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**UCOR 1600-07 Inquiry Seminar in Social Sciences**  
**Syllabus**

**Course Title:** Economic Mysteries: How do Countries Grow?

**Course Description:** This course will examine international economic development from a macroeconomic perspective. Students will understand growth controversies and the role of institutions in the growth process. Students will also familiarize themselves with macroeconomic data analysis and often used macroeconomic indicators such as inflation, unemployment, and GDP.

**Section, Hours, and Location:** UCOR 1600-07  
TTH 10:15 am - 12:20 pm  
GARR 111

**Office Hours:** TTH 2-3:30 pm and by appointment

**Required Textbooks:**

Mankiw, Gregory N., Principles of Macroeconomics, seventh edition, 2015. Cengage Learning.

Banerjee, Abhijit V., and Duflo, Esther, Poor Economics, 2012. Public Affairs (Perseus Books Group). Website: [www.pooreconomics.com](http://www.pooreconomics.com).

**Recommended Textbooks:**

Miller, Jane E., The Chicago Guide to Writing About Numbers, second edition, 2015. The University of Chicago Press. Chapters 6, 7, 10, 12, and 13  
Website: <http://www.press.uchicago.edu/books/miller/numbers>.

Hill, Carter, Griffiths, William, and Judge, George, Undergraduate Econometrics, second edition, 2000. Wiley & Son, Inc. Chapters 1, 3, and 6.

**Detailed Description:** The course will introduce students to the major macroeconomic terminology that is necessary to a basic understanding of global development. The course will then emphasize the importance of the labor, capital, and technological progress in the economic growth process and examine some popular growth models within context. Students will critically examine the convergence debate in economic development and understand why poor nations often fail to catch up with richer nations.

A unique aspect of this course is the analysis of institutions and their role in reducing or extending the convergence gap among rich and poor nations. Students will look at institutional quality from several different lenses, ranging from the role of corruption to the importance of a rule of law in the growth process of nations.

The course will move on to an examination of macroeconomic policies, in particular fiscal and monetary policies in an open economy context. Students will be able to examine the role of such policies in mediating international trade and global capital flows.

### **UCOR 1600: Inquiry Seminar in Social Sciences**

#### Core Learning Objectives:

- (1) This course helps students develop broad critical thinking and argumentation skills.
- (2) This course helps students become effective writers of academic prose.
- (3) Students will learn basic rhetorical principles of communication.
- (4) Students will learn to become rhetorically flexible, and be able to thoughtfully adapt their writing to different contexts and contents.

**Exams:** Exams are given in class at the beginning of class on the scheduled exam dates. The instructor does not give makeup or early exams unless in the case of an emergency. Legal documentation must be presented to the instructor within a week for verification and makeup exam must be completed within one week after the scheduled exam date.

- **Exam No. 1 Tues 2/5: Mankiw Chapters 4, 5, 10, 11, 13, 17, and data analysis**
- **Exam No. 2 Tues 3/19: Mankiw Chapter 12, and Poor Economics Chapters 1, 2, 3, 4, 7, and 9**

**Writing Assignments and Presentations:** Students are required to work in group of three to write two assignments. The writing assignments cover two research methodologies: macroeconomics data analysis of a developing country, book chapter review and analysis.

- **Writing Assignment No. 1 due Tues 2/12: Country case study using macroeconomic data from the World Bank**
- **Writing Assignment No. 2 due Thurs 3/14 : Book report and analysis on Poor Economics**

**In-Class Activities:** Students will have a weekly in-class activity to work on articles, problems, and data analysis. Class activities will be conducted in groups of 3 students. No credits for individual work and no makeup class activities.

**Grading Criteria:** Your quarter grade is determined by your performance as follows.

- Exam No. 1: 100 points (25%)
- Exam No. 2: 100 points (25%)
- Writing Assignment and Presentation No. 1: 100 points (15%)
- Writing Assignment and Presentation No. 2: 100 points (15%)
- Homework Assignments and In-Class Activities: 100 points (20%)

**Class Grade:** Letter grades are assigned as follows.

Points	Grade
95-100	A
90-94	A-
85-89	B+
80-84	B
75-79	B-
70-74	C+
67-69	C
65-66	C-
60-64	D+
57-59	D
55-56	D-
0-54	F

## **University Resources and Policies**

### **Academic Resources**

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)  
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

### **Academic Policies on Registrar website** (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

### **Notice for students concerning Disabilities**

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in **Loyola 100, (206) 296-5740**. Disability-based adjustments to course expectations can be arranged only through this process.

## Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (**email:** [oiie@seattleu.edu](mailto:oiie@seattleu.edu); **phone:** 206.296.2824) University Resources and Policies

### Important Announcements:

- (1) The instructor will post class announcements and modules on Canvas.
- (2) The instructor is not responsible for dropping enrolled students. Students are obligated to officially withdraw even though they have not attended classes. Students who fail to officially withdraw are subject to a failing grade in the course. The last day to withdraw is **Monday, February 25, 2019**.
- (3) The instructor places a high value on class attendance. Undoubtedly you will too in order to take full advantage of the lecture material. If you must be absented from class, you are responsible for missed lecture, announcements, handouts, and any due assignments. Students are responsible to follow all the announcements post on the website.
- (4) The final exam period is considered to be part of the contact hours necessary for a student to receive academic credit for a course. All students have to take the final exam on the scheduled date. The instructor will not give early exam before or make-up exam after the final exam period. If you cannot commit to take the final exam on the scheduled exam date, please consider dropping the class. Please do not make any early travel arrangements on the scheduled final exam date.
- (5) Given the complexity of the material, it will be impossible to cover every detail in the chapters. Lectures will cover essential issues that the instructor believes important to a general understanding of macroeconomics.
- (6) Use of electronic devices in class: Please turn off your phone and computer and put the devices in your backpack during class. In some class activities, the instructor will permit students to use the computer for data analysis, at the conclusion of the session students must put the device away.

**Tentative Readings:** The instructor is more interested in having students understand the material thoroughly than in following a strict schedule. Therefore, we will try to adhere to this schedule, but may need to alter it slightly as we go along. Students are encouraged to read the assigned chapter before coming to class to participate in class discussion.

**Readings before class begins**

- Chapter 1: Ten Principles of Economics
- Chapter 2: Thinking Like an Economist

**Week 1: Tues 1/8 – Thurs 1/10**

- Introduction
- Chapter 4: The Market Forces of Supply and Demand

**Week 2: Tues 1/15 – Thurs 1/17**

- Chapter 5: Elasticity and Its Application
- Working with Macroeconomics Data 1: Introduction to Excel Starter (<http://www.excel-easy.com>); Using Excel in Data Analysis; Hill et al. Chapter 1 The Role of Econometrics in Economic Analysis

**Week 3: Tues 1/22 – Thurs 1/24**

- Chapter 10: Measuring Nation's Income
- Chapter 13: Saving, Investment, and the Financial System
- Working with Macroeconomic Data 2: Introduction to the World Development Indicators (World Bank, <http://worldbank.org>); Miller Chapters 6 and 7: Creating effective tables and charts

**Week 4: Tues 1/29 – Thurs 1/31**

- Chapter 11: Measuring the Cost of Living
- Chapter 17: Money Growth and Inflation
- Working with Macroeconomic Data 3: Miller Chapter 10: Writing about data and methods; Hill et al. Chapter 3 The Simple Linear Regression Model: Specification and Estimation.

**Week 5: Tues 2/5 – Thurs 2/7**

- **Exam No. 1: Chapters 4, 5, 10, 11, 13, 17, and data analysis**
- Chapter 12: Production and Growth
- Working with Macroeconomic Data 4: Miller Chapter 12: Speaking about numbers; Miller Chapter 13: Writing for applied audiences; Hill et al. Chapter 6 The Simple Linear Regression Model: Reporting the Results and Choosing the Functional Form

**Week 6: Tues 2/12 – Thurs 2/14**

- Group Presentations: Country Case Study
- Poor Economics – Chapter 1: Think Again, Again
- In-Class Activity No. 1: Jeffrey Sachs vs. William Easterly: Poverty Debate

- **Writing Assignment No. 1 due: Country case study using macroeconomic data from the World Bank**

**Week 7: Tues 2/19 – Thurs 2/21**

- Poor Economics – Chapter 2: A Billion Hungry People
- In-Class Activity No. 2: Nutrition-Based Poverty Trap

**Week 8: Tues 2/26 – Thurs 2/28**

- Poor Economics – Chapter 3: Low-Hanging Fruit for Better (Global) Health?
- In-Class Activity No. 3: Health-Based Poverty Trap
- Poor Economics: Chapter 4: Top of the Class
- In-Class Activity No. 4: Education-Based Poverty Trap
- Video Discussion: Poverty, Inc., Action Media Group, 2014

**Week 9: Tues 3/5 – Thurs 3/7**

- Poor Economics – Chapter 7: The Men from Kabul and the Eunuchs of India: The (Not So) Simple Economics of Lending to the Poor
- In-Class Activity No. 5: Microfinance
- Poor Economics – Chapter 9: Reluctant Entrepreneurs
- In-Class Activity No. 6: Entrepreneurship
- Video Discussion: Poverty, Inc., Action Media Group, 2014

**Week 10: Tues 3/12 – Thurs 3/14**

- Group Presentations: Book Report and Analysis
- **Writing Assignment No. 2 due: Book Report and Analysis**
- Video Discussion: Poverty, Inc., Action Media Group, 2014

**Week 11: Tues 3/19 10-11:50 am**

- **Exam No. 2: Mankiw Chapter 12, and Poor Economics Chapters 1, 2, 3, 4, 7, and 9**