraphrasing of material from a source without properly citing it. This includes assigned reading! It also includes copying text from another source and merely changing a few words. To avoid plagiarism, you should place in quotation marks any material directly taken from an outside source. You should also footnote any quotes or paraphrases from an outside source. If you have any questions about what constitutes plagiarism or how to properly cite a source, please ask me.

Students caught plagiarizing will receive an "F" on the assignment or in the class, depending on the severity of the infraction. Students caught cheating on an exam will be given an "F" in the class.

Academic Support Resources

- **Library:** Students can access the Florida Polytechnic University Library through the student portal [Pulse](#) and [Canvas](#), on and off campus. Students may direct questions to the Success Desk in the Commons or by email,

library@floridapoly.edu.

- **ASC:** The Academic Success Center, located in the Commons and at ASC East, provides a range of services. Students may direct questions to success@floridapoly.edu.
- **Writing Services at Florida Poly:** Writing Services offers students free one on one consultations for tutoring and additional assistance with communications-related projects. Writing Services consultations are held in IST 1019. To learn more, access Writing Services online resources, or schedule a consultation, visit <http://www.floridapoly.edu/writingservices>. You can also access Writing Services through the navigation button on the left side of every Canvas course homepage.

University Policies

Basic rules for in the classroom, IST, and Campus

1. We highly recommend, until further notice, that you wear your face-covering during class and throughout the building at all times.
2. Absolutely **no eating or drinking** during class.

Reasonable Accommodations

Florida Polytechnic University is committed to assisting students with disabilities and offering reasonable accommodations to those with documented eligibility. The Office of Disability Services (ODS) coordinates accommodations for students with disabilities in accordance with the ADA Amendments Act of 2008 (ADAAA), the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations are determined on an individual basis through an interactive process between you, ODS, and your instructor(s). If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course and communicate with your instructor about your approved accommodations at your earliest convenience. If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):

DisabilityServices@floridapoly.edu

(863)874-8770

ASC East building

[ODS website](http://www.floridapoly.edu): www.floridapoly.edu > Student Affairs > Health Wellness > Disability Services

Accommodations for Religious Observances, Practices and Beliefs

The University will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. (See [University Policy](#).)

Title IX

Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. It is an educational goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is requirement for university employees to share information with the Title IX Coordinator regarding disclosure. However, please know that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University [Ombuds Office](#), BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at [Peace River Center](#), 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment.

Academic Integrity

All students must commit to the highest ethical standards in completion of all academic pursuits and endeavors, whether in classroom or online environments: [Academic Integrity](#).

Student Recording of Lectures

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use.

Recordings may not be used as a substitute for class participation or class attendance. Recordings may not be published or shared in any way, either intentionally or accidentally, without the written consent of the faculty member. Failure to adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action).

Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers is prohibited.

For further information, go to [the Registrar's webpage](#) and click on [HB233 Guidance](#).

Schedule (May Be Subject to Change)

Notes on the readings

- *The American Yawp* is referred to as "textbook"
- *The American Yawp Reader* is referred to as "documents." These readings are also linked at the end of the appropriate *American Yawp* chapter.
- A "*" indicates that a primary source response is due in that class.

Week 1

August 24 Course Orientation

- *August 26 American Civics: What are America's Founding Principles?
- Preamble to the Declaration of Independence (pdf on Canvas)
 - The Bill of Rights (pdf on Canvas)
 - The Fourteenth Amendment (pdf on Canvas)
 - The USA's first naturalization law (pdf on Canvas)

Week 2

- *August 29 Emancipation: The "Problem" of Freedom
- Textbook, Chapter 15
 - Documents
 - Chapter 15, "Jourdon Anderson Writes His Former Master, 1865"
 - Chapter 15, "Mississippi Black Code, 1865"
- *August 31 Radical Reconstruction: Remaking the Nation
- Textbook, Chapter 15
 - Documents
 - Chapter 15, "General Reynolds Describes Lawlessness in Texas, 1868"
 - Chapter 15, "Fifteenth Amendment Print, 1870"
 - "Elias Hill: A Nighttime Visit from the Klan" (pdf on Canvas)
- *September 2 The Second Industrial Revolution: The Creation of Corporate America
- Textbook, Chapter 16
 - Documents
 - Chapter 16, "William Graham Sumner on Social Darwinism, ca. 1880s"
 - Chapter 16, "Henry George, Progress and Poverty, Selections, 1879"

Week 3

September 5 Labor Day – No Classes

*September 7 The Labor Movement: Eight Hours for What We Will

- Textbook, Chapter 16
- Documents
 - “The People Versus the Private Army, 1915” (link on Canvas)
 - “Just Doing Our Job Ma’am” (link on Canvas)
 - Chapter 16, “The Tournament of Today, 1883”

*September 9 Westward Expansion: Closing the Frontier

- Textbook, Chapter 17
- Documents
 - Chapter 17, “Chief Joseph on Indian Affairs, 1877, 1879”
 - Chapter 17, “Chester A. Arthur on American Indian Policy, 1881”
 - Chapter 17, “Tom Torlino, 1882, 1885”

Week 4

*September 12 Mass Immigration and Urbanization: A New America

- Textbook, Chapter 18
- Documents
 - Chapter 18, “Jacob Riis, How the Other Half Lives, 1890”
 - Chapter 18, “Rose Cohen on the World Beyond her Immigrant Neighborhood, ca. 1897/1918”
 - Chapter 18, “Mulberry Street, ca. 1900”

*September 14 A New South: Jim Crow Segregation

- Textbook, Chapter 18
- Documents
 - Chapter 20, “Booker T. Washington and W.E.B. DuBois on Black Progress, 1895, 1903”
 - Chapter 18, “Ida B. Wells-Barnett, ‘Lynch Law in America,’ 1900”

*September 16 The American Empire: The White Man’s Burden

- Textbook, Chapter 19
- Documents
 - Chapter 19, “William McKinley on American Expansionism, 1903”
 - Chapter 19, “William James on ‘The Philippine Question,’ 1903”
 - Chapter 19, “School Begins, 1899”

Week 5

*September 19 Progressivism: The Search for Order

- Textbook, Chapter 20
- Documents
 - Chapter 20, “Teddy Roosevelt on ‘the New Nationalism,’ 1910”
 - Chapter 20, “Woodrow Wilson on the ‘New Freedom,’ 1912”

*September 21 First Wave Feminism Triumphs: Women in the early 20th Century.

- Textbook, chapter 20
- Documents
 - Chapter 20, “Jane Addams, ‘The Subjective Necessity for Social Settlements,’ 1892”
 - Chapter 20, “Alice Stone Blackwell, Answering Objections to Women’s Suffrage, 1917”

*September 23 World War I Abroad: Making the World Safe for Democracy

- Textbook, Chapter 21
- Documents, Chapter 21, “Alan Seeger on World War I, 1914, 1916”
- “War is ‘a Blessing, Not a Curse,’” (link on Canvas)

Week 6

*September 26 World War I at Home: The Red Scare, Inclusion, and Exclusion

- Textbook, Chapter 21
- Documents
 - Chapter 21, “The Sedition Act of 1918”
 - Chapter 21, “I Want You, 1917”
- Eugene V. Debs, Speech to the Jury, 1918 (pdf on Canvas)

First Paper Due

*September 28 The Roaring Twenties: An Age of Reaction

- Textbook, Chapter 22
- Documents
 - Chapter 22, “Warren G. Harding and the ‘Return to Normalcy,’ 1920”
 - Chapter 22, “Hiram Evans on ‘The Klan’s Fight for Americanism,’ 1926”
 - Chapter 22, “Klan Gathering, ca. 1920s”

September 30 Midterm Exam Review

Midterm Exam becomes available at midnight.

Week 7

*October 3 The Great Depression: Business Culture and Hard Times

- Textbook, Chapter 22
- Documents
 - Chapter 22, “Herbert Hoover, ‘Principles and Ideals of the United States Government,’ 1928”
 - Chapter 23, “Bonus Army Routed, 1932”

*October 5 The New Deal I: What was the New Deal?

- Textbook, Chapter 23
- Franklin Roosevelt, Selections from his first inaugural address (pdf on Canvas)
- “I a Socialist Trust You” (link on Canvas)

*October 7 The New Deal II: Making the New Deal

- Textbook, Chapter 23
- Documents
 - Chapter 23, “Huey P. Long, ‘Every Man a King’ and ‘Share our Wealth,’ 1934”
 - Chapter 23, “Lester Hunter, ‘I’d Rather Not Be on Relief,’ 1938”

October 9 Midterm Exam due at midnight.

Week 8

*October 10 A Social Democracy?: The Possibilities and Limits of the New Deal

- Textbook, Chapter 23
- Documents
 - Chapter 23, “Herbert Hoover on the New Deal, 1932”
 - Chapter 23, “Franklin Roosevelt’s Re-Nomination Acceptance Speech, 1936”

*October 12 World War II Abroad: The Good War?

- Textbook, Chapter 24
- Documents

- Chapter 24, "Charles A. Lindbergh, 'America First,' 1941"
- Chapter 24, "The Atlantic Charter, 1941"
- Chapter 24, "World War II Recruitment Posters, 1942 and 1943"

- *October 14 World War II at Home: Who is an America?
- Textbook, Chapter 24
 - Documents, Chapter 24, "FDR, Executive Order No. 9066, 1942"
 - Watch Looney Tunes Cartoon. **Warning: This cartoon is very racist and offensive.** (link on Canvas)

Week 9

- *October 17 The Cold War Abroad: The Iron Curtain Descends
- Textbook, Chapter 25
 - Documents
 - Chapter 25, "The Truman Doctrine, 1947"
 - Chapter 25, "Dwight D. Eisenhower, 'Atoms for Peace,' 1953"
- *October 19 The Cold War at Home: Duck and Cover
- Textbook, Chapter 25
 - Documents
 - Chapter 25, "Joseph McCarthy on Communism, 1950"
 - Chapter 25, "Duck and Cover, 1951"
 - Chapter 25, "Atomic Energy Lab, 1951-1952"
- *October 21 The Affluent Fifties: Suburbia and Consumerism
- Textbook, Chapter 26
- Documents
 - Chapter 26, "Richard Nixon on the American Standard of Living, 1959"
 - Chapter 26, "In the Suburbs, 1956"
 - Watch "Folgers Coffee Commercial," (link on Canvas)

Week 10

- *October 24 The Urban Crisis: White America's Golden Age
- Textbook, Chapter 26
 - *Kerner Report* excerpts, Feb. 29, 1968, *Chicago, 1968*, 85-106
- *October 26 The Death of Jim Crow: The Postwar Civil Rights Movement
- Textbook, Chapter 26
 - Documents
 - Chapter 26, *Brown v. Board of Education of Topeka*, 1954
 - Chapter 26, "Little Rock Rally, 1959"
 - Selections from Letter from a Birmingham Jail (pdf on Canvas)
- *October 28 The Great Society: Liberalism's Highwater Mark
- Textbook, Chapter 27
 - Documents
 - Chapter 27, "Barry Goldwater, Republican Nomination Acceptance Speech, 1964"
 - Chapter 27, "Lyndon Johnson on Voting Rights and the American Promise, 1965"
 - Chapter 27, "Selma March, 1965"

Week 11

- *October 31 The 1960s: The Collapse of Conformity
- Textbook, Chapter 28

- David Harris, "The Assumptions of the Draft, 1968," *Chicago 1968*, 113-115
- "Black Panther Ten Point Plan, 1966," *Chicago, 1968*, 123-125

Chicago, 1968 Game

Notes:

- You should refer frequently to the game book.
- You should refer frequently to your role sheet (distributed by your professor).
- You should not show your role sheets to another student.
- You should try your best to act true to your character as described in the roll sheet.
- You must attend the "game" sessions (November 9, 14, 16, and 18). If you do not, your Attendance and Participation score will be penalized.

November 2 Chicago 1968: Historical Context

- *Chicago, 1968*, page numbers to be determined

November 4 Chicago 1968: Historical Documents

- *Chicago, 1968*, page numbers to be determined
 - Note: Be particularly prepared to discuss the following documents
 - Abbie Hoffman, "Media Freaking," August 27, 1968
 - Robert Kennedy, "Book and Author Luncheon," February 8, 1968
 - Lyndon B. Johnson, "Remarks upon Creating a Department of Transportation," October 15, 1966
 - Lyndon B. Johnson, "Peace without Conquest," April 7, 1965
 - Students for a Democratic Society, Port Huron Statement

Week 12

November 7 Chicago 1968: Final Game Preparations
No required readings, continue to refer to the gamebook and your role sheets

November 9 Chicago 1968: Game Session 1
No required readings, continue to refer to the gamebook and your role sheets

November 11 Veterans Day – No Class

Week 13

November 14 Chicago 1968: Game Session 2
No required readings, continue to refer to the gamebook and your role sheets

November 16 Chicago 1968: Game Session 3
No required readings, continue to refer to the gamebook and your role sheets

November 18 Chicago 1968: Game Session 4
No required readings, continue to refer to the gamebook and your role sheets

Week 14

November 21 Chicago 1968: Debriefing

November 23 Thanksgiving Holiday – No Class

November 25 Thanksgiving Holiday – No Class

Week 15

*November 28 The 1970s: The End of the Golden Age?

- Textbook, Chapter 28
- Washington Post obituary of Richard Nixon (link on Canvas)
- Hunter S. Thompson, “He Was a Crook” (link on Canvas)

*November 30 The Rise of Modern Conservatism: The Reagan Revolution

- Textbook, Chapter 29
- Documents
 - Chapter 29, “First Inaugural Address of Ronald Reagan, 1981”
 - Chapter 29, “Jerry Falwell on the ‘Homosexual Revolution,’ 1981”
 - Chapter 29, “Ronald Reagan and the American Flag, 1982”

*December 2 The Culture Wars: The Family, Pop Culture, and Abortion

- Textbook, Chapter 29
- Documents
 - Chapter 29, “Statements from The Parents Music Resource Center, 1985”
 - Chapter 29, “Pat Buchanan on the Culture War, 1992”
- Twisted Sister, “We’re Not Going to Take It,” 1984 (link on Canvas)

Week 16

*December 5 The Forever War: The American Empire in the Age of Terror

- Textbook, Chapter 30
- Documents
 - Chapter 30, “George W. Bush on the Post-9/11 World, 2004”
 - Chapter 30, “Ground Zero, 2001”
- “Maher Arar speaks about his rendition and torture, 2007” (link on Canvas)

*December 7 Globalization and Neoliberalism: The Second Gilded Age

- Textbook, Chapter 30
- Documents
 - Chapter 30, “Bill Clinton on Free Trade and Financial Deregulation, 1993-2000”
 - Chapter 30, “Obergefell v. Hodges”
 - Chapter 30, “Barack Obama and a Young Boy, 2009”

Final Exam: Date and time to be determined

IDS 2144, Legal, Ethical, and Management Issues in Technology
FALL 2022

| | | | | | | | | |
|-----|------|---|-----|---------|---------|------|-------|------------|
| IDS | 2144 | 1 | MW | 5:30PM | 6:45PM | 1065 | Kelda | Senior |
| IDS | 2144 | 2 | MWF | 11:00AM | 11:50AM | 1060 | Susan | LeFrancois |

Course Information

- **Course Number and Title:** IDS 2144 Section 001, Legal, Ethical, and Management Issues in Technology
- **Credit Hours:** 3
- **Current Academic Term:** FALL 2022
-

Instructor Information

- TBA based on assignment (noted at top)

Course Details

- **Official Catalog Course Description:** This is an intermediate level course intended to prepare students for legal and ethical issues they will encounter in their professional careers and student internships. The course focuses on management-oriented technology issues in the legal and business environment, professionalism, and the impact of technology on society. The course also covers service-based learning.
 - **Course Pre and/or Co-Requisites:** None
- **Communication/Computation Skills Requirement (6A-10.030):** N
- **Required Texts:** Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing ISBN: 978-1-118-28172-7, By: Herman T. Tavani
- http://www.just.edu.jo/~mqais/CIS200/Ethics_and_%20Technology.pdf
- **Additional References used by the Instructor:**
- The Handbook of Information and Computer Ethics, By: Herman T. Tavani, http://www.cems.uwe.ac.uk/~pchatter/2011/pepi/The_Handbook_of_Information_and_Computer_Ethics.pdf
- Zimmerman C, Luecke R. *Asserting Yourself at Work*. [New York]: AMA Self-Study; 2010. <http://search.ebscohost.com.flpoly-proxy.flvc.org/login.aspx?direct=true&db=nlebk&AN=387639&site=ehost-live&scope=site>.
- Laurie Stevahn (2004) Integrating Conflict Resolution Training Into the Curriculum, *Theory Into Practice*, 43:1, 50-58, DOI: [10.1207/s15430421tip4301_7](https://doi.org/10.1207/s15430421tip4301_7)
- Lumen Learning (2020), various topics, <https://courses.lumenlearning.com/>
 - **Equipment and Materials:** Canvas, Florida Polytechnic Email
- **Course Objectives:** This course introduces students to thinking about legal and regulatory issues in information technology and in innovation efforts. The course emphasizes critical thinking and problem-solving techniques. Students will collaborate on teams to resolve legal, regulatory and ethical issues presented in the course material. The materials and exercises are designed to develop thoughtful and sophisticated analysis of alternatives.

After successful completion of this course the student shall be able to:

1. Recognize legal, regulatory and ethical issues arising from technology projects and programs.
2. Assist in the development of a response to a breach in legal, regulatory or ethics guidelines.
3. Make a meaningful contribution to a firm's strategic analysis and planning in the realm of legal and regulatory issues.

- **Course Learning Outcomes:**

1. Define the legal environment of business, and explain how it relates to applications of information technology using examples and issue spotting.
2. Demonstrate knowledge of, and be able to apply, the analysis techniques of SWOT, SEEC, and PEST to legal and regulatory issues in technology.
3. Analyze management and ethical issues as applied to information technology.
4. Work effectively in a team to produce a risk assessment and management plan, considering legal and regulatory issues for an organization.
5. Develop an appreciation for the need for continuing professional and educational learning and development.

- **Alignment with Program Outcomes:**

| • Computer Science ABET Student Outcomes | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| (1) Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. | | | X | | |
| (2) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. | | | | | |
| (3) Communicate effectively in a variety of professional contexts. | | | | X | |
| (4) Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. | X | | X | X | |
| (5) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. | X | X | X | X | X |
| (6) Apply computer science theory and software development fundamentals to produce computing-based solutions. | | | | | |

Academic Support Resources

- **Library:** Students can access the Florida Polytechnic University Library through the University website and [Canvas](#), on and off campus. Students may direct questions to Academic Success Center success@floridapoly.edu or by email, library@floridapoly.edu.
- **ASC:** The Academic Success Center, located in the IST and at ASC East, provides a range of services. Students may direct questions to success@floridapoly.edu.

Course Policies:

Attendance, see also [University Policy](#), Students in face-to-face (this includes labs and C-courses) courses are expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP).

- Exceptions to any attendance requirements may be made on a case-by-case basis.] Remote access to class learning materials may be provided on case-by-case basis.]

Students Feeling Sick

I am a student; what should I do if I think I may have COVID-19? Students who are showing symptoms or who have been exposed to COVID-19 are expected to stay in their residences (at home or in their dorm rooms) and immediately notify the FL Poly CARE manager at care@floridapoly.edu. The CARE Manager will work with each student to triage their individual situation and the CARE Manager will notify faculty of students who are not attending courses due to COVID-19 symptoms.

- **Grading Scale:**

| Grade | Percentage | Grade Point Value |
|-------|------------|-------------------|
| A | 93-100 | 4.00 |
| A- | 92-90 | 3.67 |
| B+ | 89-86 | 3.33 |
| B | 85-83 | 3.00 |
| B- | 82-80 | 2.67 |
| C+ | 79-76 | 2.33 |
| C | 75-73 | 2.00 |
| C- | 72-70 | 1.67 |
| D+ | 69-66 | 1.33 |
| D | 65-63 | 1.00 |
| D- | 62-60 | 0.67 |
| F | 59- 0 | 0.00 |

(See also [University Grading Policy](#)).

- **Assignment/Evaluation Methods:**

| | |
|--|-----|
| Homework/ Assignments (Case Studies, Debate Video, Informative Essay, SWOT Analysis) | 30% |
| Attendance | 10% |
| Class Participation (Discussion Questions for each class) | 10% |
| Exams (Two Exams total) | 25% |
| Final Exam | 25% |

Late Work/Make-up work: Please contact the instructor regarding any late work/make-up work. Late work or make-up work is only granted when the student reaches out to the instructor in a timely manner and the instructor has the discretion to accept or reject for any reason. Late work will have points deducted. The deducted points will be at the discretion of the instructor based on the situation surrounding the late work/make-up work.

University Policies

Reasonable Accommodations: Florida Polytechnic University is committed to assisting students with disabilities and offering reasonable accommodations to those with documented eligibility. The Office of Disability Services (ODS) coordinates accommodations for students with disabilities in accordance with the ADA Amendments Act of 2008 (ADAAA), the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations are determined on an individual basis through an interactive process between you, ODS, and your instructor(s). If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course and communicate with your instructor about your approved accommodations at your earliest convenience. If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):

DisabilityServices@floridapoly.edu

(863)874-8770

ASC East building

[ODS website:](http://www.floridapoly.edu) www.floridapoly.edu > Student Affairs > Health Wellness > Disability Services

- [Accommodations for Religious Observances, Practices and Beliefs](#)
- **Title IX:** Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. It is an educational goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is a requirement for university employees to share information with the Title IX Coordinator regarding disclosure. However, please know that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University [Ombuds Office](#), BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at [Peace River Center](#), 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment.
- **Academic Integrity:** All students must commit to the highest ethical standards in completion of all academic pursuits and endeavors, whether in classroom or online environments: [Academic Integrity](#)

Course Schedule (Subject to Change)

| Topics |
|---|
| Introduction to Syllabus and Expectations Introduction to the Debate Assignment Law and Technology Assignment Assertiveness Profile and Tools regarding how to become more assertive |
| What is Ethics?, Chapter 1: Introduction to Cyberethics: Concepts, Perspectives, and Methodological Frameworks (Focus will be on Sections 1.1, 1.4-1.5) Chapter 2: Ethical Concepts and Ethical Theories: Establishing and Justifying a Moral System (Focus will be on Sections 2.4-2.8) |
| Presentation of Debate Topics Chapter 8: Intellectual Property |
| Chapter 8: Intellectual Property (continued) Chapter 4: Professional Ethics, Codes of Conduct, and Moral Responsibility, Example Codes of Ethics |
| Presentation of Next Debate Topics Discussion of the Informative Essay Assignment Due: 1 st and 2 nd Debate Topics, Student Videos will be posted, students must provide a rebuttal |
| Chapter 5: Privacy Chapter 6: Security in Cyberspace |
| Chapter 9: Regulating Commerce and Speech in Cyberspace 3 rd , 4 th , and 5 th Debate Topics Due, Student's Videos will be posted, students must provide a rebuttal Study Guide Provided for Exam 1 |
| Exam 1 in class Presentation of Next Debate Topics |
| Presentation of Next Debate Topics continued History of Management |
| Basic Management Management Psychology/Science of Persuasion/Organizational Culture 6 th , 7 th , and 8 th Debate Topics, Student's Videos will be posted, students must provide a rebuttal |
| Public vs. Private Companies Presentation of Next Debate Topics |
| SWOT Discussion of the SWOT Assignment Business Plan |
| Business Plan continued Corporate Social Responsibility 9 th , 10 th and 11 th Debate Topics Due, Student's Videos will be posted, students must provide a rebuttal Study Guide for Exam 2 |
| Exam 2 in class Presentation of Additional Debate Topics |

Final Exam Material Discussion

Final Exam Material Discussion
Study Guide for Final Exam

Final Exam in class

Class Meeting: MWF 11 – 11:50, IST
1049

E-mail:

Office:

Student Hours:

Phone:

Welcome! Economics is the study of the way society allocates scarce resources. Microeconomics focuses on level of individuals, firms, and markets. Topics include price determination, resource allocation, causes of market failure, and public policies. **Our objective** is for you to acquire the ability to apply fundamental microeconomic principles to questions and issues in these areas.

Revisions to the Syllabus: The instructor reserves the right to correct typos or other errors and to make other reasonable adjustments to maintain the quality and integrity of the course.

Class Delivery

- **Class meetings** blend lecture, discussion, Q&A, and collaborative problem solving.
- **Read** before class. You may find it best to skim before class and reread after to clear up confusion. Or you may find it best to read more carefully before class. Either is fine, but exposure to the material before class makes it easier to participate and learn in class.
- **Active engagement**, not just attendance, is expected. Real learning is active learning. Attendance, engagement, and communication in class count toward your grade.

Textbook: Greenlaw, Shapiro, et al. Principles of Microeconomics 2e. ISBN: 9781947172357.
Free at <https://openstax.org/details/books/principles-microeconomics-2e>.

Catalog Course Description: Theories of production, determination of prices and distribution of income in regulated and un-regulated industries are discussed. Attention is also given to industrial relations, monopolies and comparative economic systems. Meets writing-intensive requirements (W). No prerequisites.

Program Learning Outcome (PLO) and Course Learning Outcomes (CLO) Alignment

| CLO | Bloom | PLO | |
|--|------------|------|--------|
| | | DSBA | Gen Ed |
| 1) Define scarcity and opportunity cost and explain how they give rise to gains from trade through the principle of comparative advantage. | 1, 2, 3 | 3 | 1 |
| 2) Explain the roles of specialization, heterogeneity, and the division of labor reducing scarcity and increasing potential gains from trade. | 1, 2, 3 | 3 | 2 |
| 3) Describe determinants of supply and demand in the short and long run. | 1, 2 | 3 | 2, 3 |
| 4) Identify and explain various causes of market failure and their impacts. | 1, 2 | 1, 2 | 2 |
| 5) Use supply and demand to analyze the impacts of market conditions and government policies on outcomes in product markets, labor markets, and capital markets, and in the short run and in the long run. | 3, 4 | 1, 2 | 1 |
| 6) Describe sources of market power and analyze its impact on market outcomes and resource allocation. | 1, 2, 3, 4 | 1, 2 | 1 |
| 7) Describe the roles of property rights, transactions costs, voluntary exchange, prices, profits, and the initial resource allocation in determining outcomes in a free enterprise system. | 1, 2, 3 | 3 | 2, 3 |

Bloom Levels: 1=Remember, 2=Understand, 3=Apply, 4=Analyze

DSBA Program Outcomes

1. Apply current (data science/business analytics) concepts, techniques & practices to solve (complex/business) problems.
2. **DS:** Analyze a data science problem and formulate a solution in terms of the datasets needed, the techniques required or the technologies to be utilized.
BA: Analyze a business problem using appropriate analytics techniques to generate insights and solutions.

3. Communicate effectively insights, analysis, conclusions, and solutions to a diverse audience.

General Education Program Outcomes

1. Apply appropriate disciplinary methods and theories to the analysis of psychological, social, cultural, political, and economic issues or problems.
2. Describe how political, social, cultural, and economic institutions influence human behavior.
3. Describe how individuals interact and behave in political, social, economic, and psychological environments.

Graded Coursework

Participation, Engagement, and Professionalism (10%) You are expected to attend all classes. I understand stuff happens, so there is some forgiveness as long as you are almost always there. Half of these points depend upon attending class and submitting work from class. The other half are determined at my discretion based on your contribution to the success of the course through active participation, courtesy, respect, professionalism, questions asked, helping others, etc.

Exercises (15%) Exercise sets will be assigned upon completion of each of the first five units of material and will be due one week thereafter. To learn you must invest significant time in them. You are encouraged to work with others, but if you do not push yourself to work the problems on your own first, you will cheat yourself of an important learning opportunity.

Paper (15%) You will choose an occupation you are interested in, for example one you may want to work in, and prepare a 5-10 paper using supply and demand analysis to characterize conditions in that occupation. The paper is due April 21st. More detailed instructions will be on canvas.

Exams (60%) There will be three. Exam 1, about February 22nd, covers units 1 and 2. Exam 2, about April 12th, covers units 3 and 4. Exam 3 is comprehensive, but units 5 and 6 will be more emphasized. Exam 3 is during finals week April 30-May 5. The highest three of {Exam 1, Exam 2, Exam 3, Exam 3} count 20% each. This allows for a bad day on exam 1 or 2 or something that causes you to miss exam 1 or 2.

Grading Rubric

Everything is graded A, B, C, D, F using the criteria below and a standard 4-point GPA scale with partial credit. The corresponding number entered in the gradebook. ***Ignore everything calculated by Canvas!!!*** A 2.3 is a C+, not 58% (2.3/4). Canvas does not get this. Grades may be above 4, think of it as an A+ or extra credit.

| Grade | Points | Criteria |
|-------|--------|--|
| P | 5.0 | Far above and beyond all expectations. Mistake free. Explained & supported completely. Extremely neat. Organization crystal clear. Writing excellent. Looks & reads as if prepared by the leading expert. Professionally edited & formatted. The all but unachievable ideal of perfection. In practical terms making the highest possible grade 5 allows extra credit for work that goes above and beyond, allowing someone to accumulate a few B's and still earn an A, not an A-, in the course. |
| A | 4.0 | Demonstrates mastery. Complete. Correct approach. Possibly minor math errors. No central conceptual errors. Fully explained and supported. Neat and well organized with clear exposition. Grammatical errors minor. |
| B | 3.0 | Demonstrates proficiency but short of mastery. Complete or nearly so. Approach is generally correct, though there may be small conceptual errors. There may be significant mathematical errors if they do not reveal additional conceptual flaws. Explanation and support are clear and reasonable, if not complete or fully correct. Neatness, organization and exposition allow the answer to be easily understood. |
| C | 2.0 | Demonstrates basic proficiency with the most important or central components but otherwise incorrect or incomplete. Explanation & support sufficient for the most central or important component, but otherwise incomplete or incorrect. Neatness, organization, and exposition allow the answer to be understood with some effort. |
| D | 1.0 | Reasonable effort but does not demonstrate proficiency. Approach, explanation, & support show a relation to the question with some understanding, but much is incorrect. Neatness, organization, and exposition allow the answer to be understood. |
| F | 0.0 | No attempt, unresponsive, nearly all wrong, or too messy to follow. |

Exam Grading: Each question is graded, and points are averaged across questions. Due to the time constraint, neatness and writing quality are judged leniently.

Exercise Grading: Each question is graded and points are averaged across exercises. Since you have time, neatness, organization, and writing are judged somewhat stringently. Since exercises are intended to facilitate, not evaluate, learning, completeness and correctness are judged leniently.

Project Grading: The project is graded as a whole, not in parts. Since you have plenty of time and we will have covered relevant material, completeness, correctness, neatness, organization, and exposition are all judged stringently.

Course Grades: Grades will be averaged within each assignment category. Category averages will be averaged using the weights specified above and course grades assigned according to the table to the right. [Grading policy.](#)

| Course Grade | Weighted Avg Points | |
|--------------|---------------------|-----------|
| | At least | Less than |
| A | 3.833 | |
| A- | 3.500 | 3.833 |
| B+ | 3.167 | 3.500 |
| B | 2.833 | 3.167 |
| B- | 2.500 | 2.833 |
| C+ | 2.167 | 2.500 |
| C | 1.833 | 2.167 |
| C- | 1.500 | 1.833 |
| D+ | 1.167 | 1.500 |
| D | 0.833 | 1.167 |
| D- | 0.500 | 0.833 |
| F | | 0.500 |

Make-up Policy: Make-up opportunities are built in if you miss either exam 1 or exam 2. If you miss both due to verifiable medical reasons, that may constitute sufficient reason for a medical withdrawal. A make-up may be taken for exam 3 **ONLY** with a **DOCUMENTED** excuse recognized by university policy. Work conflicts **ARE NOT** a valid excuse. Notify your employer now that you will need a flexible schedule during the week of final exams, since we do not yet know the exam day or time. I accept late exercises with a penalty that is minimal at first but increases with lateness. A C- is the highest possible grade for work turned in after solutions are released. There is no way to make up missed class engagement, since there must be a class meeting to engage in. Even so, missing one or two classes will not count against you and missing three or four will only count against you a little, but missing more will be increasingly penalized. [Attendance policy.](#)

Additional University Policies and Information

- **Academic Integrity.** All students must commit to the highest ethical standards in completion of all academic pursuits and endeavors, whether in classroom or online environments.
- **Reasonable Accommodations:** The University is committed to assisting students with disabilities and offering reasonable accommodations to those with documented eligibility. The Office of Disability Services (ODS) coordinates accommodations for students with disabilities in accordance with the ADA Amendments Act of 2008 (ADAAA), the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations are determined on an individual basis through an interactive process between you, ODS, and your instructor(s). If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course and communicate with your instructor about your approved accommodations at your earliest convenience. If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible:

DisabilityServices@floridapoly.edu, (863)874-8770, ASC East
www.floridapoly.edu > Student Affairs > Health Wellness > Disability Services

For exam security, when alternative exam timing is an accommodation, students starting before the regular exam administration must remain in the proctored area with no access to communication tools until after the regular administration begins, and students ending the exam after the end of the regular administration must be in the proctored environment before the end of the regular exam administration.

- [Accommodations for Religious Observances, Practices and Beliefs](#): The University will reasonably accommodate religious observances, practices, and beliefs in regard to admissions, class attendance, and the scheduling of examinations and work assignments.
- [Title IX](#): The University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. It is important for you to know resources are available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. It is an educational goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is requirement for university employees to share information with the Title IX Coordinator regarding disclosure. However, please know that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University [Ombuds Office](#), BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at [Peace River Center](#), 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment.

[Student Recording of Lectures](#): Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. Recordings may not be used as a substitute for class participation or class attendance. Recordings may not be published or shared in any way, either intentionally or accidentally, without the written consent of the faculty member. Failure to adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action). Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers is **prohibited**. For further information, go to the [Registrar's webpage](#) and click on HB233 Guidance.

[Academic Support](#)

- Students can access the Florida Polytechnic University Library through the University website and Canvas, on and off campus. Students may direct questions to the Academic Success Center or by e-mail to success@floridapoly.edu or library@floridapoly.edu.
- The Academic Success Center (ASC), located in the IST and at ASC East, provides a range of services. Students may direct questions to success@floridapoly.edu.

Topic Outline and Tentative Schedule

- 1) This is only approximate, timing will change.
- 2) Exact readings will be on canvas. These may specify subsections of chapters. They will also occasionally include other brief articles.
- 3) Where the five problem sets and short exams fall relative to material is below. However, you should note that the problem set will be due the week after we finish the material and the exam will be the following class or the one after to give you time to study the problem solutions. Estimated exam dates are listed above.

| Topic | Chapter | Week |
|---|----------------|-------------|
| 1. Introduction, Scarcity, Choice, and Trade | 1, 2 | 1, 2 |
| 1.1. What Is Economics? | | |
| 1.2. Thinking About Resource Allocation and Social Choices | | |
| 1.3. Property Rights and the Tragedy of the Commons | | |
| 1.4. Scarcity, Choice, Opportunity Cost, and Incentives | | |
| 1.5. Diversity, Specialization, and Exchange | | |
| 1.6. Tradeoffs, Production Possibilities, International Trade | 19 | |
| <i>Problem Set 1</i> | | |
| 2. Demand, Supply, and the Price System | 3, 5 | 3-5 |
| 2.1. Competition and Price Taking Behavior | | |
| 2.2. Demand Curves, Demand Shifters, Elasticity, Consumer Surplus | | |
| 2.3. Supply Curves, Supply Shifters, Elasticity, Producer Surplus | | |
| 2.4. Market Equilibrium | | |
| 2.5. Impacts Of Supply and Demand Shifters on Equilibrium | | |
| 2.6. The Price System and Allocative Efficiency | | |
| 2.7. The Burden of Taxation | | |
| 2.8. Negative Externalities and the Environmental Policies | 12 | |
| 2.9. Positive Externalities and Education Finance | 13 | |
| 2.10. Price Floors and Agricultural Subsidies | | |
| 2.11. Price Ceilings, Rent Control, and Price Gouging | | |
| <i>Problem Set 2 and Exam 1</i> | | |
| 3. A Deeper Look at Highly Competitive Markets | 7-8 | 6-8 |
| 3.1. Representing Firm Costs | | |
| 3.1.1. Diminishing Returns to a Fixed Factor and Short Run Costs | | |
| 3.1.2. Economies Of Scale, Replication, and Long Run Cost | | |
| 3.2. Competitive Firms and Supply in the Short Run | | |
| 3.3. Competitive Firms and Supply in the Long Run | | |
| 3.4. Revisiting Allocative Efficiency and the Price System | | |
| 3.5. Diversity, Specialization, Profit, and Ricardian Rents | | |
| <i>Problem Set 3</i> | | |

| | | |
|--|----|--------|
| 4. Market Power and Price Making Behavior | | |
| 4.1. Monopoly | 9 | 9-11 |
| 4.1.1. Barriers to Entry | | |
| 4.1.2. Marginal Revenue and Elasticity | | |
| 4.1.3. Production and Pricing for a Monopolist | | |
| 4.1.4. Market Power and Allocative Inefficiency | | |
| 4.2. Oligopoly | 10 | |
| 4.2.1. The Prisoners Dilemma as a Metaphor | | |
| 4.2.2. Collusion Among Firms | | |
| 4.2.3. Other Anti-Competitive Behavior | | |
| 4.2.4. Long Run Entry and Equilibrium | | |
| 4.3. Differentiated Products and Monopolistic Competition | 11 | |
| 4.3.1. Long Run Entry and Equilibrium | | |
| 4.3.2. Strategic Product Positioning and Advertising | | |
| <i>Problem Set 4 and Exam 2</i> | | |
| 5. Labor and Capital Markets | 4 | 12, 13 |
| 5.1. Labor Markets | 14 | |
| 5.1.1. Firm Production and Labor Demand | | |
| 5.1.2. Work Decisions and Labor Supply | | |
| 5.1.3. Sticky Wages and Unemployment | | |
| 5.1.4. Minimum Wages in the Short Run and Long Run | | |
| 5.1.5. Monopsony and Labor Unions | | |
| 5.2. Capital Markets | 17 | |
| 5.2.1. Firm Production and Capital Demand | | |
| 5.2.2. Capital Deepening, Technological Progress, Roundaboutness | | |
| 5.2.3. The Time Value of Money | | |
| 5.2.4. The Market for Loanable Funds | | |
| 5.2.5. Asset Markets and Inside Information | | |
| <i>Problem Set 5</i> | | |
| 6. Government and the Economy | 15 | 14-15 |
| 6.1. Property Rights Revisited | | |
| 6.2. Contracts, Courts, Transactions Costs, and Law Enforcement | | |
| 6.3. Public Goods | | |
| 6.4. Distribution and Redistribution | | |
| 6.5. Government Finance | | |