

# Survey of Economics

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Tuesday 11:00-1:00, 2:00-4:00; And by appointment

Spring 2026  
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BU 116

## COURSE OVERVIEW

### OFFICE HOURS AND CONTACTING ME

You can stop by my office anytime to see me. You do not need an appointment. My office is in Wagoner in the hall between the nurses' office and the tunnel. I will almost always be there during my office hours listed above, and you may find me there at other times as well. If you can't come during my office hours, we can make an appointment for another time or meet by Zoom. Outside of my office hours, please feel free to email me ([jsmarsh@bsu.edu](mailto:jsmarsh@bsu.edu)) at any time. Of course, if it is in the evening, you may not get an answer until the next day.



If at any time you have questions, comments, problems, or suggestions please talk to me. If you are having difficulty in the course, *don't wait*. There are things we can discuss to help you. Most students will find themselves struggling occasionally in some classes, and it's not a weakness to ask for help. On the contrary, it shows wisdom and determination.

You don't need to be having a problem to come see me in my office. I encourage you to stop in to simply chat. In fact, if you come sit and talk with me at my office at least once during January or February, I'll give you 1 extra credit point. That's a onetime offer, not a point for every visit.

### DESCRIPTION FROM ACADEMY CATALOG

An introduction to important and influential economic theories and circumstances, with specific examples chosen by the instructor. Course topics will include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

### COURSE THEMES

In this class, we will be using the economic theories and principles we study to analyze and understand both historical economic episodes from American History, as well as contemporary issues and theories. We will be creatively applying economic principles through the use of games and simulations. Finally, we will also be learning about some basic economic "adulting" topics such as taxes, budgeting, credit cards, etc.

### BASIC COURSE STRUCTURE

A variety of methods will be used to present and analyze the course material including lecture, discussions, audio-visual materials, online activities, projects and simulations.

Likewise, grading will be based on a variety of methods including tests, online activities, projects, and class participation.

## REQUIRED TEXTS AND READINGS

*Essentials of Economics*, second edition, Mateer

*Economic Episodes in American History*, second edition, Schug

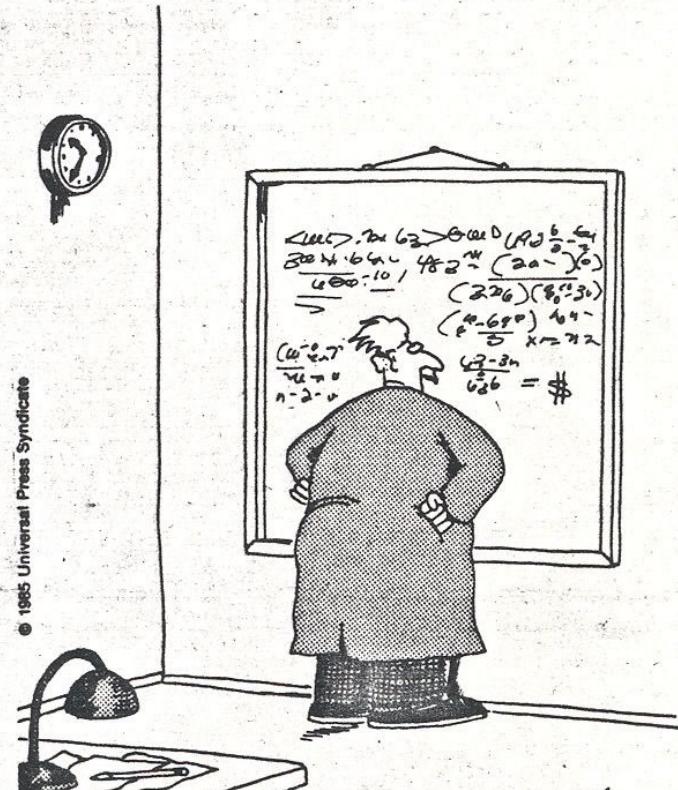
## Abbreviation in schedule

"Text"

"Episodes"

It is your responsibility to see that you have both required books. There will also be reading assignments from short articles, documents, etc., which will be made available on Canvas and/or passed out in class. They are listed on the schedule as "Canvas/Handout." Again, it is your responsibility to make sure you have, or can access, the readings for a class.

### THE FAR SIDE By Gary Larson



## ASSIGNMENT SCHEDULES

I have listed below the assignments for the **first 4 weeks of classes**. Further schedules will be posted on Canvas as the course progresses.

Key points to remember:

- **All readings must be done prior to the class listed**
- **You must complete InQuizitive assignments, quizzes and discussion questions that you are required to submit, by midnight on the night before the class listed.** This is so that I have time to read them before the class.
- **Any other assignments or projects are due at the start of the class period they are listed, unless stated otherwise**

Note: Sometimes a reading will have “(for reference)” after it in the schedule. That means that it is not required, but is there for your use to provide additional context for the topics. I would recommend that you at least scan the headings and get a quick idea of the material included.

**As the course progresses, it may be necessary to modify some assignments.** I will give you notice of a week or more on changes to exams or major assignments. I will generally give you notice of several days or more if I change a reading assignment. However, circumstances occasionally require minor last-minute changes or additions. I will e-mail to you any such changes no later than 6:00pm on the day before class. **So, you are responsible for checking your e-mail after 6:00pm on the night before class.**

Here are the abbreviations used in the schedule below:

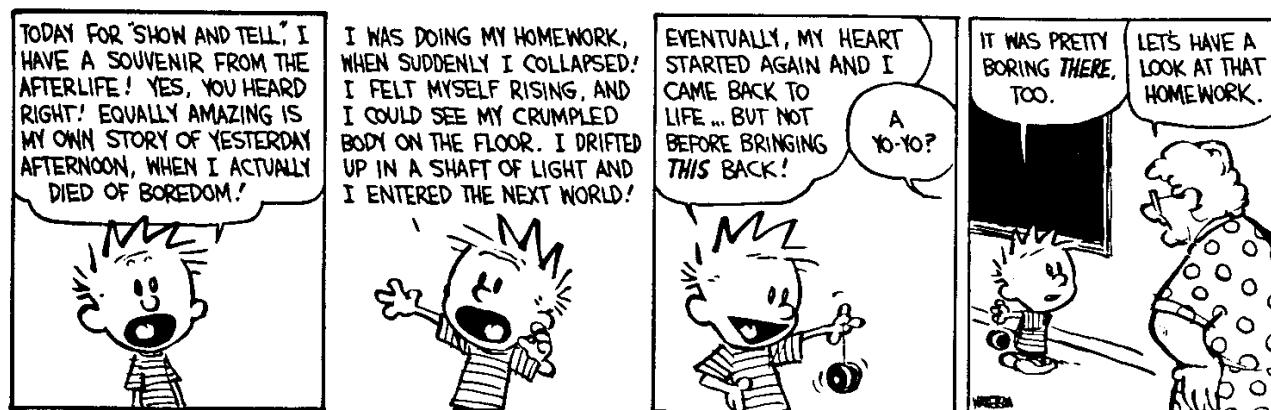
“Canvas/Handout” reading posted on Canvas and/or handed out on paper

“Text” *Essential of Economics*, second edition, Mateer

“Episodes” *Economic Episodes in American History*, second edition, Schug

“InQuizitive” Canvas InQuizitive assignment

“DISC QUES” Means there are Discussion Questions due online



| <b>Topics</b> |   | <b>Readings</b>   |
|---------------|---|---|
| Jan 5         | Course Introduction   | <b>Canvas/Handout:</b> Read the Syllabus prior to class   |
| Jan 7         | Discuss Freakonomics  | <b>Canvas/Handout:</b> <i>Freakonomics</i><br><b>Canvas/Handout:</b> Freakonomics <b>DISC QUES</b> worth 5 points. <b>DU</b> E midnight <b>Tuesday Jan 6</b> Your answers need to be <b>posted on Canvas</b> . (If you cannot access Canvas yet, submit your answers on paper in class)       |
| Jan 9         | Economic Way of Thinking<br>Introduce InQuizitives                        | <b>Canvas/Handout:</b> Economic Way of Thinking<br><b>Canvas:</b> <b>QUIZ</b> "Economic Way of Thinking" <b>DU</b> E midnight Jan 8   |
| Jan 12        | Economics of British & Spanish Colonies                                   | <b>Canvas:</b> Watch the "Student Registration Video" and then register for the ebook & materials<br><br><b>InQuizitive:</b> "How To Use InQuizitive" <b>DU</b> E midnight Sunday Jan 11<br><br>For Reference - <b>Canvas:</b> PowerPoint: Why Did the British Colonies Succeed Economically? |
| Jan 14        | Discuss Text Chapt 1<br>Introduce Text Chapt 4                            | <b>Text:</b> Chapt 1<br><b>InQuizitive:</b> "InQuizitive Chapt 1" <b>DU</b> E midnight Tuesday Jan 13   |
| Jan 16        | Discuss "I Pencil"  | <b>Canvas/Handout:</b> "I Pencil" <b>DLM</b> (Discussion Leader Materials) <b>due</b> . You need to type a 2 sentence statement about your reaction to the reading, and 3 discussion starter questions to turn in during class. 2 discussion leaders will be chosen.                          |
| Jan 21        | Discuss Chapt 4<br>Introduce Chapt 5                                      | <b>Text:</b> Chapt 4<br><b>InQuizitive:</b> "InQuizitive Chapt 4" <b>DU</b> E midnight Tuesday Jan 20   |
| Jan 23        | Discuss Chapt 5<br>Discuss Minimum Wage                                   | <b>Text:</b> Chapt 5<br><b>InQuizitive:</b> "InQuizitive Chapt 5" <b>DU</b> E midnight Thursday Jan 22  |
| Jan 26        | Display and discuss creative projects: Visualizing the Free Market System | <b>Canvas/Handout:</b> Visualizing the Free Market System - Creative Project<br><b>Bring your project to show to the class and to turn in</b>   |
| Jan 28        | Review for Exam 1   | Review notes, study terms before class  |
| Jan 30        | <b>EXAM 1</b>   |   |

## TENTATIVE EXAM DATES

|            |                |
|------------|----------------|
| Jan 30     | Exam 1         |
| Late-Feb   | Exam 2         |
| Late-March | Exam 3         |
| Late-April | Exam 4         |
| May 4-8    | Final Exam TBA |



## CLASS & ACADEMY POLICIES

### ACADEMY POLICY: ATTENDENCE

*Attendance is mandatory. Students may receive excused absences at the professional discretion of the school nurse, the associate director of mental health services, the associate director of college counseling and student engagement, the director of academic affairs, and the executive director of the Indiana Academy. Unexcused absences occur when students miss class without prior approval from the aforementioned designated school officials. Continued absences (both excused and unexcused) from Academy classes increase the likelihood of unsuccessful completion.*

*Alongside steady attendance, students are expected to maintain consistent healthy habits of decorum, respect, and kindness towards their classmates, instructors, and teaching assistants. When students fail to meet these classroom behavioral standards and academic habits, it is the expectation faculty engage appropriately to bring quick and immediate resolution. When students consistently fail to meet these behavioral standards and academic habits in the classroom, an administrative consequence ladder will be adopted, and recorded, in attempt to administratively address, engage, and rectify ongoing challenges.*

### CLASS POLICY: ATTENDANCE AND TARDIES:

The policies in the Student Handbook regarding attendance and tardiness will be followed. Students are expected to attend, and be on time, for every class. If you are not in the classroom by the official starting time, you will be marked tardy. If you arrive more than 15 minutes late, you will be marked absent, however you will still be able to turn in assignments, per late policy listed below, and participate in the educational activities of the day, so it is definitely in your best interest to attend. You must notify me in advance, using Academy procedures, in the case of pre-arranged absences. Academy policy allows a faculty member to report a student as having an unexcused absence for sleeping in class or for improper use of their computer, tablet or phone during class.

### CLASS POLICY: MAKEUP WORK FOR EXCUSED ABSENCES:

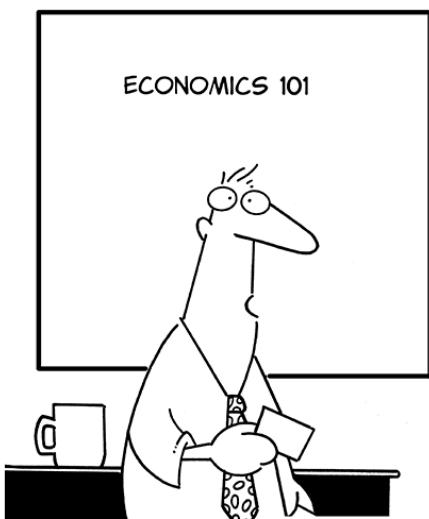
Exams, quizzes, online discussions and other assignments missed must be **made up within 1 week from the date of your return**, unless other arrangements are made with me in advance. Additional time can be granted for extended illnesses or other factors. Do not wait for me to contact you regarding a makeup. **It is your responsibility to contact me to schedule a makeup exam.** Likewise, for homework and class material, it is your

responsibility to find out what you missed and how to make it up.

## **ACADEMY POLICY: UNEXCUSED ABSENCES**

*It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor. Although all absences, both excused and unexcused, are tracked within the Office of Academic Affairs, professors of each class are free to use discretion with a student's first three unexcused absences. Four or more unexcused absences in any particular class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.*

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*"Lesson 1: Don't spend more than you earn.  
Lesson 2: Don't spend more than you earn.  
Lesson 3: Don't spend more than you earn.  
Lesson 4: Don't spend more than you earn.  
Lesson 5: Don't spend more than you earn."*

## **CLASS POLICY: CONSEQUENCES FOR UNEXCUSED ABSENCES:**

There is no right to make up quizzes, discussion questions and other similar assignments as a result of an unexcused absence. However, you should still talk with me about how to not fall behind with the course material as a result of the unexcused absence. You will be given an opportunity to take an exam you missed due to an unexcused absence, but there will be a 1-letter-grade penalty on that exam score. That exam must be made up before I hand them back in class (usually about a week). After that, a zero will be entered for the exam score.

Unexcused absences will also negatively impact your Class Participation grade. You are allowed 2 unexcused absences without penalty to your Class Participation grade. 3 points will be deducted from your Class Participation grade for every unexcused absence after that.

Please be aware that Academy policy allows a faculty member to report a student as having an unexcused absence for sleeping in class or improper computer use in class.

## **ACADEMY POLICY: WIRELESS DEVICES**

*Pursuant to Indiana Code 20-26-5-40.7, The Indiana Academy for Science, Mathematics and Humanities prohibits student use of wireless communication devices for non-instructional purposes in the classroom. As such, any and all portable wireless devices, that have the capability to provide voice, messaging, or other data communication between two or more parties, must only be used for academic purposes directly tied to the classroom activity or*

related educational task. Exceptions to this wireless device policy are eligible through academic accommodations, individualized education programs, or with instructor approval permitting the use of a wireless device for justification related to health, safety, and/or well-being. The improper use of a wireless device in an active classroom setting is subject to disciplinary action including but not limited to; a verbal warning, temporary seizure of said device by a school official, an unexcused absence for the class in question, written communication to parent/guardian, among other elevated consequences for repeated improper use.

### **ACADEMY POLICY: CELLPHONES**

Students who have cellphones with them must turn them OFF, and place them in the provided receptacle when they enter the classroom. They will pick them up when they leave the classroom. There are two exceptions:-

1. Faculty can allow students to retain and use their cellphones for accessing educational material or other relevant activities during a class period. Any other use of cell phones that is not specifically approved by the instructor is strictly prohibited.
2. Students who have a medical need, or documented learning accommodations that permit phone usage, may keep their cellphones on them if permission is granted from the Nurses' office or administrators. That approval list will be shared with the faculty.

### **CLASS POLICY: LAPTOPS/TABLETS**

**Students are NOT allowed to use laptops or tablets in this class.**

You must leave them in your backpack, or do not bring them to class. You cannot have them out or on the desk. You will access readings we



discuss during class in the books or on printouts. Notes must be taken by hand (which studies show is better for student retention and understanding).

**Exception: You can make a written request to me to be able to use your laptop or tablet to take notes.** In your request, you must make your case as to why that is a much better way for you to take notes. Written requests may or may not be accepted, depending on the circumstances. If you do get permission to use your laptop to take notes, you are agreeing that I can look at your screen at any time, and that **I can require you to send me your notes from any class.** If you had your computer open, but do not have many notes from that day, you will be banned from future use. If you use your laptop for anything else beside notes during class, that will be 5 points off your participation grade, an unexcused absence and a ban on future computer use.

There will be a few days, including test days, for which you will actually bring your laptop/tablet to class. **Our in-class exams will be taken on Canvas on your laptop/tablet.**

## **CLASS POLICY: LATE POLICIES**

**All online assignments (InQuizitives, discussion questions, quizzes, etc.) will be due at midnight** on the night before the class on which they are assigned. That is so I can review them before class. If you submit them after midnight, there will be a **late penalty of 50% off**.

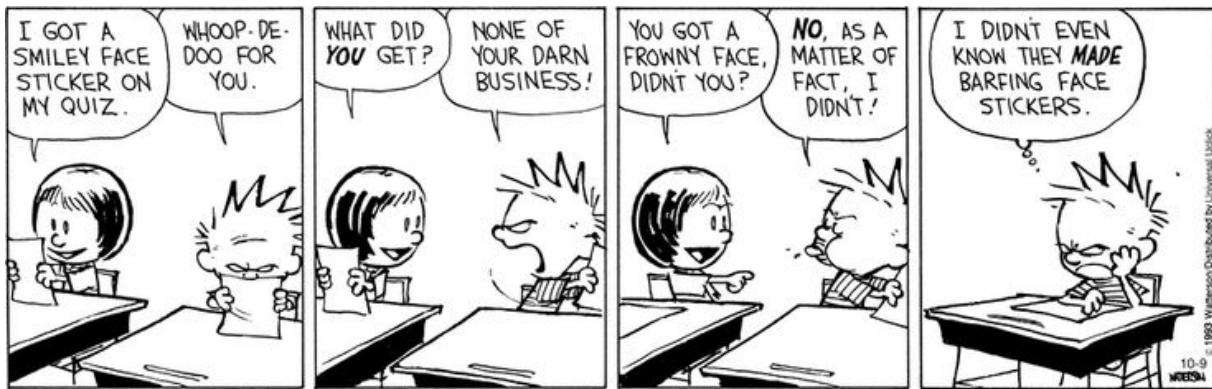
For all assignments, except InQuizitives, **you have 1 week after the due date to turn them in for the half credit**. Assignments turned in after the one-week late deadline will not be accepted unless I determine there are extenuating circumstances which merit some form of credit. **InQuizitives are an exception to the one-week policy. They can be completed at any time during the remainder of the semester** (last day of regular classes) **for 50% off the grade**.

**If you have an excused absence** on a day any assignment is due, you have **1 week to turn it in for full credit**. After that, the one-week late policy of 50% off will apply. If you are sick or have other challenges impacting your work or deadlines, please communicate with me. Canvas is set to automatically assess the late penalties. So, if you are late due to illness or some other excused reason, please talk to me so that I can remove the late penalties.

**CLASS POLICY: ACADEMIC DISHONESTY** Academic dishonesty (cheating) will not be tolerated. Some examples of academic dishonesty include, but are not limited to: copying or facilitating copying during exams, turning in written assignments with the same language as others, improper use of AI, and copying from internet or print sources without proper citation. In accordance with department policy, “assigned papers as determined by instructor will be submitted electronically to the teacher and/or Canvas for possible plagiarism scrutiny.” Cases of academic dishonesty will be dealt with according to the policies in the Student Handbook. If you have any questions on what constitutes academic dishonesty, I strongly encourage you to consult the Student Handbook, or discuss it with me. Academic Integrity policies are found here in the online student handbook: <https://academy.bsu.edu/handbook/handbook-25/>

## **HUMANITIES DIVISION STATEMENT ON AI**

*The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own any research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI, and ask them any questions you may have about the use of AI in their course.*



### CLASS POLICY: USE OF AI IN THIS COURSE

**You can use AI when you are out of the classroom. You can NOT use AI in the classroom** unless I specifically say it is ok for a particular activity. Use of AI in class, whether for a discussion, quiz or other activity will result in a charge of Academic dishonesty.

**I strongly suggest that you do NOT use AI when prepping your answers to the Discussion Questions (DISC QUES) or creating Discussion Leader Materials (DLM).** It will significantly reduce the educational benefit to you as the idea is to continue to build your critical thinking skills. The discussion questions ask for **your** opinions and analysis, not some computer's canned answers and hallucinations. AI will be a very useful tool to you throughout your life, but **don't let it do your thinking for you**. That's a recipe for personal and societal stagnation.

Furthermore, you'll have to explain these topics in class and on the exams, so you'll need to be able to think through them before then anyway. Best to spread it out and not try to cram it all in the night before the exam.

**CLASS ATMOSPHERE** Feel free to ask questions during the lectures, but always raise your hand and be recognized. Sometimes, if I am in the middle of making a point, I may signal that I have seen you, and will go ahead and complete my point before getting to your question. During class discussions as well, please raise your hand before speaking. Just as in the professional world, an atmosphere of mutual respect and appropriate behavior will be expected at all times. That includes listening to your fellow students as respectfully as you would to me. In addition, it is important to remember that topics we explore during class discussions will be on the exams as well. So don't relax your concentration on the material just because I'm not lecturing.

Democracy is by definition, conversation. Ideas, perspectives and information are exchanged in the political decision-making process. Consequently, the right to freedom of speech, and the ability to have civil discourse in the public sphere are essential to a functioning democratic system. Anyone paying attention in recent years has noticed that our body politic has become increasingly polarized, and reasoned debate has often been supplanted by bitter personal attacks. Impugning the character and motives of someone is a way to marginalize and silence them. Many attempt to delegitimize their opponents with labels, so that they do not have to debate the substance of their ideas or policy suggestions.

This class is not an economics debate club. Our focus is not on arguing personal economic views, and no one will ever be put on the spot for their personal opinions. However, we will be analyzing and discussing economic issues, events, ideas and policies, and connecting them, where applicable, to current issues. Sound information and analysis are vital to the educated citizen in making informed decisions in our system of self-government.

So, despite what is going on in the broader political sphere, in this classroom we will be practicing respectful and productive civil discourse. Politely disagreeing with the substance of ideas, and offering reasoned alternatives is always permissible, and is in fact healthy in a democratic system. But attacking another's character or motivations for their views, or referencing their personal characteristics or appearance, will not be allowed. This policy includes any online discussions we may have as part of this class. It also extends outside the classroom as well. Making derogatory comments about another student based on their expressed or assumed views as a result of a class discussion will not be tolerated. Should any such behavior potentially be in violation of Academy policies, such as those regarding bullying, Academy disciplinary procedures will be followed.

So, our class will be a model of civil discourse, and who knows, maybe our civility will rub off on others in our society.

## **ASSIGNMENTS, EXAMS AND GRADES**

### **ONLINE “INQUIZITIVE” PROGRAM & OTHER RESOURCES**

Our textbook has a number of excellent online resources for you. You can:

- read the text in an online version
- watch 1-2-minute videos which explain key topics
- study from pre-made flashcards.

There is also a program called “**InQuizitive**” which we will be using. It is designed with psychology and game theory in mind, and is an interesting and interactive way to learn the material. It is also an easy way to earn points. In previous classes, the students really enjoyed it. The program includes textbook references, multiple chances, and a little bit game strategy. Perhaps best of all from a student standpoint, **it is designed so that every student can get 100% on every assignment**. If you are having trouble on an assignment, it will coach you until you understand it. As long as you stick at it and put in some extra minutes, when necessary, you can get to 100% every time.

**All InQuizitive assignments are due by midnight on the night before class.** The program will then give me a report showing what concepts the class did well on and understood quickly, and what concepts seemed to be more of a challenge. That way, the next morning I can tailor the class to quickly breeze through the easier content, and focus more on the areas where the class tended to struggle.

InQuizitives are an exception to the one-week policy. **They can be completed at any time during the remainder of the semester** (last day of regular classes) for **50% off the grade**.

**All of the online resources, including InQuizitive assignments, are accessed through Canvas.** There are also plenty of materials there that explain how to use them.

### **DISCUSSION QUESTIONS (DISC QUES)**

There will be a handful of times when I will assign discussion questions over a reading instead of having you prep Discussion Leader Materials. **You will need to print out your answers and bring them to class so you can have them in front of you for our discussion.**

Details and requirements of discussion questions are as follows:

- Like the InQuizitive assignments, they are **due by midnight on the night before class.** That gives me a chance to look at your answers before class.
- If they are not posted by midnight the night before class, you have **one week to submit them for half credit.** After that, they will **not** be accepted and a zero will go in the gradebook, unless I make exceptions for extenuating circumstances.
- They will normally be worth a total of **4 points** for each class for which they are assigned.
- When you open the assignment on Canvas, you will find a submission box. That is where you post your answers. **I strongly suggest you write your answers in a word processing program first, then paste them in the box.** That is because sometimes computers can freeze or crash, and programs can time out. If those things happen, you will lose what you have written. Having them in a word processor also lets you print them easily.
- **Do NOT attach files.** Paste your answers directly in the submission box. If you attach a file, I won't read it.
- **Your answers must be in sentence and paragraph form.** No sentence fragments or entirely bullet listed entries. (You may occasionally include a bullet list within the writing if it seems to be a good way to convey particular information.) Be sure to use proper grammar and spelling. In other words, I want you to practice **good, clear academic writing.** That will be part of the criteria I use in grading the discussion questions.
- Since you are writing about your thoughts and analysis of the readings, **you can use "I," as in, "I think such and such."** In fact, you will probably use that perspective often.
- **Back up your points with specific examples from the readings.** That is a key part of your grade. Giving your opinions is good, but you need to support them.
- Put your **name, the date assigned and the title of the reading(s)** at the top of your assignment.
- **The total length of all your answers for a given day should be around 2-4 paragraphs,** depending on how long and how detailed the reading(s) are, and how many discussion questions there are. Some questions can be answered in a sentence or two. Others will require longer answers. Also, you cannot just use quotes from the text for most of your answer. Quotes are very good to use, but they can't take the place of your thoughts and analysis.
- **I will designate all readings that require discussion questions with "DISC QUES"**

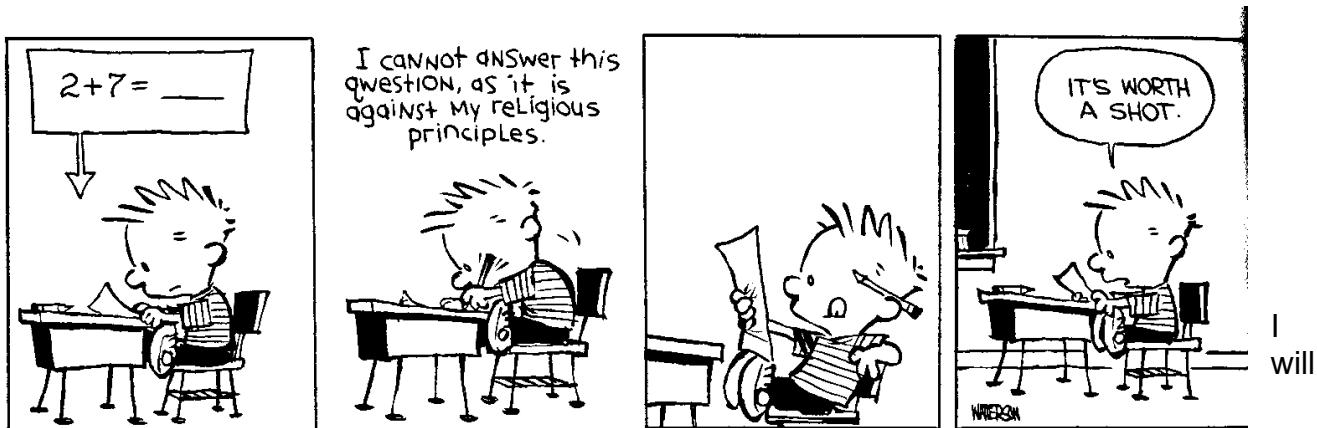
in the assignment schedule. **Sometimes I will list the questions right there in the schedule. Other times the questions will be listed at the start of the reading.** Any readings that do not have the **DISC QUES** designation do not require discussion questions.

- You can use AI in the creation of your answers, but I strongly suggest you don't. I will be calling on people to explain their answers to the class. If the AI did it for you, that will be a problem for you. Also you will need to understand the material for the exams anyway, so better to study it now.

## EXAMS & QUIZZES

There will be **4 regular exams** which will be all objective questions (multiple choice, true/false, matching, fill-in-the-blank, etc.) You will not need a calculator as the only math you will be doing are things like subtracting 50 from 100, or adding 10 to 25. **I will drop the lowest of the 4 exams.** There will be a **comprehensive final**, also comprised entirely of objective questions, covering the material from the entire course. There will be a review session prior to the final exam.

**We will take the exams in class on Canvas. So you must bring your laptop or tablet to class on exam days.**



provide study terms for the exams, and we will usually spend some time in class reviewing for exams. Here are my suggestions on prepping for exams.

- Read through your notes, following along with any associated PowerPoints
- Use your notes to define the study terms.
- Review the readings and discussion questions
- You might want to use the flashcards provided with the book materials online. Just remember these two important things. First, I will not use all the study terms from the book chapters. You can discard those from the deck so you don't waste your time studying them. Second, there will usually be some study terms which are not in the book which come from other readings/class presentations. Be sure not to miss those.

A word of caution about Quizlets is needed here. The concept is good. It is putting yourself in a test situation, which as I said, should be most helpful to you. The problem is that the Quizlet is only as good as the information put into it. I have no problem with you using a Quizlet

which another student made up and shared with you. But if it is missing a number of key points and terms, and/or has a number of items on it which you do not need, then you could be seriously wasting your time.

There will be some quizzes you take on your own time on Canvas. There may also be in-class quizzes, announced or unannounced. I reserve the right to give pop quizzes at any time, for any reason. Obviously, the main purpose of those quizzes will be to assure that you are doing the assigned readings before every class, or are engaged and participating in the class. There will be no make ups for pop quizzes. If you have an excused absence, that quiz will not be used in calculating your grade. If you have an unexcused absence, you will receive a zero for the quiz.

## CLASS PARTICIPATION

Learning is an active process, and the more you are engaged, the more you will get out of this course. I reserve 100 points during the semester for a participation grade. The participation grade is based on my assessment of your performance in the following areas:

- Attentiveness during lectures
- Studying assignments prior to class, and taking notes on readings
- Prepping Discussion Leader Materials (see below) to turn in during class on every non-textbook reading which is designated in the schedule with a **DLM** (Discussion Leader Materials)
- Bringing the necessary readings to class (textbooks or paper only, no laptops, tablets or phones)
- Participation in class discussions, simulations, and activities
- Participation and effort in group projects
- Adherence to the standards of classroom conduct

I will post 50 points of your participation grade at the end of the first quarter, and the other 50 points at the end of the semester. If you have any questions regarding your standing in that category, at any point during the semester, please talk to me.

## DISCUSSION LEADER MATERIALS

For every non-textbook reading which is designated in the schedule with a **DLM** (Discussion Leader Materials) all students will prepare a **2 sentence statement about your reaction to the reading and 3 discussion starter questions**. These need to be **typed**, and turned in during class. If you don't have any to turn in, or they are poorly/insufficiently done, it will count against your Class Participation grade. To determine the 2 students who will be starting the discussion, we will draw 2 names at random. They will then start the class discussion. How well they perform will be mostly determined by how well they prepared ahead of time. The discussion leaders will then be given a score out of 10. It is likely that every student will do that at least twice during the semester.

## PROJECTS

There will be a few small projects in this course which may include a scavenger hunt for economic concepts, designing a game with economic concepts, creating a



personal budget, and so on. The details of the projects will be explained as we get further into the semester.

## GRADES

The following is a list of projected exams/assignments which will apply toward the course grade. I reserve the right to modify this list during the course of the semester, and some numbers are approximations. Any significant change will be announced in class well in advance.

|                              |                |                                     |  |
|------------------------------|----------------|-------------------------------------|--|
| Exam 1                       | 50 points      | The lowest of these 4 gets dropped. |  |
| Exam 2                       | 50 points      |                                     |  |
| Exam 3                       | 50 points      |                                     |  |
| Exam 4                       | 50 points      |                                     |  |
| Final Comprehensive Exam     | 100 points     |                                     |  |
| Class participation Q1       | 50 points      |                                     |  |
| Class participation Q2       | 50 points      |                                     |  |
| Projects                     | 30-50 points   |                                     |  |
| InQuizitive Assignments      | 110-140 points |                                     |  |
| Discussion Questions/Quizzes | 20-40 points   |                                     |  |
| Discussion Leader Materials  | 20-30 points   |                                     |  |

Final grades will be assigned according to the following scale:

|             |             |             |             |           |
|-------------|-------------|-------------|-------------|-----------|
| A = 92-100% | B+ = 88-89% | B- = 80-81% | C = 72-77%  | D* = <70% |
| A- = 90-91% | B = 82-87%  | C+ = 78-79% | C- = 70-71% |           |

## OTHER INFORMATION

### SUGGESTIONS ON TAKING NOTES

This course has a certain amount of lecture, and I will do my best to present the information in an organized and interesting manner. Concentration and good notetaking, during lectures as well as discussions, are essential for success in this course. Please talk to me if you are having any trouble taking notes. Here are a few basic tips on notes:

- Read the assigned sections in the text before class. Complete any InQuizitive assignments by midnight the night before class. Even if you don't fully grasp the material the first time through, it will provide helpful context for the lecture.
- During lecture, focus on the main points. You can't possibly write down every word I say, but you can write down phrases, names, examples, concepts, and basic elements of a story.
- Be sure to write down any lists, summations, and conclusions I make, as well as anything I repeat.
- If you didn't hear or understand something, you may raise your hand and ask me.



"Instead of taking notes, can I just purchase a transcript of today's lesson?"

Otherwise, skip it and talk to me or a fellow student after class. Do NOT ask your neighbor during lecture as you will miss the current comments and fall farther behind. In addition, it will distract those around you.

- **Read your notes as soon as you can after class**, and make additions, corrections, or organizational changes while the lecture is still fresh in your mind. Also, if you are unclear on any material, you can ask me about it. This way you will have thorough notes, which you have already reviewed once, when it's time to study for an exam. On the other hand, if you wait until the night before the exam to read your notes, some points will seem unclear, and any gaps will be harder to fill in.
- Review the PowerPoints posted on Canvas and compare them with your notes. However, please note that the PowerPoints are not a substitute for your notes!
- You may record the lectures if you wish.
- Make sure your note-taking system is organized. If you have to hunt all over your notebooks and papers to match up notes from 2 successive days of class, then you need a better system.
- Remember, paying close attention and taking good notes during lecture is the first big step in studying for the exams.

### **SOCIAL STUDIES DEPARTMENT CONTENT WARNING STATEMENT**

*As with many history classes, the lectures, readings, and discussions will include a range of topics that may be triggering, emotionally distressing, and difficult for some students. Engaging with topics such as slavery and human suffering is essential to this discipline. History seeks to understand the experiences and thought processes of former generations, whether for good or ill. Sometimes the language and word choices used by people in the past may be insensitive or politically incorrect today. Nevertheless, the goal of history is to understand the past within its own context and time. If a reading, image shown in class, or discussion is truly troubling to anyone, please do not hesitate to talk to your instructor. In some circumstances, an alternative reading can be assigned.*

### **BALL STATE UNIVERSITY DIVERSITY POLICY**

*Ball State University aspires to be a university that attracts and retains outstanding faculty, staff, and students. Ball State is committed to ensuring that all members of the campus community are welcome through our practice of valuing the varied experiences and worldviews of the people whom we serve. We promote a culture of respect and civil discourse as evident in our Beneficence Pledge. As a reflection of Ball State's commitment to respect, civil discourse, and the Beneficence Pledge, inclusiveness at the Indiana Academy emerges as one of the priorities of our living and learning community. We strive to exist together respectfully and compassionately, creating an environment where every member can thrive.*

**MY ADDITIONAL COMMENTS:** I am personally committed to doing everything I can to see that every student has the best possible experience in my course. So, if I make a mistake on a name or a pronoun, please correct me. If there is something that is said in class, by me or another student, which bothers you or gives you concern, please talk to me. In our course, as in society at large, we can best address our problems & concerns with open communication.

# calvin and Hobbes

WATSON

