I. Course Readings, Expectations and Goals

The readings for this course are published in a textbook Economics of Poverty, Discrimination, and Immigration that I have arranged for this course. You will also have access to the ECON 303 "Class Notes" available on our course website, although I cannot guarantee that these notes will always be available before each class session.

In this course you are expected to: 1) study the assigned readings before coming to class; 2) apply economic models and theory to the study of issues relating to poverty, discrimination and immigration; 3) formulate "informed opinions" about the economics of poverty, discrimination and immigration based on your knowledge of economics and other disciplines; 4) communicate your "informed opinions and conclusions" in the form of essays posted on the course website; and 5) respect the right of your classmates to express their own opinions and perspectives.

YOU SHOULD CONTINUE IN THIS COURSE ONLY IF YOU FULLY INTEND TO FULLFILL THESE FIVE EXPECTATIONS.

One important goal of this course is for you to obtain an understanding of the basic concepts and tools of economic principles that apply to the analysis of poverty, discrimination and immigration. This is not an easy course; it requires study and critical thinking. However I believe the study of the economics of poverty, discrimination and immigration will lead to a better understanding of these important social issues.

A greater understanding of social problems and insight into different perspectives are other important goals of this course. We will study controversial social issues that lead to a diverse spectrum of opinions. The purpose of our discussions is not necessarily to convince others about the validity of our own opinions. Rather the purpose is to enable each student to form his or her own viewpoint on the problems pertaining to poverty, discrimination and immigration. The development of these viewpoints is advanced by: 1) obtaining an understanding of economic analysis; 2) acquiring competence in applying economic analysis to the social issues; 3) learning how to express informed viewpoints on social problems; 4) learning how to evaluate the viewpoints expressed by other people and how to offer constructive criticism; and 5) learning how to accept constructive criticism from other students about our own viewpoints. There are two key factors in these discussions and communications. First, at all times we must maintain respect for other individuals, even in the case where there are profound disagreements. Second, at every opportunity we should use economic analysis in explaining our viewpoints.
II. Factors Determining Your Course Grade

There are no midterms and there is no final exam in this course. Instead your scores on the following course assignments will determine your grade: 1) regular quizzes; 2) three essays; and 3) a research assignment or service paper.

1. **Quizzes:** An important goal of this course is to increase our knowledge and understanding of the issues relating to poverty, discrimination and immigration. The reading assignments are listed in the course schedule in section VIII of this syllabus. These reading assignments provide a wealth of information and analysis on the social issues that we will be examining in our course. It is important that every student studies the assigned readings before coming to class.

   - During every class session where readings have been assigned there is the possibility that you will be quizzed on the contents of the readings and on the information and concepts presented in class. Please be prepared for a quiz by bringing a (4” x 11”) scantron answer sheet to every class session.

   - **No makeups will be allowed for quizzes that you miss.** However I will automatically drop one absence or your lowest quiz score. This means that you your first missed quiz, irrespective of the reason for missing the quiz – including illness, religious holiday, out-of-town trip, bad hair day, etc. – will automatically be dropped and will not reduce your grade.

   - If you miss more than one quiz, then a grade of zero will be figured in your score for each additional missed quiz. You can receive an “excused absence” for a second missed quiz by: 1) sending an email message providing a valid reason for your absence; and 2) coming to my office hours within one week of your return to school. During this office visit I will give you an oral quiz on the course material that you missed. If you have a valid reason for absence from class and you pass the oral quiz, then I will excuse you from the missed quiz.

   Your average quiz score will have a one-third weight in determining your grade.

2. **Essays:** Another important goal of this course is to enhance our ability to develop informed opinions about issues pertaining to poverty, discrimination and immigration. These informed opinions should evaluate various perspectives on social issues. To promote this goal you will be given three essay assignments. These three essay assignments appear on the ASSIGNMENTS section of our course website. Please read and follow the instructions for each assignment carefully.

   You should post your essay in the DISCUSSION BOARD section of our course website. **The essay must be transmitted as a Microsoft Word document.** To get started login to our course website. (Detailed instructions on how to login to our course website are provided in section VII of this syllabus.) Once you are in the course website click on the DISCUSSION BOARD button. Click on the assignment you want to complete. Click on the “Add New Thread” button.

   You can now attach the Microsoft Word file that contains the final version of your essay. Type “See attachment” in the text box. Below the text box is a space for the name of the file you want to attach. Put the name of the Microsoft Word file you want
to attach inside the attachment box. **Be sure not to include the “#” sign in the name of your file. (In fact, it is a good idea to use only letters and numbers in your file name.)**

The deadlines for each essay assignment are indicated on the "Course Schedule" in section VIII of this syllabus. Points will be deducted for essays submitted after the deadlines. Failure to submit an essay will result in a zero (0) score for the assignment.

**The essay scores will be based on the criteria outlined in section VII. You must complete all three essay assignments.** All essay scores will be posted on our course website. Your average score on the three selected essays will have a one-third weight in determining your grade for this course.

3. **Research Assignment:** *The objective of the research assignment is to increase your ability to apply economic analysis in formulating solutions to the problems of poverty, discrimination and immigration.* This research paper must focus on the analysis of one critical problem pertaining to poverty, discrimination or immigration.

The first page of the paper should provide a description of the social problem you are analyzing. Your description should be specific and supported by relevant data. The second page should present an historical record of government policy related to the problem you are analyzing. Indicate whether government actions have ameliorated or exacerbated the problem. In the main section of your paper you are asked to describe your proposal for solving the critical problem. In presenting the case for your proposed solution consider the advantages and disadvantages as well as the benefits and costs of your proposed policy. Use economic analysis to support your arguments. **High marks will only be given to papers that apply economic models and theory in evaluating policy and developing conclusions.**

**The format of the research paper must satisfy the following specifications:**

a. The paper is organized with the required three subtitles (I, II and III) listed on the checklist in section III of this syllabus.

b. It must be typed with **double-spacing** and a **font size of 12**;

c. It should have **one-inch margins**;

d. It must **include footnotes or endnotes** to cite the source of information presented in the report;

e. It must include a **reference section** that lists all materials used to prepare the report;

f. It must begin with a **title page**;

g. It must consist of a maximum of seven pages including text, tables, graphs, footnotes or endnotes, and references (the title page is not included in the seven page limit);

h. It must include **page numbers** at the bottom of each page of text (i.e. exclude the title page); and

i. It must be **stapled together, without any plastic or cardboard cover**.

Your grade for the research paper will be based on the checklist in section III of this syllabus and on the grading criteria outlined in section VII. **The deadline for submitting the research paper is indicated on the "Course Schedule" in section VIII.** Your score for the research paper will have a one-third weight in determining your grade for the course.
### III. Scoring Checklist for the Research Paper

<table>
<thead>
<tr>
<th>ITEM TO BE GRADED</th>
<th>MAXIMUM POINTS</th>
<th>STUDENT SCORE</th>
</tr>
</thead>
</table>

#### I. Description of the Problem (page 1)

1. The topic of the paper focuses on a critical social problem pertaining to poverty, discrimination or immigration in the U.S. and begins with a clear and specific statement describing the problem.  
   **Student Score:** 7

2. The paper’s description of the problem is supported by relevant data indicating the significance and magnitude of the problem.  
   **Student Score:** 7

#### II. Government Policy (page 2)

3. The paper provides an historical record of government policy and actions related to the problem you are analyzing.  
   **Student Score:** 7

4. The paper indicates whether or not government actions have ameliorated or exacerbated the problem.  
   **Student Score:** 7

#### III. My Proposal for Solving the Problem (pages 3-7)

6. The paper includes a clear description of your solutions to the problem.  
   **Student Score:** 15

7. The paper presents an analysis of the advantages and disadvantages as well as the costs and benefits of the proposed solution.  
   **Student Score:** 15

8. The paper uses economic analysis to support the arguments made in the paper. Economic models and theory are used to evaluate policy and develop conclusions.  
   **Student Score:** 15

#### The Format of the Research Paper

9. The paper begins with a title page, which presents the title of the paper, the name of the course, the student name(s), the date of the paper, and the designation "RESEARCH PAPER" in bold capital letters.  
   **Student Score:** 4

10. The paper is organized with the **required three subtitles** (I, II and III) listed in bold above.  
    **Student Score:** 7

11. The paper includes **footnotes or endnotes** citing the source of information presented in the report, and the paper includes a separate **reference section** listing all materials used to prepare the report.  
    **Student Score:** 7

12. The paper consists of a **maximum of seven (7) pages** with **one-inch margins**, including text, tables, graphs, footnotes or endnotes, and references, but not including the title page. The paper includes **page numbers** at the bottom of each page of text (i.e. exclude the title page). The paper is typed with **double-spacing** and a **font size of 12**. The paper is **stapled together, without a plastic or cardboard cover**.  
    **Student Score:** 5

13. The paper is well written, with no grammatical errors or spelling mistakes.  
    **Student Score:** 4
IV. Guidelines for the Community Service Option

As an alternative to the research paper you may choose to perform twelve hours of community service and complete a service paper based on your community service experience. The requirements to receive credit under the service option are as follows:

1. Each student is required to complete a minimum of 12 hours of community service with a community service agency chosen from a list that will be provided to you. Failure to complete the required number of service hours could affect your grade.

2. Each student is required to attend a discussion/reflection meeting where students will exchange information about their community service experience.

3. Each student is required to obtain signatures on their service timesheet documenting the number of service hours they have completed. At the end of the quarter, this timesheet must be submitted to the student assistant in charge of the service option.

4. Finally, each student is required to submit a report that presents an analysis of his or her community service experience.

The "Community Service Report" must answer the following three sets of questions:

1. What are the goals of the community service program that you have been involved with? What specific variables or factors would you use in measuring the effectiveness of the program in achieving its goals? How can the program be improved so that it becomes more effective and efficient?

2. Identify the different population groups who benefit from the community service program. Are the poor and minorities the only ones who benefit? Based on your experience with the community service program do you believe that the clients you assisted are deserving of aid? From your point of view what do you perceive as the main reasons why these clients are poor or in need of aid? Is it because they are in ill health, elderly, lazy, uneducated or are there other important factors?

3. Have you detected any connection between the economic theory and concepts presented in this course and the real world problems that you have observed during your community service? If so, provide an example of how economics relates to real world problems. If not, discuss what issues you believe that economists should be paying more attention to.

Your "Community Service Report" should follow the following format:

a. It must be typed or printed on a printer with double-spacing and a font size of 12.

b. It should begin with a title page that includes the name of the course, your name, the date the paper is turned in and the designation "SERVICE PAPER" in bold capital letters. Also write the name of the SERVICE ORGANIZATION OR PROGRAM where you volunteered in bold capital letters. (e.g. FRIENDS OF THE JSC, GROWING GROUNDS, HEADSTART, HOUSING AUTHORITY, etc.).

c. The paper is organized with the required subtitles listed on the checklist in section V of this syllabus.

d. It should have one-inch margins and must not exceed seven pages in length, not counting the title page. It must include page numbers at the bottom of each page. The pages should be stapled together, without any plastic or cardboard cover.

The score for your service paper will have a one-third weight in determining your grade.
## V. Scoring Checklist for the Service Paper

<table>
<thead>
<tr>
<th>ITEM TO BE GRADED</th>
<th>MAXIMUM POINTS</th>
<th>STUDENT SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Subtitles and Questions to be Answered</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Introduction:</strong> describe your community service experience, including any insights you may have gained from this experience.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>2. Goals:</strong> What are the goals of the community service program that you have been involved with?</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>3. Assessment Variables:</strong> What specific variables or factors would you use in measuring the effectiveness of the program in achieving its goals?</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>4. Improvements:</strong> How can the program be improved so that it becomes more effective and efficient in achieving its goals?</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>5. Who Benefits?:</strong> Identify the different population groups who benefit from the community service program. Are the poor and minorities the only ones who benefit?</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>6. Need for Aid:</strong> From your point of view what do you perceive as the main reasons why these clients are poor or in need of aid? Is it because they are in ill health, elderly, lazy, uneducated or are there other important factors?</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>7. Deserving of Aid?:</strong> Based on your experience with the community service program do you believe that the clients you assisted are deserving of aid?</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>8. Relevance of Economics:</strong> Have you detected any connection between the economic theory and concepts presented in this course and the real world problems that you have observed during your service? If so, provide an example of how economics relates to real world problems. If not, discuss what issues you believe that economists should be paying more attention to.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>The Format of the Service Paper</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong> The title page presents the title of the paper, the name of the course, the student’s name, the date of the paper, the ORGANIZATION NAME and the designation &quot;SERVICE PAPER&quot; in bold capital letters.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong> The paper is organized with the required 8 subtitles listed in bold above.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>11.</strong> The paper consists of a maximum of seven (7) pages with one-inch margins, not including the title page. The paper includes page numbers at the bottom of each page of text (i.e. exclude the title page). The paper is typed with double-spacing and a font size of 12. The paper is stapled together, without a plastic or cardboard cover.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>12.</strong> The paper is well written, with no grammatical errors or spelling mistakes.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection Meeting and Timesheet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student attended the reflection meeting, completed 12 hours of service, and submitted his/her timesheet by the designated deadline indicated on the course schedule.</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
VI. Important Course Policies

1. All appeals concerning grades on quizzes, essays and papers must be sent to my e-mail address (dvillega@calpoly.edu). Your written appeal will not be accepted unless it is received in my e-mail within one week of receiving your grade. Without exception all communication about grades must be conducted via e-mail. Thank you for your cooperation with this policy.

2. I usually try to arrive early for each class session in order to set up computer files or videos. I am usually very busy at this time. I ask that you please do not interrupt my preparations for class. You may be able to ask questions once I have indicated that I am finished with my preparations. Of course I am happy to answer your individual questions during class breaks, after class, during office hours or via e-mail correspondence.

3. During class sessions I will often use the projector to present lecture notes and quiz questions. If you anticipate some difficulty in being able to read the material projected on the screen, then please come and see me during office hours by second week of the quarter.

4. While quizzes are being conducted I am usually very busy presenting quiz questions or collecting scantron sheets. If you having any difficulites understanding questions or believe that a question is misleading, then please see me afterwards during office hours so that we can review the quiz. I will give back credit for questions that are proven to be faulty, unclear or misleading. You can have access to all quiz questions during office hours.

5. I expect students to arrive on time and to leave at the appropriate time for each class. I also expect each student will contribute to a learning class environment through their active and considerate participation.

6. As a student you are responsible to do your own work. Whenever you employ outside sources in completing your written assignments, you must acknowledge the borrowed work of other authors by citing these sources in endnotes or footnotes and in reference sections. As indicated in the Cal Poly catalog: “Cheating or plagiarism in any form is considered a serious violation of expected student behavior and may result in disciplinary action.”

7. I will not be posting final grades for the course on the course website. I will also not be sending individual email messages to students with their final grades for the course. Please obtain your final grade for the course from the MustangInfo website (http://www.MustangInfo.calpoly.edu) or by telephone on CAPTURE.

8. I want to emphasize that at all times we must maintain respect for other individuals, even in the case where there are profound disagreements. The Cal Poly Catalog states the University’s "Policies on the Rights of Individuals." If you feel that you are the subject of harassment, then please bring the circumstances to my attention or to the attention of the University’s Student Affairs Office (Administration Bldg., Room 209).
VII. Criteria for Evaluating Course Work

Scores for the essay assignments and research assignment will be based on the following criteria:

<table>
<thead>
<tr>
<th>SCORE</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Failure to complete required assignment.</td>
</tr>
</tbody>
</table>
| D     | • Repeats ideas already mentioned without adding original thoughts, ideas or insights.  
    | • Makes confused illogical statements.  
    | • The written statements do not directly answer the questions presented in the assignment. |
| C     | • Presents original thoughts, ideas or insights, but does not offer any data, theory or other evidence to support the ideas.  
    | • Includes a significant amount of extraneous ideas that do not relate directly to the questions presented in the assignment. |
| B     | Presents clear ideas and conclusions that focus directly on the assignment questions. Those ideas and conclusions are supported by logical reasoning; however they are not connected to economic principles, models or theory. |
| A     | Presents clear ideas and conclusions that focus directly on the assignment questions. Those ideas and conclusions are supported by logical reasoning that is based on economic principles, models or theory.  
    | In other words, this written work applies economic analysis to support ideas and conclusions that directly answer the assignment questions. |
## VIII. Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
</table>
| Jan. 3  | • Distribution of the syllabus and introduction to the course  
|         | • Instruction on how to use the Blackboard Website for ECON 303  
|         | • Introduction to Service Learning |
| Jan. 5  | **Class Discussion about community service**  
|         | **PLACEMENT FAIR** for students who are interested in the community service option. |
| Jan. 10 | **Class Readings:** "Ethical Principles in Business" I, pp. 1-37  
|         | (possible quiz!) |
| Jan. 12 | **Class Readings:** "Ethical Principles in Business" II, pp. 37-64  
|         | (possible quiz!) |
| Jan. 17 | **Class Readings:** "Views of Inequality & Poverty," pp. 77-93  
|         | (possible quiz!) |
| Jan. 19 | **Class Readings:** “Counting the Poor,” pp. 95-124  
|         | (possible quiz!)  
|         | **DEADLINE:** 1ST ESSAY ASSIGNMENT DUE TONIGHT AT 12 O'CLOCK; PLEASE FOLLOW INSTRUCTIONS TO POST YOUR ESSAY ON OUR COURSE WEBSITE. |
| Jan. 24 | **Class Readings:** "Labor Demand Elasticities," pp. 126-152  
|         | (possible quiz!)  
|         | **Class Readings:** “The Working Poor,” pp. 154-170 |
| Jan. 26 | **Class Readings:** "Supply of Labor: The Decision to Work," pp 171-210  
|         | (possible quiz!)  
|         | (Pages 198-210 will be discussed during the next class period.) |
| Jan. 31 | **Class Readings:** "Policy Applications," pp. 198-210  
|         | (possible quiz!)  
|         | **Class Readings:** "Welfare Programs," pp. 212-239  
|         | (possible quiz!)  
|         | **Class Readings:** “Social Insurance Programs,” pp. 241-257 |
| Feb. 2  | **Video:** “School Colors” |
| Feb. 7  | **Class Readings:** "The Underclass: Culture and Race," pp. 258-272  
|         | (possible quiz!) |
| Feb. 9  | **Class Readings:** "Investments in Human Capital," pp. 275-309  
|         | (possible quiz!)  
|         | **DEADLINE:** 2ND ESSAY ASSIGNMENT DUE TONIGHT AT 12 O'CLOCK. |
| Feb. 14 | **Class Readings:** “Discrimination in Education,” pp. 312-330  
|         | (possible quiz!) |
| Feb. 16 | **Class Readings:** "Gender, Race, and Ethnicity ....," pp. 333-374  
|         | (possible quiz!) |
| Feb. 21 | **Class Readings:** "The Ethics of Job Discrimination," pp. 376-420 and  
|         | (possible quiz!) |
| Feb. 23 | **Video:** “Color of Fear” |
| Feb. 28 | **REFLECTION MEETING** (For students who have chosen the community service option.) |
| Mar. 2  | **Class Readings:** "Immigration & the United States," pp. 434-462  
|         | (possible quiz!)  
|         | **DEADLINE:** 3RD ESSAY ASSIGNMENT DUE TONIGHT AT 12 O'CLOCK. |
| Mar. 7  | **Class Readings:** "Worker Mobility: Migration, Immigration," pp. 464-487  
|         | (possible quiz!) |
| Mar. 9  | Discussion about immigration  
|         | **DEADLINE:** THE RESEARCH/SERVICE PAPER IS DUE AT THE START OF CLASS  
|         | **DEADLINE:** TO COMPLETE 12 SERVICE HOURS AND SUBMIT SIGNED TIMESHEETS. (For students who have chosen the community service option.) |
IX. Using the ECON 303 Blackboard Course Website

Complete the following steps in order to gain access to the ECON 303 course website.

1. Open your web browser (Netscape or Internet Explorer) and enter the following URL:
   [http://my.calpoly.edu/](http://my.calpoly.edu/)
   
   This will open the “My Cal Poly Home Page”.

2. In the Login box type your USERNAME and PASSWORD and click on the Login button. Your USERNAME is your Cal Poly Alias (i.e. your Cal Poly email name), and your PASSWORD.
   
   Example: John Patrick Smith  
   **Username** = jpsmith  
   **Password** = xxxxxxxxx

3. Next you may need to subscribe to the Blackboard Access Channel. (Note: You only need to subscribe to the channel once. If you have already subscribed to this channel, then skip to step #5)
   
   If you have not already subscribed to the Blackboard Access Channel, then click on the Subscribe link in the upper right corner.

4. Click on the "plus icon" next to the Blackboard Access Channel. Next click on the "Finished" button.

5. Scroll down to the Blackboard Access Channel and click on the course link to access the course website.

   The Blackboard Access Channel displays a personalized list of courses for each user. Students are provided with links to their course websites under the heading: "Courses in which you are participating." Each course link will take the user directly to the Blackboard course entry page without the need to provide any additional identification.

6. Frequently during the quarter I will send information to students about assignments or grades via email. If you use a third party email system (i.e. AOL, Hotmail, etc.) and do not use a Cal Poly email address, then you should have email forwarded to your correct email address. To forward your email, click on the "Personal Info" tab on the "My Cal Poly Home Page" and record your preferred email address.

   **Note:** If you are not sure what your USERNAME is, then go to this URL:
   [gopher://ns.calpoly.edu:105/2](gopher://ns.calpoly.edu:105/2)
   
   Type in your full name and hit the return/enter key. Underneath the "CS Search Results" title you will see your alias. For example, John Smith’s alias might be: jpsmith

   **If you still have problems logging on to the website, then call the “Help Desk” at extension 756-7000. They should be able to find your USERNAME and give you additional instructions for logging on to the course website. You can also find help at the following website:**

   Blackboard Support
   [http://blackboard.calpoly.edu/bin/frame.pl?item=services&m=fhdoErJiEfENgWK](http://blackboard.calpoly.edu/bin/frame.pl?item=services&m=fhdoErJiEfENgWK)